Student Teaching Internship Handbook
Spring 2024

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Taskstream Quick Start

What is Taskstream?

> Taskstream is a web-based program that is designed for university teacher education programs and allows for quick access and analysis of student teacher assessments.

> Each student teacher, university supervisor and cooperating teacher will have access to a Taskstream account through which assignments can be submitted and evaluations can be completed.

> Student teachers will also be able to upload video and other artifacts to Taskstream in order to create and maintain a professional website.

Get Started

1. Go to https://login.taskstream.com/signon/, and enter the following credentials:

   Username: first and last name (all one word, no caps)

   Password: richmond1

2. Please change your password once logged in by clicking on My Account at the top of the page and clicking on the Username/Password tab.

Cooperating Teachers and University Supervisors
Once you have logged in and changed your password

3. Navigate to *Spring 2024 Student Teaching Internship*
4. Type your student teacher's name into the search box

   Search by first or last name: [   ] **SEARCH**

   Make sure that the "Show all available categories" box is checked.
   Scroll down to the bottom of the page and click "Continue"
5. Click on the evaluation form/survey you wish to complete.
6. Follow the instructions and don't forget to click **Submit** when done.

Student Teachers
Once you have logged in and changed your password

Fill out demographic form if prompted. To view completed formative assessment notes and final evaluations, navigate to Spring 2024 Student Teaching Internship and click on the Scores and Results tab on the upper right-hand side of the screen.

> *Should you encounter any problems, please email me at dnapoli@richmond.edu*

Spring 2024 Student Teaching Internship Calendar

DATE	IN SEMINAR	IN YOUR CLASSROOM
Week of 1/15 CCPS, HCPS, Hanover County no school on 1/15	**NO SEMINAR CLASS TUESDAY 1/16. Traditional student teachers should attend the Orientation event* on THURSDAY, 1/18** **EMPLOYED STUDENT TEACHERS Instead of class this week, please attend the Orientation Event* (in-person) on THURSDAY, 1/18** ***Orientation Event:** **All students report to the Westhampton Dining Room 5:30-7:30p (Dinner served)** .	**Traditional Student Teachers: This week in your placement** · Show up early with your driver's license, dress professionally, be prepared with a notebook/pen/laptop. Turn cell phone to silent before entering placement space. If principal is available, formally introduce yourself when you check-in at the front office or another time during the day. · Observe, interact with students, assist cooperating teacher, learn student names · Talk with your CT this week about helping to plan and teach all or part of 1 lesson that will take place on Thursday or Friday of next week. **Employed Student Teachers: This week in your placement** Continue to perform the responsibilities of your position ==Cooperating Teachers== 1. **No evaluations need to be completed this week** 2. Student teachers should observe, interact with students, learn student names, and assist you. 3. There is no expectation for student teachers to take over classroom responsibilities or teach lessons this week. However, if appropriate, the student teacher can begin to practice daily routines (attendance, lining up, etc.) 4. Talk with the student teacher about 1 lesson (or part of a lesson) they can help plan and deliver Thursday or Friday of next week (1/25 or 1/26) if possible. 5. The university supervisor assigned to your student teacher should reach out to you this week or next week to set up their first visit.

Week of 1/22	**Review syllabus and course website** **Employed student teachers: Portfolio timeline questionnaire** **All student teachers** By Friday evening, 1/26, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template *If there is a different lesson template from your school that is roughly equivalent to the UR Lesson Template, please turn in your lesson plan on the template you wish to use and I will: approve it, deny it or approve it with modifications.*	**<u>Traditional Student Teachers: This week in your placement</u>** · Show up early, dress professionally, be prepared with a notebook/pen/laptop. Turn cell phone to silent before entering placement space. · Observe, interact with students, assist cooperating teacher, learn student names · Help plan and deliver all or part of one lesson on Thursday or Friday of this week if possible. · Talk with your cooperating teacher this week about a schedule for ramping up your classroom responsibilities & planning and delivering lessons next week. **<u>Employed Student Teachers: This week in your placement</u>** Continue to perform the responsibilities of your position <mark>**Cooperating Teachers**</mark> 1. **No evaluations need to be completed this week in Taskstream.** 2. Student teachers should teach all or part of at least one lesson on Thursday or Friday of this week. 3. The rest of the week student teachers should observe, interact with students, learn student names, and assist you. 4. Please contact me if you have not yet heard from the university supervisor. dnapoli@richmond.edu

| Week of 1/29 | Review the Video Reflection Assignment

Small and big group reflective conversations

Employed student teachers: Portfolio overview and section 1 work session

All student teachers
By Friday evening, 2/2, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template | **Traditional Student Teachers: This week in your placement**
-Ramp up your classroom responsibilities, planning, and lesson delivery **as close to full time as possible this week.**
-By the end of this week, you should have met with your US and CT as a triad to discuss expectations and needs and to begin to build the triad team relationship. Your US will set up this meeting. Please let me know if this hasn't happened yet.

Contact second placement CT to schedule a 30-minute meeting to plan for portfolio lesson sequence

Employed Student Teachers: This week in your placement
Continue to perform the responsibilities of your position

Cooperating Teachers
1. Try to formally observe your student teacher during one lesson toward the end of this week and **Complete Formative Assessment 1 in Taskstream** either as you observe your student teacher or together with your student teacher as you discuss the lesson afterwards. The purpose of this first observation and assessment is to collect some baseline data and begin to practice using the Taskstream forms to guide mentoring focus and conversations.
2. If it seems appropriate, allow your student teacher to ramp up their classroom responsibilities, planning, and lesson delivery. Try to have them teaching **as close to full time as possible by the end of the week.**
3. By the end of this week, you should have met with the US and ST as a triad to discuss expectations and to begin to build the triad team relationship.   Please let me know if this hasn't happened yet. dnapoli@richmond.edu |

| Week of 2/5 | **Overview of the Capstone Portfolio**

Review video recording assignment

Small and big group reflective discussions.

Employed student teachers: Overview of section 2 and work session

All student teachers:
By Friday evening, 2/9, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template | **Traditional Student Teachers: This week in your placement**
Teach full time: Execute most if not all classroom responsibilities and planning/instruction.

Meet with second placement CT to plan a portfolio lesson sequence.

Employed Student Teachers: This week in your placement.
Continue to perform the responsibilities of your position

Cooperating Teachers
1. **Complete Formative Assessment 2 in Taskstream either this week or next.** |

| Week of 2/12 | Overview: Section 1

Small and big group reflective discussions.

Employed student teachers: Overview of section 3

All student teachers:
By Friday evening, 2/16, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template | <u>**All Traditional Student Teachers: This week in your placement**</u>
-Teach full time: Execute most if not all classroom responsibilities and planning/instruction.
-Discuss the video assignment with your CT and make sure that you have the necessary permissions and equipment in place to record video in your classroom next week
--Meet with your 2nd placement CT this week to review Capstone Portfolio requirements and develop a plan for teaching the portfolio unit/lesson sequence

Employed Student Teachers: This week in your placement
-Prepare for the video assignment and make sure you have the necessary permissions and equipment in place to record video in your classroom next week.

==**Cooperating Teachers:**==
1. Complete **Formative Assessment 2 by the end of the week if not already completed**
2. Student teachers should be teaching full time in your classroom if possible
3. Help your ST prepare to video record 1 lesson next week |

| Week of 2/19 Schools closed 2/19 | Review portfolio data collection expectations

Overview Section 2

Small and big group reflective discussions.

Employed student teachers: Overview of section 4

All student teachers
By Friday evening, 2/23, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template | **All Traditional Student Teachers: This week in your placement**
-Teach full time: Execute most if not all classroom responsibilities and planning/instruction.
-Record one lesson this week

Employed Student Teachers: This week in your placement
-Record one lesson this week

Cooperating Teachers:
1. Complete **Formative Assessment 3 this week or next week.**
2. Student teachers should be teaching full time in your classroom if possible.
3. Help your ST record 1 lesson next this week
4. Consider a few good teachers that your student teacher might observe on Thursday and Friday of next week and begin to set these observations up. |

Week of 2/26	Portfolio Review Section 3 **Small and big group reflective discussions.** *Employed student teachers: Overview of section 5* **All student teachers:** By Friday evening, 3/1, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template **Traditional Student Teachers ONLY: By Friday evening, 3/1 upload the hand-signed timecard for Placement 1**	**Traditional Student Teachers: This week in your placement** -Teach full time Monday and Tuesday. Begin to release some classroom responsibilities back to your CT on Thursday and Friday -If you can, work with your CT to plan observations of other teachers' instruction on Thursday and/or Friday -Print out your first placement timecard from your Seminar Google Folder and have your CT and US sign it. Scan signed copy and upload it back to your Seminar Google Folder. -Plan closure/goodbye with students and CT **Employed Student Teachers: This week in your placement** Continue to perform the responsibilities of your position ==**Cooperating Teachers**== 1. **Complete the Final Evaluation in Taskstream** (this is a cumulative evaluation of the student teacher's performance) 2. **Complete Formative Assessment 3 if you have not already.** 3. Complete the **End of Placement survey and forms in Taskstream.** 4. Student teacher should be teaching full time most of the week to ensure they accumulate enough hours for licensure. 5. If it makes sense for you and your student teacher, try to schedule an observation or two in other teachers' classrooms on Thursday or Friday. 6. Sign the student teacher's timecard and keep a copy for your records/relicensure points.

Week of 3/4 First week in placement 2 for traditional student teachers	**Portfolio Due on Monday, 4/15** **Portfolio review Section 4** **Small and big group reflective discussions** **All student teachers:** By Friday evening, 3/8, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template	**Traditional Student Teachers: This week in your placement** -Show up early, dress professionally, be prepared with notebook/pen. Turn cell phone to silent before entering placement space. If principal is available, formally introduce yourself when you check-in at front office. -Observe, interact with students, assist cooperating teacher, learn student names -Talk with your CT about helping to plan and teach all or part of 1 lesson later next week **Employed Student Teachers: This week in your placement** Continue to perform the responsibilities of your position **Cooperating Teachers** 1. **No evaluations need to be completed this week in Taskstream** Student teachers should observe, interact with students, learn student names, and assist you. 2. There is no expectation for student teachers to take over classroom responsibilities or teach lessons. However, if appropriate, the student teacher can begin to practice daily routines (attendance, lining up, etc.) 3. Talk with the student teacher about 1 lesson (or part of a lesson) they can help plan and deliver Thurs. or Fri. of next week (10/26 or 10/27) if possible. 4. The university supervisor assigned to your student teacher should reach out to you this week or next week to set up their first visit.

Week of 3/11	Portfolio Due on Monday, 4/15	**Traditional Student Teachers: This week in your placement**
(UR Spring Break is not observed during student teaching)	**Portfolio Section 5** **Small and big group reflective discussions** **All student teachers:** By Friday evening, 3/15, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template	· Show up early, dress professionally, be prepared with notebook/pen. Turn cell phone to silent before entering placement space. If principal is available, formally introduce yourself when you check-in at front office. · Observe, interact with students, assist cooperating teacher, learn student names · Help plan and deliver all or part of one lesson on Thursday or Friday of this week if possible. · Talk with your cooperating teacher about a schedule for ramping up classroom responsibilities as well as planning and delivering lessons for next week. · By the end of next week, you should have met with your US and CT as a triad to discuss expectations and needs and to begin to build the triad team relationship. Your US will set up this meeting. **Employed Student Teachers: This week in your placement** Continue to perform the responsibilities of your position **Cooperating Teachers** 1. **No evaluations need to be completed this week** 2. Student teachers should teach all or part of at least one lesson on Thursday or Friday of this week. 3. The rest of the week student teachers should observe, interact with students, learn student names, and assist you. 4. Talk with your student teacher about a schedule for ramping up classroom responsibilities as well as planning and delivering lessons for next week to be as close as possible to full time teaching by the end of next week. 5. By the end of this week, you should have met with the US and ST as a triad to discuss expectations and to begin to build the triad team relationship. Please let me know if this hasn't happened yet. dnapoli@richmond.edu

| Week of 3/18 | **Portfolio Due on Monday, 4/15**

Portfolio Review Section 6

How to submit portfolio in Taskstream

Small and big group reflective discussions

All student teachers:
By Friday evening, 3/22, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template | **First week of the two week window during which traditional student teacher should pretest, teach, and assess the lesson sequence for your portfolio

Traditional Student Teachers: This week in your placement**
· Ramp up your classroom responsibilities, planning, and lesson delivery as close to full time by the end of the week as possible.
· Upload **1 full** lesson plan Lesson Template to your Seminar Google Folder.

Employed Student Teachers: This week in your placement
Upload 1 full lesson plan to your Seminar Google Folder

Cooperating Teachers

1. Try to formally observe your student teacher during one lesson toward the end of this week and c**omplete Formative Assessment 1 in Taskstream** either as you observe your student teacher or together with your student teacher as you discuss the lesson afterwards. The purpose of this first observation and assessment is to collect some baseline data and begin to practice using the Taskstream forms to guide mentoring focus and conversations.
2. If it seems appropriate, allow your student teacher to ramp up their classroom responsibilities, planning, and lesson delivery. Try to have them teaching as close to full time as possible by the end of the week. |

| Week of 3/25

CCPS and HCPS closed on 3/29 | **Portfolio Due on Monday, 4/15**

Guest Speakers

All student teachers:
By Friday evening, 3/29, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template | **Second week of the two-week window during which traditional student teachers should pretest, teach, and assess the lesson sequence for your portfolio**

All Traditional Student Teachers: This week in your placement
Teach full time: Execute most if not all classroom responsibilities and planning/instruction.

Employed Student Teachers: This week in your placement
Continue to perform the responsibilities of your position

All Cooperating Teachers:
1. **Complete Formative Assessment 2 in Taskstream by the end of this week or next week.**
2. Student Teachers should be teaching full time in your classroom if possible.
3. This is the second week of the three week window during which your student teacher should pre test, teach, and assess the lesson sequence for the portfolio |

Week of 4/1 **K-12 Spring Break**	**Portfolio Due on Monday, 4/15** No Class Work on data recording and analysis for section 5 of the portfolio	Schools are closed
Week of 4/8 **CCPS and HCPS closed on 4/10**	**Portfolio Due on Monday, 4/15** No class All student teachers: Schedule a one hour 1:1 data meeting with Dr. Napoli **All student teachers:** By Friday evening, 4/12, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template	**All Traditional Student Teachers: This week in your placement** Teach full time: Execute most if not all classroom responsibilities and planning/instruction. **Employed Student Teachers: This week in your placement** Continue to perform the responsibilities of your position All Cooperating Teachers: 1. **Complete Formative Assessment 2 in Taskstream by the end of this week if you have not already done so.** 2. Student Teachers should be teaching full time in your classroom if possible.

Week of 4/15	**Portfolio due Monday of this week** **Small and big group reflective discussions** **All student teachers:** By Friday evening, 4/19, upload a full UR lesson plan (for one lesson you taught this week) to your Seminar Google Folder using this UR Lesson Template **Upload the signed time card for placement 2 (traditional student teachers) or for the entire semester (employed student teachers) to your Seminar Google Folder.** All time cards must have handwritten signatures on them.	**Traditional Student Teachers: This week in your placement** Teach full time: Execute most if not all classroom responsibilities and planning/instruction. **Employed Student Teachers: This week in your placement** Continue to perform the responsibilities of your position All Cooperating Teachers: 1. **Complete Formative Assessment 3 in Taskstream this week or next week.** 2. Student Teachers should be teaching full time in your classroom if possible.
Week of 4/22	Final Class **ALL STUDENT TEACHERS SHOULD ATTEND CLASS IN-PERSON ON THURSDAY April 25** Complete steps to apply for your license through the VDOE website. Celebratory Dinner!	**All Traditional Student Teachers: This week in your placement** · Teach full time Monday, Tuesday and Wednesday. Begin to release some classroom responsibilities back to your CT on Thursday and Friday · If you can, plan to observe other teachers' instruction on Thursday and/or Friday · Print out your second placement timecard from your Seminar Google Folder and have your CT and US sign it. Scan and upload signed copy back to your Seminar Google Folder. · Plan closure/goodbye with students and CT **Employed Student Teachers: This week in your placement** · Print out your timecard from your Seminar Google Folder and have your US sign it. Scan and upload signed copy back to your Seminar Google Folder. **All Cooperating Teachers** 1. **Complete the Final Evaluation in Taskstream** (this is a cumulative evaluation of the student teacher's performance) 2. **Complete the End of Placement survey and forms in Taskstream.** 3. Have your student teacher observe in other classrooms on Thursday and Friday if possible. Sign the student teacher's timecard and keep a copy for your records/relicensure points.

Quick Reference: Frequently Asked Questions

What <u>evaluation forms</u> do the cooperating teachers need to fill out, and where are they located?
For each placement, the cooperating teacher is responsible for completing three Formative Assessments and one Final Evaluation form. Additionally, cooperating teachers are asked to fill out the End of the Placement Survey for feedback purposes and Gratuity Form to receive a small stipend. All evaluations and forms should be completed using Taskstream. Please see page 2 of this handbook for login information detailed navigation instructions.

How/When should the <u>student teacher intern timecard</u> be filled out?
Student teacher interns can access their timecard for each placement in the shared Seminar Google folder set up for them. A sample copy of this timecard can be found <u>HERE</u>. It is the student teacher intern's responsibility to maintain an accurate account of hours. Every week, the cooperating teacher should sign off for the student teacher intern's hours, including any absences or tardies. The hours should be divided up into the categories listed below:
A sample copy of this timecard can be found in Appendix E of this handbook.

Observing	time spent in the classroom when children are present that does not include direct instruction
Teaching	time spent as the primary person delivering direct instruction, monitoring and helping small group and independent work, and/or monitoring/proctoring assessments
Preparing	time spent organizing and preparing for lessons
Extracurricular	time spent before or after school hours attending school-related events such as fundraisers, parent nights, etc.

Can a *student teacher intern* serve as a <u>substitute teacher</u> when the cooperating teacher is out?
Student teachers should never cover classes when the teacher-of-record is absent.

Can a *student teacher intern* be <u>left alone in the classroom</u>? The university recommends that the cooperating teacher use judgement in terms of leaving the classroom while the student teacher intern is teaching. It is always a good idea to speak to the principal about this policy and let a teacher neighbor know that your intern will be alone. Of course it is important to review emergency procedures/policies (including fire drill and lock down procedures) before you leave your student teacher intern alone with students.

What is the university expectation for the *student teacher intern* <u>planning their own lessons and developing their own materials?</u> The university understands that it is important for student teacher interns to maintain pacing and deliver instruction that is in keeping with the school's policies and procedures. We encourage our student teacher interns to work with the cooperating teachers to build lessons and find materials together. Cooperating teachers are encouraged to allow student teacher intern creativity and innovation whenever possible.

How <u>early should the *student teacher intern* arrive</u> in the morning and how <u>late should they stay</u> at the end of the day. It is the university expectation that the student teacher arrive well before students are allowed in the building. There should be enough time before students report to their classrooms for the student teacher intern and cooperating teacher to chat about any last minute issues, resolve any questions about lesson plans, or review the focus for teaching growth. The student teacher intern is expected to attend after school meetings (including planning meetings), back to school night, IEP meetings (if appropriate) and time should be set aside at the end of the day for debriefing, setting goals, and reviewing lesson plans for the next day.

Should the *student teacher intern* follow a particular <u>dress code</u>? The university expects that the student teacher intern dress professionally at all times. Student teacher interns are not allowed to wear jeans or t-shirts (except on school spirit days). Men are encouraged to wear ties every day, and women should be extra careful to wear clothing that is not revealing in any way. Any concerns about dress should be reported immediately to the university supervisor or the Director of Clinical Practice.

When should the *student teacher intern* <u>take over the teaching duties</u> of the classroom? The state mandates that pre-service teachers log a certain number of hours serving as a classroom teacher under the guidance of an experienced mentor. <u>The calendar on page 3 of this handbook details a week-by-week schedule for student teacher interns.</u> Although it is understandable that cooperating teachers might feel anxiety about a preservice teacher leading all lessons and handling all discipline issues, it is imperative that they allow the student teacher intern to spend as much time as possible practicing with students under their supervision. The cooperating teacher, university supervisor and Director of Clinical Practice should meet to discuss any concerns in student teacher professionalism and/or performance as soon as they come up so that an appropriate remediation plan can be put into place in a timely manner.

Should the *student teacher intern* <u>be interrupted during a lesson</u> if they are not performing well?
Interrupting a student teacher intern during a lesson can be disruptive and disconcerting for both the student teacher intern and the classroom students. If possible, it is always best to wait until a break in instruction to gently guide and advise the student teacher intern. Of course there are exceptions to this, including any overtly egregious actions/behaviors, extreme behavioral issues, or major content inaccuracies that might perpetuate misconceptions in student understanding. We urge the cooperating teachers to use their best judgement while keeping in mind that a student teacher intern cannot be expected to perform as well as a seasoned teacher (or even a novice teacher!)

What should the cooperating teacher do if he/she has a <u>concern about the *student teacher intern*'s performance and/or professionalism.</u> Please know that it will be best for everyone involved if concerns are reported immediately. The university supervisor will work to ensure that the cooperating teacher's relationship with the student teacher intern remains productive and positive while working to address the concern immediately.

Education Department School of Arts & Sciences	Phone	Location and Mailing Address	Email
	289-8428	Fountain Hall 118 UR Drive Richmond, VA 23173	lcarpent@richmond.edu
Faculty			
Dr. Tricia Stohr-Hunt *Assistant Professor of Elementary Education* *Adjunct Associate Professor, Graduate Education* *Chair, Department of Education*	289-8432	Fountain Hall G36	pstohrhu@richmond.edu
Dr. Allison Brenning *Director of Special Education and Elementary Instruction* *Adjunct Assistant Professor, Graduate Education*	287-6627	Fountain Hall G32	abrennin@richmond.edu
Angela Leeper *Director, Education Studio*	289-8433	Fountain Hall G23B	aleeper@richmond.edu
Dr. Tammy Milby *Director of Reading* *Adjunct Associate Professor, Graduate Education*	287-6678	Fountain Hall G30	tmilby@richmond.edu
Dr. Deborah Napoli *Director of Clinical Practice* *Adjunct Assistant Professor, Graduate Education*	289-8430	Special Programs 211	dnapoli@richmond.edu
Staff			
Liza Carpenter *Academic Administrative Specialist*	289-8428	Fountain Hall G38	lcarptenter@richmond.edu
Augusta Donaldson *Education Studio Associate*	289-8958	Fountain Hall G23	augusta.kuchinski @richmond.edu

Education Department School of Professional & Continuing Studies	Phone	Location and Mailing Address	Email
	289-8427	Special Programs 490 Westhampton Way Richmond, VA 23173 ** All admission transcripts should be addressed to Kris Waikart at this address. All gap course transcripts should be addressed to Julia Burke at this address.*	kwaikart@richmond.edu
Faculty			
Dr. Laura Kuti *Assistant Professor, Education* *Assistant Chair, Graduate Education*	287-6621	Special Programs 230	lkuti@richmond.edu
Dr. Bob Spires *Associate Professor, Education* *Adjunct Professor, Nonprofit Studies*	289-8431	Special Programs 217	bspires@richmond.edu
Staff			
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Purpose of Handbook

This Student Teaching Internship Handbook will take you through the internship experience from the placement application process during Pre-student teaching to the licensure application process at the end of the program. It differs from the Teacher Preparation Program Handbook in that it does not include program admission information or detail all program requirements. To access the Teacher Preparation Handbook, go to
https://education.richmond.edu/licensure/teaching-handbook.html

This handbook provides students, cooperating teachers, and university supervisors with information regarding state and university requirements as well as descriptions of roles and responsibilities.

Teacher Preparation at the University of Richmond: Overview

Teacher education at the University of Richmond is a campus-wide responsibility, designed to ensure that all of our students are reflective and knowledgeable professionals who possess both a theoretical and practical knowledge base.

Mission Statement

The mission of the Teacher Preparation Program at the University of Richmond is to improve the understanding and practice of teaching and learning in P-12 environments through engagement with scholarly texts, structured activities and practical experiences, and reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to inclusion and professionalism.

Model Standards for Beginning Teachers

The standards used to guide our teacher preparation curriculum and field experiences are the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teachers. These standards are closely tied to the Virginia Department of Education Uniform Performance Standards (VUPS) for Teachers. Below, you can see the language and alignment of both sets of standards.
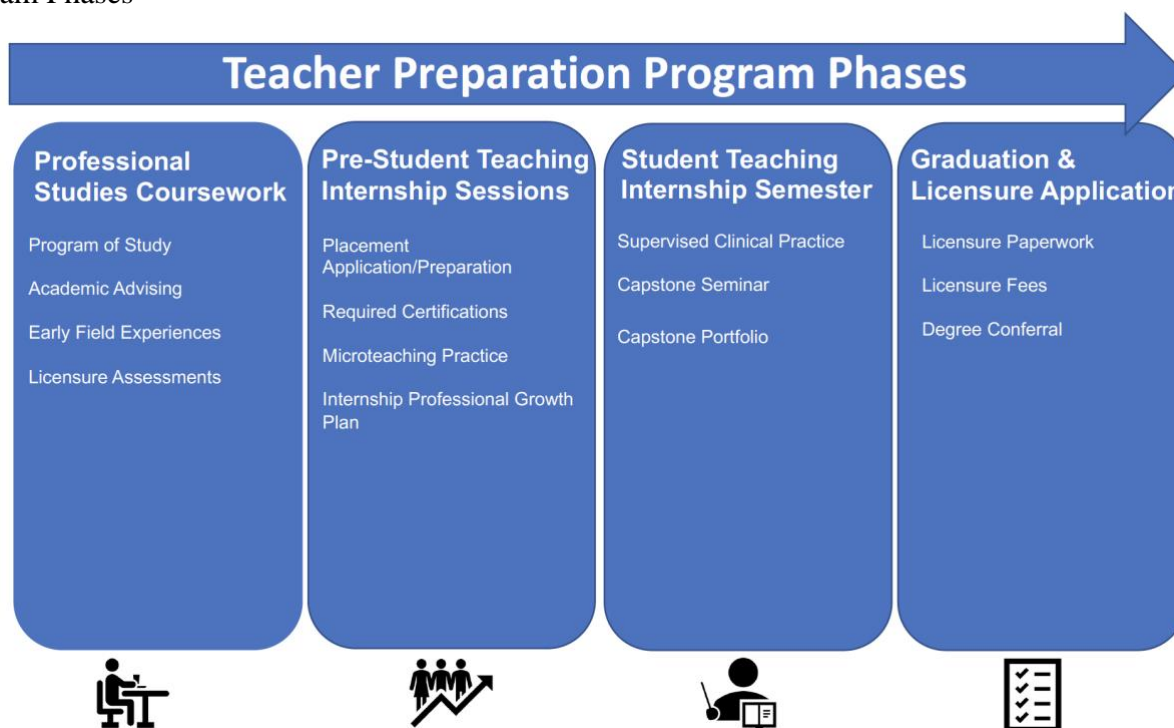
InTASC Standards	Virginia Uniform Performance Standards
The Learner and Learning	
Standard #1-Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences	**Standard 2: Instructional Planning** The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students
Standards #2 Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Standard 3: Instructional Delivery** The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
Standard #3-Learning Environments The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 5: Learning Environment** The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conductive to learning.

Content Knowledge	
Standard #4-Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**Standard 1: Professional Knowledge** The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
Standard #5-Content Application The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Standard 2: Instructional Planning** The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students **Standard 3: Instructional Delivery** The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
Instructional Practice	
Standards #6 Assessment The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Standard 4: Assessment of and for Student Learning** The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. **Standard 7: Student Academic Progress** The work of the teacher results in acceptable, measurable, and appropriate student academic progress.
Standard #7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Standard 2: Instructional Planning** The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students **Standard 3: Instructional Delivery**The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
Standards #8 Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Standard 3: Instructional Delivery** The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
Professional Responsibility	
Standard #9: Professional Learning and Ethical Practice The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 6: Professionalism** The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.
Standard #10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 6: Professionalism** The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Professional Behaviors and Dispositions

Consistent with our mission, standards, and phases for teacher candidates, the Education Department at the University of Richmond has adopted a set of professional behaviors and dispositions as a guide for teacher candidates. During your admissions interview, a faculty member will review the "Professional Behaviors and Dispositions" form. See Appendix C for a copy of this form. If, at any time during the program, a candidate's dispositions become a concern, that candidate should expect to have a meeting with his/her professor to address the item or items from the form that are not being adhered to and discuss possible solutions and recommendations for future success. The candidate's advisor and the Director of Clinical Practice will be notified of the concern, the meeting, and the outcome. For multiple dispositional concerns, a meeting will be scheduled with the program chair (or designee) to determine further action. Should a candidate have a grievance or complaint, he/she may reference University of Richmond policy for the procedure to be followed via the link below:
studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html

Program Phases

Teacher Preparation Program Phases

Professional Studies Coursework	Pre-Student Teaching Internship Sessions	Student Teaching Internship Semester	Graduation & Licensure Application
Program of Study	Placement Application/Preparation	Supervised Clinical Practice	Licensure Paperwork
Academic Advising	Required Certifications	Capstone Seminar	Licensure Fees
Early Field Experiences	Microteaching Practice	Capstone Portfolio	Degree Conferral
Licensure Assessments	Internship Professional Growth Plan		

This handbook focuses on the final three phases of the Teacher Preparation Program at the University of Richmond: Pre-Student Teaching, Student Teaching Internship, and Graduation/Licensure Application.

For more detail on the first phase, Professional Studies Coursework, please see the Teacher Preparation Handbook at https://education.richmond.edu/licensure/teaching-handbook.html
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The Student Teaching Internship Experience

Pre-Student Teaching Phase

The Pre-Internship Workshop course was developed to help prepare students for the very unique final semester of the Teacher Preparation Program which is spent practicing full-time in the field. Students who are scheduled to complete their student teaching in the spring must successfully complete this course during the preceding fall. Students who are scheduled to complete their student teaching in the fall must successfully complete this course during the preceding spring. Students' ability to register for the Pre-Internship Workshop course has been restricted pending the verified completion of several prerequisites. Below is the text included on a form all students sign upon admission that delineates these requirements.

<div align="center">

Student Teaching Internship
Program Prerequisite Approvals Required

</div>

The following requirements will need to be met to register for EDUC 484U/584U: Pre-Internship Workshop Series. **Without meeting all the requirements listed below, I understand that I will not be permitted to register for EDUC 484U/584U or continue to my capstone experience (either Student Teaching Internship or STEP Residency Program).**

I also understand that these requirements must be met by the registration window for the semester in which you will complete EDUC 484U/584U as follows:

Fall- end of July prior to the fall semester in which 484U/584U is scheduled

Spring- end of November prior to the spring semester in which 484U/584U is scheduled

Summer- end of March prior to the summer semester in which 484U/584U is scheduled

_____ Passing Praxis II score/s

_____ Passing Praxis: Teaching Reading score (elementary candidates only)

_____ No outstanding incomplete grades (I or Y) on transcript

_____ Transcript course gaps cleared by Dr. Burke

_____ Minimum cumulative GPA of 3.0

_____ No outstanding dispositional concerns

Once enrolled, students engage in five workshop sessions scheduled throughout the semester during which, among other things, students will complete a placement application, ensure all required mandatory statutory requirements have been completed, engage in microteaching activities, and develop a growth plan for the student teaching internship experience. These activities are described in more detail below.

Placement Application and Preparation

We work with several regional school divisions to place students in classrooms during the student teaching semester internship. School division leadership requires each intern to formally apply for a placement. The application includes a standard form, updated resume, personal essay, and, in some cases, an unofficial transcript from UR. The student teacher intern can choose a preferred pubic school division, but the school and grade level(s) will be decided by division representatives. The student teacher intern must disclose information about any family or close friends who work/are enrolled in any of our local school divisions. It is not permissible for an intern to be placed at a school where close friends or family members work or attend. Once the division representative receives the applications from the Director of Clinical Practice, they begin the work of placing interns appropriately.

The Director of Clinical Practice will be alerted when UR students have been placed by each division. She will then communicate information about grade levels, school sites, principals, and cooperating teachers to all UR student teacher intern applicants using their @richmond.edu email address.

   Timeline for Fall student teacher interns:
      o   Application due= end of September
      o   Placement information available= early December

   Timeline for Spring student teacher interns:
      o   Application due= beginning of February
      o   Placement information available= late May/early June

VDOE Mandatory Statutory Requirements - Certifications

All candidates must complete the following mandatory statutory requirements in order to be placed during the student teaching internship semester and to be licensed.

- Recognizing & Reporting Child Abuse & Neglect
- Cultural Competency in the Classroom
- Dyslexia Awareness
- Limitations to Student Restraints and Seclusion
- **Elementary OR History and Social Science candidates only**: Virginia History or State and Local Government Module
- Hands-on First Aid/CPR/AED

All trainings that meet these requirements are offered as free online modules except the hands-on First Aid/CPR/AED certification. Students may complete a few of these during their coursework depending on the instructor, and all students will have the opportunity to complete them during the Pre-Student Teaching Workshop course. If you do complete a certificate prior to the Pre-Student Teaching Workshop course, please remember to digitally save the certificate and/or print it out and keep it somewhere you will be able to find it to submit during Pre Student Teaching.

Microteaching Practice

Looking toward the student teaching internship semester can be a cause of some anxiety. It is for some the first time they will be guiding instruction in front of groups of students, mentors, and the university supervisor. In order to help students feel more prepared and less anxious, students will engage in small and low stakes microteaching activities within the cohort.

Internship Professional Growth Plan

One of the professional responsibilities of fully licensed teachers is to develop and actively pursue a growth plan for future practice. One way do this is by engaging in a professional growth cycle. Teachers begin the cycle by reflecting upon their own knowledge and practice, then designing a plan to either capitalize or improve their knowledge/practice, implement the plan for a sustained period of time while collecting relevant data, and finally, reflecting on growth in order to determine the direction for their next professional growth plan cycle.

Most teachers do not begin this process until their first year of teaching, however you will have a chance to move through this process beginning during pre-student teaching (looking back at your past demonstrations of skill and knowledge in a few areas of teaching from your coursework and creating growth goals) and continuing during your student teaching internship (implementation of the plan to achieve goals and collecting data), and ending at the conclusion of your internship (reflecting on your growth).

Student Teaching Internship Phase

The Student Teaching Internship semester (sometimes referred to as the student teaching semester or the teaching internship) is the final semester of the Teacher Preparation Program. During this intensive 15-week internship, you will be assigned two separate placements in one of our partner school divisions. The first placement is 7 weeks long and the second placement is 8 weeks long. For each placement, you will be assigned an experienced educator who will serve as your cooperating teacher. The type of classrooms in which you will be assigned depend largely on the licensure endorsement(s) for which you qualify based on the coursework completed during the program. During this time you will accumulate the state and program required number of hours of full-time, supervised classroom teaching practice, attend the Capstone Seminar course that serves as companion to student teaching, and complete your capstone portfolio project.

Due to the critical teacher shortage in the Greater Richmond area, many of our students who enroll in the Master of Teaching program are recruited by school divisions to serve as full-time, contracted teachers through the use of provisional licensure. These students typically continue with their program of study while employed in order to earn their graduate degree and meet the requirements to move from provisional to full licensure. In this case, the student teaching internship, which is required to complete the program, will look a bit different.

This section will primarily focus on the traditional student teaching internship with added notes about the ways in which certain aspects might be adjusted to meet the needs of the provisionally licensed employed student teachers. Should you find yourself employed before your student teaching internship semester and would like to have a better understanding of what to expect, you can talk with your academic advisor or contact the Director of Clinical Practice.

Supervised Clinical Practice

You will rely on the cooperating teachers and your assigned university supervisor to mentor and evaluate you during the semester. These mentors and supervisors will document performance and evidence of growth as they observe your practice and engage you in reflective discussions. At the end of your student teaching internship semester, the cooperating teacher and university supervisor will use the recorded data to determine if they will recommend you for licensure to the university. Details regarding the roles and responsibilities of the cooperating teacher mentors and university supervisors can be found in the Student Teaching Internship Roles and Responsibilities section of this handbook. Employed students will be assigned a supervisor, but will not have the benefit of a cooperating teacher mentor in the classroom. In this case, the university will request a school site administrator to collaborate with the university supervisor and develop a method by which the student can obtain a recommendation for licensure from qualified school site personnel.

Capstone Seminar

While practicing in your student teaching internship placements, you will also attend the weekly Capstone Seminar course. This course is designed to help you navigate and reflect upon your student teaching practice with the instructor and others in your cohort. During the seminar, you will focus mostly on reflection and approaches to improving your skills, however you will also be giving opportunities to meet division human resources specialists and school administrators who are looking to recruit new teachers, talk with graduates of the program who are already in their first year of full-time teaching, and engage with experts on classroom engagement strategies. All students, regardless of employment status must complete the Capstone Seminar.

Capstone Portfolio

The Capstone Portfolio requires student teacher interns to plan and execute a unit of study and assess the impact on students' knowledge and skills. Starting with a rich description of the context in which the unit will be delivered, the portfolio then allows student teacher interns to demonstrate their overall understanding of the critical content and their ability to apply content specific and technological pedagogical strategies when planning instruction and assessments. After delivering the unit of study, students make sense of assessment data to determine student growth and inform next steps The project is, as the title suggests, the culminating demonstration of a student's ability to apply skills and knowledge gained during the subsequent phases of the program. Students will be led through the process of developing a portfolio during the Capstone Seminar. All students, regardless of employment status, must successfully complete a portfolio.

Licensure Application Phase

There are two important applications that candidates are required to complete before exiting the program. The first is the **VDOE online application for a teaching license**. Pending successful completion of all program requirements, the Director of Clinical Practice will guide you through this process at the end of your student teaching placement. Once you have completed the online application, uploaded necessary documents, and paid the licensure fee ($100), the Education Department staff will verify all official documentation, procure necessary signatures from faculty, and submit your complete application to the VDOE.

Please note that the VDOE no longer mails a paper license to fully licensed teachers. However, individuals can verify the validity of their license in the VALO portal or on the public query. A link to the public query is below.
https://vadoe.mylicense.com/verification/

Barring any unforeseen delays, it typically takes 8-12 weeks for the state to process a teaching license. Should you sign a contract with a school division before your license has been processed, the university will provide you with a letter of verification that is generally accepted as temporary proof of licensure by regional school divisions. Contact Liza Carpenter (lcarpent@richmond.edu) if you need such a letter.

Should you wish to teach in a different state after completing the program, you will most likely need the UR education department to fill out paperwork. Please address all out-of-state licensing questions to Liza Carpenter 804-289-8428 lcarpent@richmond.edu

Go to https://www.nasdtec.net/page/InterstateAgreements *for a list of states that offer license reciprocity.*

The second application that BALA and MT students are required to complete before exiting the program is the **University of Richmond Graduation Application.** Undergraduate students in the School of Arts and Sciences do not need to complete this application. Although some MT and BALA program completers will graduate in December and some in May, all program completers will participate in the graduation ceremony held in May. **It is mandatory that you attend the ceremony**. If you are unable to attend, please read the information provided by the university registrar's office regarding a request for absentia status found at
http://registrar.richmond.edu/services/graduation/commencement.html

You are encouraged to apply for open teaching positions throughout your Student Teaching Internship experience. Often, student teacher interns are offered a contract before they are finished in their placements. If you are offered a contract during Student Teaching Internship, you may finish your required clinical hours in your new position. During the Capstone Seminar course, human resources representatives from each of the major divisions will visit UR to hold an informational session. You will have a chance to meet these representatives and ask questions about applying for positions, interviewing, and accepting contracts. The Education Department will also send emails regarding any open positions and/or job fairs of which we are aware both during and after Student Teaching Internship

Appendices

Appendix A: Student Teaching Internship Contract

*Duplicate form- all Student teacher interns will receive a copy of this form to sign during the first seminar class.

As a student teacher intern enrolled in the Teacher Licensure Program at the University of Richmond, I understand that I must adhere to all program requirements as stated in the Teacher Preparation Handbook and as outlined below.

- *Be in the classroom (virtual or physical) where assigned.*
- *Follow the same schedule as the cooperating teacher.*
- *Notify cooperating teacher and university supervisor as early as possible if there is the possibility of an absence due to illness.*
- *Absences or leaves other than sickness must be requested in writing of and approved in advance of the requested date by the Director of Clinical Practice.*
- *Adhere to the policies and procedures of the hosting school and district where assigned.*
- *All lesson plans must be written according to the University of Richmond Department of Education format.*
- *Have completed lesson plans to the cooperating teacher by an agreed upon date prior to teaching the lesson.*
- *Completed lessons plans must be in place in order to teach.*
- *Implement lesson plan modifications and adjustments made by the cooperating teacher and university supervisor.*
- *Maintain a complete and up to date binder of lesson plans and make it available to the cooperating teacher, university supervisor, building administration, and the Director of Clinical Practice.*
- *Maintain an accurate and daily accounting of time as noted on the Student Teaching Internship timecard.*
- *Be professional in appearance, dress, demeanor, and disposition.*
- *Follow the recommendations of the cooperating teacher, the university supervisor, and the Director of Clinical Practice.*
- *Employment in addition to Student Teaching Internship is* highly discouraged *and is not a reason for failure to comply with the requirements of Student Teaching Internship.*

My failure to fulfill the stated criteria will result in dismissal from the Student Teaching Internship placement and removal from the Teacher Licensure Program. *I have read the Student teacher intern Contract and understand that I am responsible for meeting these requirements at the highest level of proficiency.*

Candidate Signature: _____ *Date:* _____

Candidate Name (printed): _____

Appendix B
Student Teaching Internship Roles and Expectations: A Team Approach

Those involved in the Student Teaching Internship experience must work as a team in order to fulfill the main purpose of teacher preparation: to ensure all children have equal access to quality K-12 educators.

The internship situates the teacher candidate in a very unique learning context. The successful student teacher intern will behave as a guest in the classroom while earning the respect of the students. The successful student teacher intern will navigate the sometimes- disparate expectations of the university program and the school site. The successful student teacher intern will work with multiple mentor/evaluators who will offer advice and feedback daily. All of these expectations exist in addition to the main tasks of teaching such as preparing and delivering highly effective lessons, assessing for student learning, and using data effectively.

A team approach to the Student Teaching Internship can minimize distractions, miscommunications, and misunderstandings that might detract from a meaningful learning experience. One way to ensure that a team functions well is a clear understanding and the proper enactment of each member's role and responsibilities.

The Student Teacher Intern: Roles and Responsibilities

The responsibilities to be assumed by interns during the Student Teaching Internship are numerous, too many to be listed here. Though not inclusive, some responsibilities are noted below. **Noncompliance with one or more of the identified responsibilities is sufficient cause for review which may result in termination and/or change of the Student Teaching Internship assignment.**

- *Adhere to the policies and procedures of the school site and district where assigned.*

- *Conduct oneself in a professional manner by demonstrating appropriate behaviors and dispositions in all activities. Please see Appendix D for a sample copy of the Professional Dispositions Form.*

- *Since student teacher interns are recognized by school personnel as professional educators, they may not attend any social event with students unless another adult such as a parent or another faculty/staff member is present. Student teacher interns should not transport students in their personal automobiles.*

- *Socially oriented e-mails to students are prohibited. As a representative of the University of Richmond and your school, exercise extremely responsible and professional behaviors if and when establishing new or maintaining existing web presence in any location, including social networking sites. Inappropriate postings may result in termination of the Student Teaching Internship assignment.*

- *If, at any time a candidate's dispositions are a concern, that candidate should expect to have a meeting with the Director of Clinical Practice who will determine if further intervention is needed. For multiple dispositional concerns, a meeting will be scheduled with the program chair (or designee) to determine further action. Should a candidate have a grievance or complaint, they may reference University of Richmond policy for the procedure to be followed via the link below: studentdevelopment.richmond.edu/student- handbook/grievances-and-complaints.html*

- *Follow the calendar of the school site, including attending your internship during university holidays, and comply with all school system and building regulations. **This includes before and after school hours. School calendars do not coincide with the university's calendar. As a student teacher intern, you must be present when your school is in session, even though the university may not be in session. Absence for religious purposes will coincide with University of Richmond policies.***

- *Follow the same schedule as your cooperating teacher. If you must miss a day of teaching, notify your cooperating teacher, university supervisor, and the Director of Clinical Practice immediately. Missing days of Student Teaching Internship may mean an extension of your Student Teaching Internship experience. Absences other than illness must be approved by the Director of Clinical Practice in advance of the absence.*

- *Student teacher interns must not let employment, other courses, or family and personal responsibilities interfere with the rigorous intellectual, emotional, and time demands of the Student*

Teaching Internship experience. A student teacher intern who is failing to meet expectations may have to be withdrawn from the Student Teaching Internship experience.

- *No student teacher intern may assume classroom responsibilities as a substitute. When a cooperating teacher is absent a substitute teacher must be hired.*
- *It is the responsibility of the student teacher intern to precisely track and record internship hours during the Student Teaching Internship semester. Please see Appendix E for a sample copy of the Student Teaching Internship Timecard form.*
- ***Develop lesson plans for instruction.*** *Lesson plans should be made available to the university supervisor and cooperating teacher with enough time to allow for feedback and revisions. Please see Appendix F for the University of Richmond lesson plan format and resources.*
- *Lesson plans developed during the 15 weeks of Student Teaching Internship must be organized and kept in a digital binder that is shared with the Director of Clinical Practice, cooperating teacher, and university supervisor.* ***All lesson plans should be available at any time to the cooperating teacher and school administration, university supervisor, and Director of Clinical Practice.***

The Cooperating Teacher: Roles and Responsibilities

The cooperating teacher is perhaps better positioned than anyone else to help the student grow and learn from this experience. The cooperating teacher models effective teaching, reflection, and professional conduct. The cooperating teacher also communicates regularly with the university supervisor.

- *Attend university meeting at the beginning of the placement, during which time we will, (1) briefly go over how to use our online evaluation system, Taskstream, and other expectations, and (2) engage in activities that strengthen coaching and mentoring habits.*
- *Orient the student teacher intern to the school setting and policies.*
- *Review with the student teacher intern the school and/or school division's **Code of Conduct**. and **Professional Qualities and Responsibilities** as well as the **Virginia Standards of Learning** that are to be taught, pacing guides, and the accommodations needed for exceptional students.*
- *Provide the student teacher intern with an in-classroom work space, and plan a schedule of observations, activities, and duties.*
- *Provide the opportunity for the student teacher intern to assume a full teaching load. Student teacher interns are expected to be engaged in teaching and learning activities each and every day of their placement. Please see the Student Teaching Internship Calendar at the beginning of this handbook for more detailed information.*
- *Reinforce the university's requirement that student teacher interns prepare lesson plans for every lesson they teach. Review the student teacher intern's daily lesson plans in advance and suggest revisions if necessary. Please see Appendix F for the University of Richmond lesson plan format and resources.*
- *Communicate any questions or concerns you may have with the university supervisor and/or Director of Clinical Practice immediately*
- ***Complete a minimum of three formative assessments of student teacher intern performance.*** *Formative assessment forms should be filled out online using Taskstream (see inside of front cover). In order to provide the student teacher intern with formative feedback and structured opportunities for growth, the **three formative assessments should be spread out over course of the student's placement.** Please see the Student Teaching Internship Calendar at the beginning of this handbook for guidance as to when the assessments should be completed during the placement.   A copy of the formative assessment format can be found in Appendix G.*
- ***Complete a Student Teaching Internship Final Evaluation*** *The final evaluation form should be filled out online using Taskstream. The cooperating teacher should review the form with the student teacher intern and the university supervisor during the last week of the placement. Please see Appendix G for a copy of the final evaluation rubric on Taskstream.*

The University Supervisor: Roles and Responsibilities

The university supervisor contributes to the professional development of the student teacher intern by providing expert feedback and evaluation of the student teacher intern's performance in the classroom. The university supervisor also facilitates the Student Teaching Internship experience by ensuring there is ongoing communication between the student teacher intern and the cooperating teacher and serves as a liaison between the school site and the university program.

The university supervisor:

- *Attends two supervisor meetings per year as well as the student teacher intern orientation at the beginning of the semester during which time the supervisor will be given the opportunity to meet and talk with his/her assigned student teacher interns. Attends the SPCS faculty meeting once a semester.*
- *Arranges a meeting with all cooperating teachers and student teacher interns during the **first week** of the semester to review and clarify expectations on both sides and respond to questions or concerns.*
- *Communicates frequently and effectively with cooperating teachers.*
- *Monitors the student teacher intern as he or she assumes a full teaching load. For more detailed information please see the Student Teaching Internship Calendar at the front of this handbook.*
- *Reinforces the university's requirement that student teacher interns write lesson plans for instruction. Checks digital lesson plan folder during each visit to ensure it is updated. Communicates with Director of Clinical Practice should the lesson plan binder not be up to date at any point during the semester. Please see Appendix F for the University of Richmond lesson plan format materials.*
- *When appropriate, reviews the student teacher intern's lesson plans in advance and makes suggestions when necessary.*
- *Identifies and promptly reports potential problems in the performance of a student teacher intern to the Director of Clinical Practice.*
- *Schedules post observation conferences during each visit so that supportive and formative feedback is provided to each student teacher intern in a timely manner. **Completes a minimum of six formative assessment for each assigned student teacher intern.** Formative assessments should be completed online using Taskstream. A copy of the formative assessment format can be found in Appendix G.*
- *Completes a Student Teaching Internship **Mid-Term Evaluation Form at the end of the first placement** and **Final Evaluation Form at the end of the second placement**. Reviews these forms with the student teacher intern during the last week of each placement. Final evaluations should be completed online using Taskstream. Please see Appendix G for a copy of the final evaluation rubric on Taskstream.*
- *Evaluates student teacher intern portfolios according to the rubric provided. See Appendix B for more information about the work sample format and scoring rubric*

Appendix C: Capstone Work Sample Portfolio Format and Scoring Rubric

The capstone work sample is an extended, authentic performance task. It is extended because it requires a teacher to demonstrate and document a two to four-week period of his/her work as a teacher in the classroom. It is authentic because it is constructed around the things that effective teachers typically do. A performance task as a methodology allows direct measurement of a teacher's work and the effects of that work. It should be noted here that the work sample is grounded in conceptions of teacher and school effectiveness and competence that are both outcome-based **and** context-dependent.

The work sample also encompasses both process and product. From a process perspective, the work sample is a framework for a teacher to think about what he/she is attempting to accomplish with his/her students. From a product perspective, a work sample is a collection of a teacher's work that serves to document the teacher's proficiency in a number of important areas, including his/her effectiveness in fostering student learning.

In order to develop a broad sense of the content of and expectations for the work sample, please see the scoring rubric that follows

Also, please keep in mind that the work sample will count as 50% of your final seminar grade. You must earn a score of 80% (B-) or higher in the seminar course in order to be recommended for licensure.

Section 1:
Teaching and Learning Context

In this section, students should demonstrate
- an ability to locate and synthesize the most relevant and reliable information about the teaching and learning context
- an understanding of learner growth and development, individual differences, and diverse cultures and communities in order to ensure inclusive learning environments, positive social interactions
- the ability to articulate the most appropriate, research-based strategies and resources for instruction that support language learners and special needs students in meeting rigorous learning goals
  (InTASC S1, S2, S3, S7; VA Performance Standards S1, S2, S5; UR Conceptual Framework G1, G3)

Task: Describe the community, school, and classroom factors that are the most relevant to the design and implementation of instruction. Detail the ways in which these contextual factors might influence the strategies and resources you might use to make content accessible to all students and to encourage positive social interaction and inclusive learning environments.

Section 1: Teaching and Learning Context	0 Does not meet the proficiency expected at the pre service level	1 Begins to meet the proficiency expected at the pre service level	2 Meets the proficiency expected at the pre service level	3 Exceeds The proficiency expected at the pre service level
Ability to access and describe comprehensive and reliable <u>contextual information</u> that will be relevant to future planning, delivery, and assessment decisions	Provides a **vague description of factors that are not necessarily relevant**. Information comes from **limited number of sources that are unreliable and/or uncited.**	Provides information that is **clear and relevant**. Information comes from sources that are **reliable and cited.**	Provides information that is **clear, detailed** and **directly** relevant. **Attempts to synthesize** information from **various reliable sources that are cited properly.**	Provides information that is very **detailed** and **explicitly explained as relevant.** Information is **well synthesized** and drawn from various **sources that are very reliable** and cited properly.
Description of <u>classroom behavior and management strategies</u> that might be used in this context to encourage positive social interaction and ensure an inclusive learning environment. InTASC 1, 2, 3 VAUPS 1,2,5 URCF 1, 3	Provides an **inaccurate, and/or uninformed** description of classroom behavior and management strategies which might be used encourage positive social interaction and ensure an inclusive learning environment.	Provides a **vague** description of classroom behavior and management strategies which might be used encourage positive social interaction and ensure an inclusive learning environment. Strategies **have a limited research-base and/or do not take context into consideration.**	Provides **a description** classroom behavior and management strategies that **are based on context** (esp. learners' experiences, cultures, community resources, etc.), encourage positive social interaction, and ensure inclusive learning environments. **Most** strategies **are research-based and cited properly.**	**Synthesizes** contextual factors and **research-based** classroom behavior and management strategies to Provides a **comprehensive, description**, including **examples,** of ways to encourage positive social interaction, and ensure inclusive learning environments. **Strategies and examples are cited properly.**
Articulation of the ways specific <u>instructional strategies and resources that might be used to address learning differences</u> (including but not limited to ELL, SPED and 504 mandates) within the context. *If no language acquisition or special needs differences exist, provide an additional part to this section which articulates how differences <u>might be</u> addressed <u>if they did occur</u> in the context.* InTASC 2,7 VAUPS 5 URCF 1,3	Provides **inappropriate teaching strategies or resources** that might be used to ensure accessibility of content. Demonstrates a **fundamental misunderstanding** of students with linguistic and other learning needs.	Provides **an extremely limited number of appropriate teaching strategies or resources** that might be used to ensure accessibility of content. Demonstrates **questionable knowledge and understanding** of students with linguistic and other learning needs.	Provides **some research-based teaching/learning strategies or resources** that might be used to ensure accessibility of content. Demonstrates a **solid knowledge and understanding** of students with linguistic and other learning needs. **Research-based strategies are cited properly.**	Provides **various research-based teaching/learning strategies or resources** that might be used to ensure accessibility of content. Demonstrates a **deep knowledge and understanding** of students with linguistic and other learning needs. **Research-based strategies are cited properly.**

Section 2:

Content Knowledge

In this section, students should demonstrate an understanding of
- the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches
- how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals
- the common misconceptions that may interfere with learning and ways to correct these misconceptions
- how to provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

(InTASC 4,5,; VA UPS 1; UR Conceptual Framework 2, 3)

Task: Describe the critical concepts/knowledge/skills of the content to be taught by using the SOLs and curriculum framework as a guide. Discuss common misconceptions about the content that might interfere with student learning and how you might teach the correct conceptions and detail the ways in which the content might connect to other content areas, your students' experiences and/or local/global contexts.

Section 2: Content Knowledge	0 Does not meet the proficiency expected at the pre service level	1 Begins to meet the proficiency expected at the pre service level	2 Meets the proficiency expected at the pre service level	3 Exceeds The proficiency expected at the pre service level
Content Knowledge: **Ability to identify and demonstrate (through written description and visual images) knowledge of the critical content/concepts/skills from the standards framework.** InTASC 4, VAUPS 1, URCF 2	Identification and knowledge of critical content/concepts/skills **is missing, very weak, and/or inaccurate.**	**Identification of some** of the critical content/concepts/skills is present, **but includes vague and inaccurate descriptions/representations**	S**uccessful identification of most** of the critical content/concepts/skills, **and demonstration of ability to provide detailed and accurate descriptions/representations of each.**	Successful Identification of the critical content/concepts/skills, and demonstration of ability to provide detailed and accurate description of each **including the tools on inquiry and structures of the discipline.**
Pedagogical content knowledge: **Ability to consider and describe multiple representations and explanations of critical content/concepts/skills in order to counter possible misconceptions and make them accessible to all students (including language learners and SPED students)** InTASC 4, VAUPS 1, URCF 3	Explanations and representations of critical content demonstrates a **general lack knowledge of diverse learners** and their needs. **Very few representations of concepts provided.**	Description of representations and explanations of critical content demonstrates a **very weak knowledge of diverse learners** and their needs. Although different **representations of some concepts are provided, none are backed-up with research.**	Description of representations and explanations of critical content demonstrates **solid knowledge of diverse learners** and their needs. Different representations of some concepts are provided, and **some are backed -up with research**.	Description of representations and explanations of critical content demonstrates an **in-depth knowledge of diverse learners and their needs.** Different representations of concepts are provided, and **most are backed -up with research.**
Ability to connect critical content/concepts/skills to learners experiences and local/global issues InTASC 5, VAUPS 1, URCF 2	Description of connections between content and students' experiences, local/global issues **is vague or missing.**	Description of connections between content and students' experiences, local/global issues is **limited and doesn't incorporate contextual factors or current events.**	**Uses some contextual factors and/or current events** to describe ways to creatively connect content with student experience and local/global issues.	**Uses contextual factors and current events** to describe ways to creatively connect content with student experience and local/global issues **through specific projects and activities.**
Technological pedagogical content Knowledge: Ability to consider appropriate technologies and describe ways these technologies might be integrated to ensure accessibility and relevance of content for all learners (including language learners and SPED students) InTASC 5, VAUPS 1, URCF 3	Consideration and description of appropriate technologies ways these technologies might be integrated to ensure accessibility and relevance of content for all learners (including language learners and SPED students) **is missing, very weak, and/or inaccurate.**	Consideration and description of appropriate technologies ways these technologies might be integrated to ensure accessibility and relevance of content for all learners (including language learners and SPED students) is **sometimes vague and uninformed.**	Consideration and description of appropriate technologies ways these technologies might be integrated to ensure accessibility and relevance of content for all learners (including language learners and SPED students) **is mostly sound and research-based with appropriate citations included.**	Consideration and description of appropriate technologies ways these technologies might be integrated to ensure accessibility and relevance of content for all learners (including language learners and SPED students) **is sound and research-based with appropriate citations included.**

Section 3:
Learning Objectives and Assessment Strategies

In this section, students should demonstrate an understanding of how to
- plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- use multiple methods of assessment to guide the teacher's and learner's decision making.

<div align="center">(InTASC 6; VA UPS 2, 4, 7; UR Conceptual Framework G3)</div>

Task: List the learning objectives for the unit that align to the SOLs and Curriculum Framework. Objectives should be clear and developmentally appropriate, and include verbs from Bloom's Taxonomy that move students toward higher order thinking/learning skills. Then, describe <u>planned</u> assessment strategies. Assessments must be directly aligned to the learning objectives, demonstrate an understanding of how to vary assessment strategies based on learning content and context, be described in terms of how they might be used to guide instructional decisions, and provide students with effective feedback to help them understand their own learning.

Section 3: Learning Objectives and Assessment Strategies	0 Does not meet the proficiency expected at the pre service level **Action required immediately**	1 Begins to meet the proficiency expected at the pre service level **Growth required**	2 Meets the proficiency expected at the pre service level **Continue practice and development**	3 Exceeds The proficiency expected at the pre service level **Expand on success and support others**
Ability to craft learning objectives InTASC 6, VAUPS 2, URCF 3	Crafts learning objectives that are **ambiguous, too broad, and/or not necessarily aligned** with state standards or other prescribed frameworks.	Crafts learning objectives that **are sometimes ambiguous and/or too broad. Objectives are not always aligned** to state or other prescribed frameworks and **attempts to use appropriate verbs from Bloom's taxonomy.**	Crafts **mostly clear and specific learning objectives** that are aligned to state or other prescribed frameworks and **attempts to use appropriate verbs from Bloom's taxonomy to move students toward higher order thinking/learning skills**	Crafts **very clear and specific learning objectives** that are **tightly aligned** to state or other prescribed frameworks, **uses appropriate verbs** from Bloom's taxonomy to move students toward higher order thinking/learning skills.
Articulation of a sound assessment strategy InTASC 6, VAUPS 4, 7, URCF 3	Description demonstrates an **inability to provide a rationale for** specific assessment strategies chosen.	Strategy description demonstrates an **attempt to** provide a rationale for specific strategies chosen. Rationale **attempts to take into consideration balancing formative and summative assessment and/or varying assessment types.**	Strategy description demonstrates an **ability to provide a** rationale for specific strategies chosen. Rationale **attempts to take into consideration** the balancing of formative and summative assessment, varying assessment types, **types of learners in the instructional context, minimize sources of bias that might distort assessment results,** and is **sometimes backed-up by relevant research.**	Strategy description demonstrates an **ability to provide a clear** rationale for specific strategies chosen. Rationale **takes into consideration the balancing of formative of and summative assessment, varying assessment types, types of learners in the instructional context, minimizing sources of bias that might distort assessment results,** and is **solidly backed-up by relevant research.**
Alignment of assessment questions/rubrics to the stated learning objectives. VAUPS 4, 7, URCF 3	Assessment questions/rubric descriptions are **not clearly mapped to learning objectives.**	Assessment questions/rubric descriptions **are mostly mapped to learning objectives**, but demonstrate **some difficulty** in constructing items that are **valid indicators of students' ability to meet objectives.**	Assessment questions/rubric descriptions **are mapped to learning objectives**, and demonstrate **an attempt** to construct items that are valid indicators of students' ability to meet objectives.	Assessment questions/rubric descriptions are mapped to learning objectives, and demonstrate **an ability** to construct items that are valid indicators of students' ability to meet objectives.

Section 4:
Instructional Design and Delivery

In this section, students should demonstrate an understanding of how to
- plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- use multiple methods of assessment to guide the teacher's and learner's decision making.

(InTASC 2,5, 7,8; VA UPS 1,2,3,4; UR Conceptual Framework G1, G2, G3)

Task: Students should use the University of Richmond lesson plan template to align instructional plans with content objectives, show evidence of differentiation based on the context, and demonstrate an understanding of how students learn best by planning engaging, rigorous, and relevant activities that connect to students' experiences. Students are encouraged to demonstrate the ability to modify instruction based on assessment data by providing notes on lesson plans about modifications, etc.

Section 4: **Instructional Design and Delivery**	**0** Does not meet the proficiency expected at the pre service level **Action required immediately**	**1** Begins to meet the proficiency expected at the pre service level **Growth required**	**2** Meets the proficiency expected at the pre service level **Continue practice and development**	**3** Exceeds The proficiency expected at the pre service level **Expand on success and support others**
For all written lesson plans: **Use of context, content, and pedagogy to select, create, and sequence learning experiences and performance tasks that support learners in reaching objectives.** InTASC 7, 8 VAUPS 1,2,3,4, URCF 1,2,3	Written lesson plans include learning experiences and performance tasks that are **not specific to context** and **do not align well to learning objectives. Sequencing** of activities is **not logical. No evidence of differentiation.**	Written lesson plans include learning experiences and performance tasks that are **sometimes specific to context** and **mostly align well to learning objectives**. **Sequencing** of activities **mostly logical. Very little evidence of differentiation.**	Written lesson plans include learning experiences and performance tasks that are **specific to context** and **align well to learning objectives**. **Sequencing** of activities is **logical.** E**vidence of differentiation is sometimes clear and consistent.**	Written lesson plans include learning experiences and performance tasks that are **very specific to context** and **align directly to learning objectives**. **Sequencing** of activities **logical. Evidence of differentiation is clear and consistent.**
For showcased lesson: *Recording:* **Viewability, audibility, and overall clarity of recording**	Recording is **not viewable, audible, or clear**	Recording is **often not viewable, audible, or clear**	Recording is **acceptably viewable, audible and clear**	Recording is **very viewable, audible and clear. Captures both students, teacher, and materials.**
Written rationale of showcased lesson: **Ability to highlight relevant strategies and technologies including differentiation, and classroom behavior and management techniques and provide clear, research-based rationales for each.** InTASC 2,5,7, VAUPS 2, URCF 3	**Few strategies and techniques** highlighted and **rationales are missing and/or unclear. No mention of differentiation strategies.**	**Few strategies and techniques** highlighted. **Rationales are included but not necessarily research-based or clear. No mention of differentiation strategies.**	**Many strategies and techniques** are highlighted. **At least one differentiation strategy and one technology are also highlighted. Rationales are included and are sometimes research-based and clear.**	**Most strategies and techniques are highlighted. Various differentiation strategies and technologies are also highlighted. Rationales are included and are consistently research-based and clear.**

Section 5:
Interpretation of Assessment Results

In this section, students should demonstrate
- an ability to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners
- the belief that all learners can achieve at high levels and persistence in helping each learner reach his/her full potential.
- a commitment to work toward each learner's mastery of disciplinary content and skills
- a commitment to ongoing professional learning and to using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<div align="center">(InTASC 6,9; VA UPS 4,; UR Conceptual Framework G3)</div>

Task: Present pre and post assessment results in a way which makes clear the extent to which students met the learning objectives detailed in Section 3 of this work sample. Use this data, along with the formative assessment data to tell a story about the patterns and gaps in learning. Provide research-based reasons for progress and/or gaps in learning and describe how you might improve your practice based on your findings.

Section 5: **Interpretation of Assessment Results**	**0** Does not meet the proficiency expected at the pre service level **Action required immediately**	**1** Begins to meet the proficiency expected at the pre service level **Growth required**	**2** Meets the proficiency expected at the pre service level **Continue practice and development**	**3** Exceeds The proficiency expected at the pre service level **Expand on success and support others**
Interpretation and presentation of assessment data InTASC 6,9 VAUPS 4,7, URCF 3	**Evidence-based claims** about patterns in learning, individual students, student groups **are missing.** Claims are **not broken down by learning objective. Data are incomplete** and presented **unclearly.**	**Evidence-based claims** about patterns in learning, individual students, student groups **are sparse** and **sometimes illogical**. Claims are not broken down by learning objective. Data are often incomplete and presented unclearly.	**Evidence-based claims** about patterns in learning, individual students, student groups are **logical and somewhat comprehensive. Claims are broken down by learning objective. Data are mostly complete and mostly presented clearly** in **both written and graphic form** when necessary.	**Evidence-based claims** about patterns in learning, individual students, student groups **are astute, logical, and comprehensive.** Claims are broken down by learning objective. **Data are very complete and presented clearly in both written and graphic form when appropriate..**
Implications for future practice InTASC 6,9, VAUPS 4, URCF 3	Implications for future practice are missing.	Implications for future practice **include very few examples of research-based pedagogical strategies.** There is **little evidence** of the pre-service teacher's **commitment to work toward each learner's master of objectives**	Implications for future practice include **mostly research-based descriptions** of pedagogical strategies that represent the pre-service teacher's commitment to work toward each learner's master of objectives	Implications for future practice include **all research-based descriptions** of pedagogical strategies that represent the pre-service teacher's commitment to work toward each learner's master of objectives

Section 6:
Reflection

In this section, students should demonstrate
- the ability to see him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice
- an ability to reflect on his/her personal biases
- the ability to build and plan for professional growth using data on learner performance

(InTASC 9; VA UPS 6; UR Conceptual Framework G3, G4)

Task: For both the unit presented in this work sample and your Student Teaching Internship experience as a whole: Summarize key events/findings, discuss the possible reasons for these events/findings, hypothesize on their meaning, and discuss implications for your own practice and the profession

Section 6: Reflection	0 Does not meet the proficiency expected at the pre service level **Action required immediately**	1 Begins to meet the proficiency expected at the pre service level **Growth required**	2 Meets the proficiency expected at the pre service level **Continue practice and development**	3 Exceeds The proficiency expected at the pre service level **Expand on success and support others**
Reflection on overall student growth and student teacher intern professional practice during the work sample unit InTASC 9, 10, VAUPS 6, URCF 1, 4	Reflection positions student teacher intern as a **completely polished professional** who does not take responsibility for student outcomes and who **shows no evidence of using current educational policy and research to reflect** on his/her practice and plan for future adaptations/adjustments	Reflection positions student teacher intern as a **professional who minimizes his/her own responsibility for student outcomes** and who shows **little evidence of using current educational policy and research to reflect** on his/her practice and plan for future adaptations/adjustments	Reflection positions student teacher intern as a **learner who takes responsibility for student outcomes.** Reflection includes **mostly general ways in which practice may be improved in the future.**	Reflection positions student teacher intern as a **lifelong learner** who takes responsibility for student outcomes. Reflection includes **specific examples of research-based pedagogical practices and resources** that might be used to plan for future adaptations/adjustments.
Reflection on overall student growth and student teacher intern professional practice during the Student Teaching Internship experience InTASC 9, 10, VAUPS 6, URCF 1, 4	Reflection positions student teacher intern as a **completely polished professional** who does not take responsibility for student outcomes and who **shows no evidence of using current educational policy and research to reflect** on his/her practice and plan for future adaptations/adjustments	Reflection positions student teacher intern as a **professional who minimizes his/her own responsibility for student outcomes** and who shows **little evidence of using current educational policy and research to reflect** on his/her practice and plan for future adaptations/adjustments	Reflection positions student teacher intern as a **learner who takes responsibility for student outcomes.** Reflection includes **mostly general ways in which practice may be improved in the future.**	Reflection positions student teacher intern as a **lifelong learner** who takes responsibility for student outcomes. Reflection includes **specific examples of research-based pedagogical practices and resources** that might be used to plan for future adaptations/adjustments.
Reflection on experiences connecting with parents and community during the Student Teaching Internship experience. InTASC 9, 10, VAUPS 6, URCF 1, 4	Reflection focuses on reasons why **parental collaboration and community resources were unavailable and/or unnecessary.**	Reflection describes **limited interactions with parents and/or engagement with community without determining missed opportunities** and the possible benefits such collaboration may have yielded.	Reflection describes ways the student teacher intern **actively sought out community resources and parental collaboration** to support professional practice and student outcomes and/or **determines missed opportunities** for parental and community collaboration and the **benefits such missed opportunities might have yielded.**	Reflecion describes ways the student teacher intern actively sought out community resources and parental collaboration to support professional practice and student outcomes and/or determines missed opportunities for parental and community collaboration and the **benefits such missed opportunities might have yielded according to current education research.**
Plan for future professional growth based on professional practice during Student Teaching Internship InTASC 9, 10, VAUPS 6, URCF 1, 4	Plan is **missing** and/or includes activities that are **seemingly arbitrary** in that there is no **rationale provided.**	Plan includes activities that are **very loosely tied to professional needs. Rationale is provided, but may not be logical.**	Plan shows an **understanding of how to begin to build and implement a plan** for professional growth that is **mostly aligned with his/her own needs as a growing professional.**	Plan shows an understanding of how to build and implement a plan for professional growth that is **tightly aligned with his/her own needs as a growing professional.**

Appendix D: Professional Dispositions Form (Duplicate)

Professional Behaviors and Dispositions

Professional Ethics
- *The candidate adheres to high standards of ethical conduct including academic honesty and respect for the confidentiality of conversations and records concerning students, parents/guardians, teachers and administrators.*
- *The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.*

Professional Demeanor & Responsibility
- *The candidate is poised and professional in his or her demeanor.*
- *The candidate is punctual and reliable, attends all required sessions, notifies appropriate individuals when absence is unavoidable, completes assignments on time, and follows through on commitments.*
- *The candidate communicates effectively and appropriately with students, parents/guardians, peers, administrators, cooperating teachers, university supervisors, and other professionals.*
- *The candidate is independent, shows initiative and self-direction, and goes beyond minimum expectations.*
- *The candidate is an active and effective problem solver.*
- *The candidate is flexible and is able to make adjustments to changing student needs and circumstances.*
- *The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.*
- *The candidate responds to frustration, stress, and constructive criticism in an appropriate and professional manner.*
- *The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.*

Commitment to Teaching
- *The candidate values the profession of teaching.*
- *The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.*
- *The candidate works effectively with professional colleagues and other adults to promote and support student learning.*
- *The candidate productively participates in school and community activities.*

Commitment to Learning and Professional Competence
- *The candidate is curious and interested in learning more about students and content areas.*
- *The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.*
- *The candidate uses professional knowledge and research to inform practice.*

Self-Reflection
- *The candidate reflects actively and continuously on and evaluates his or her own behavior and work leading to enhanced teaching and learning.*
- *The candidate is willing to consider multiple perspectives of his or her own performance.*
- *The candidate is willing and able to recognize his or her own difficulties or deficiencies and develops potential solutions.*

Appendix E: Student Teaching Internship Timecard (Duplicate)

STUDENT TEACHING INTERNSHIP TIMECARD:
Cooperating teachers should make a copy of final signed timecard for their own records.

University of Richmond
Department of Education

Year:_____Fall_____Spring_____

Student Name:										*Supervisor:*				*School Division:*		
Email:										*Cooperating Teacher's Name (1):*						
Phone:										*Grade Level or Subject (1):*						
Address:										*Cooperation Teacher's Name (2):*						
City:			*State:*			*Zip:*				*Grade Level or Subject (2):*						
School (1) Name:			*School (1) Address:*											*School (1) Phone:*		
School (2) Name:			*School (2) Address:*											*School (2) Phone:*		

HOURS	REQUIRED WEEKS															TOTAL HOURS
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	
Observing																
Teaching																
Preparing																
Extracurricular																
TOTAL HOURS																
Absences (days/week)																
Tardies (days/week)																
Cooperating Teacher's Initials																
Supervisor's Initials																

I certify that the above information is accurate.

Student teacher intern's Signature	*Date*	*Cooperating Teacher's Signature (1)*	*Date*
Supervisor's Signature	*Date*	*Cooperating Teacher's Signature (2)*	*Date*

Appendix F: University of Richmond Lesson Plan Format

Put Your Lesson Title Here

*Teacher:*_____*Date:*_____

*Grade & Subject:*_____

LOOK FORS: While observing this lesson please focus on the following aspects of my classroom teaching---

SOL and National Standard(s) *Write out (number and text) the SOL and any national standards addressed in this lesson.*	
Central Focus: Lesson Purpose and Rationale *State the big Idea(s), core concepts, or important understandings.*	
Objectives and Learning Targets *Write both objectives and learning targets for the lesson.*	Objective(s) - Learning Target(s) -
Key Vocabulary *List and define academic and content-specific vocabulary needed for students to master the learning objective of the lesson.*	
Formative Assessment *Describe the tools and strategies you will use to determine what students know, identify gaps in understanding, and plan future instruction to improve learning.*	
Differentiation *Describe how the content, process, and/or product will be differentiated for diverse students (ESL, gifted, special education general curriculum, etc.)*	Content - Process - Product -
Early Finishers *Describe what you will do with students who finish early.*	
Technology *Describe what technology you will use in the lesson and WHY this specific technology is best suited for addressing the lesson content.*	
Materials and Advanced Preparation *List the books and/or texts, manipulatives, technology, visual aids, handouts (by title) and other materials that will be needed during the lesson. Additionally, describe any pre-lesson setup.*	

LEARNING SEQUENCE

Introduction *Engage students and overview the lesson.*	*Gain Attention/Hook -* *Activate Prior Knowledge and Make Local/Global Connections -* *Set Purpose -*
Instruction *Write the sequential steps, using numbers or bullets, that you are using to teach the lesson. Strategies may include but are not limited to:* • *Modeling* • *Guided practice* • *Independent practice* • *Direct instruction* • *Group work* • *Stations* • *Technology-enhanced instruction* • *Connections* • *Questioning*	
Closure *Describe how you will bring closure to the lesson by having students summarize, reflect, respond, etc. in order to gather evidence and monitor students' understanding of the lesson.*	
End-of-class Routine and Transition *Describe relevant clean-up activities, preparation for next subject/class, collection of student work, explanation of homework, etc.*	

TEACHING NOTES

Notes *Outline the content and other notes and reminders for your direct instruction.*	
Curriculum Framework *Include relevant excerpt from Curriculum Framework document.*	

REFERENCES
Reference all resources and ideas used in the creation of this lesson plan. References should be formatted according to the style outlined in the 6th Edition of the APA Publication Manual.

Appendix G: Observation Rubric, Assessment of Growth/Progress and Final Evaluation
(Please login to Taskstream to complete these evaluations, do not use these paper forms)

Observation Rubric: *This is the first step of a three part formative evaluation of your intern. Use Taskstream to fill this out during or after an observation.*

	Does not meet proficiency	Beginning to meet proficiency	Meets proficiency	Exceeds proficiency
Established Purpose Activated Prior Knowledge.	Delivered the lesson without establishing a purpose or creating interest.	Attempted to establish a purpose and create interest	Established a clear purpose and created interest in what was to come by linking to prior knowledge.	and… assessed prior knowledge.
Delivery Process	Did all of the talking and asked almost no questions.	Allowed minimal input/ responses from students. Asked surface-level questions (yes/no, recall, identify, define, name).	Asked questions that provided opportunities for students to think critically and/or problem solve. Encouraged students to ask questions and engage in discussion.	and…asked follow up questions after student responses that encouraged deeper and more accurate understanding. Involved all students in the process of summarizing, applying or synthesizing the learning throughout the lesson. Modeled and guided students to use metacognitive skills (e.g., analyze, create, critically evaluate).
Fostered Engagement	Was not aware of or disregarded students' lack of engagement in the lesson.	Mostly addressed students who appeared very disengaged, but with little success. Was unaware of students who appeared compliant but were most likely off task.	Promoted student engagement through thoughtful lesson planning, whole group, small group and/or individual activities. Demonstrated ability to read the room and adjust lesson/performance as needed.	and…provided options and resources to engage individual students in the lesson.
Content Command	Explained some content inaccurately and/or could not provide examples/elaboration when needed. Made no attempt to connect to important content or essential skills.	Explained content accurately, but was not clear and/or could not provide examples/elaboration needed for student understanding Made vague or superficial connections to important content and essential skills.	Explained content accurately and clearly. Was able to provide examples and elaboration when needed for student understanding. Made appropriate connections to important content and essential skills to enhance and extend student knowledge.	and… Demonstrated a deep and flexible command of content area knowledge. provided content information beyond the SOL to enhance and extend student knowledge.
Lesson Closure	Ended lesson abruptly with no closure activity even though there was time.	Ended lesson abruptly with no closure activity due to pacing issues.	Reviewed purpose big ideas/concepts in lesson. Asked students if they had questions and/or formatively assessed understanding.	and… previewed future learning, made connections to broader contexts.
Rules and Procedures	Provided no expectations or routines. Seemed to arbitrarily expect specific behaviors that frustrated/confused students.	Provided unclear expectations/ routines. Expected target behavior inconsistently.	Provided clear rules and routines and expected target behavior consistently.	And… worked in a positive and respectful way with students while still firmly articulating expected target behavior.
With-it-ness	Appeared unaware of students' learning and engagement and/or demonstrated no forethought about materials, instructions, modeling, lesson steps and pacing.	Was aware of and addressed students' confusion and disengagement inconsistently. and/or Demonstrated little forethought about materials, instructions, modeling, lesson steps and pacing.	Monitored the class for confusion disengagement and addressed them quickly and positively and/or Demonstrated preparedness and forethought about materials, instructions, modeling, lesson steps and pacing.	and demonstrated With-it-ness to address problems. And actively involved students in managing the learning environment. Made use of time.

Date

Strengths of the lesson as determined first by student teacher, then by mentor
Elicit, record and celebrate :) all the ways the student teacher helped promote a safe and engaging learning environment as well as student growth.

* If applicable, record progress on previous goal.
If this is your first formal observation and mentoring conversation, you will not need to record anything in this section.

* Set a goal
Ask guiding questions and collaborate with the student teacher to set a goal for for the next scheduled formal observation and mentoring conversation. The goal should be realistic, measurable, and primarily driven by the student teacher. Progress toward this goal focus of your next formal observation.

* Action steps, strategies and/or resources that will help student teacher meet the goal
Use guided questioning to elicit possible strategies/resources that will help the student teacher reach the goal stated above. Prompt the student teacher to consider strategies/resources that they may have learned or observed during coursework or previous field experiences. Offer additional strategies and resources as needed.

	FINAL EVALUATION: **Does not meet the proficiency expected**	**Begins to meet the proficiency expected**	**Meets the proficiency expected**	**Exceeds the proficiency expected**
Professional Knowledge	The candidate bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.	The candidate inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The candidate demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	In addition to meeting the standard, the candidate consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.
Comments:				
Instructional Planning	The candidate does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.	The candidate inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The candidate plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	In addition to meeting the standard, the candidate actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students
Instructional Delivery	The candidate's instruction inadequately addresses students' learning needs.	The candidate inconsistently uses instructional strategies that meet individual learning needs.	The candidate effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	In addition to meeting the standard, the candidate optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills
Comments:				
Assessment of and for Student Learning	The candidate uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.	The candidate uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	he candidate systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	In addition to meeting the standard, the candidate uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.
Comments:				
Learning Environment	The candidate inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.	The candidate is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	In addition to meeting the standard, the candidate creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.
Comments				
Professionalism	The candidate demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.	The candidate inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The candidate maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	In addition engages in high level personal/professional growth of skills, and contributes to the development of others and the well-being of the school.