

Updated August 2025

Student Teaching Internship Handbook

Fall 2025



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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 evaluations can be completed.

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, then click on the Username/Password tab.

Cooperating Teachers and University Supervisors

Once you have logged in and changed your password

3. Navigate to **Fall 2025 Student Teaching Internship**
4. Type your student teacher's name into the search box



Search by first or last name:

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 [Fall 2025 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

Fall 2025 Student Teaching Internship Calendar

| Week of 8/25 | In class NO SEMINAR CLASS this week | This week in your placement |
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| <p>CCPS/HCPS Closed on 8/29</p> | <p>Attend the mandatory kick-off event/dinner* on Monday, 8/25 from 5:30pm-7:30pm in the Westhampton Dean's Office Livingroom</p> <p>Homework: All student teachers: Review the handbook and class website. Come prepared for class next week with any questions you have about the information found in both.</p> <p>Employed student teachers: Choose any lesson this week or next week to plan using the UR format and submit the plan to your shared Google folder BEFORE you teach the lesson.</p> | <p>Traditional Student Teachers Report to your placement on Tuesday, 9/26. Show up early with your driver's license. Dress professionally and 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.</p> <p>Observe, interact with students, assist cooperating teacher, learn student names</p> <p>Talk with your CT this week about helping to plan and teach all or part of 1 lesson that will take place next week on Thursday (9/4) or Friday (9/5)</p> <p>Employed Student Teachers: This week in your placement Continue to perform the responsibilities of your position</p> <p>Plan one lesson this week or next week using the UR format and submit the plan to your shared Google folder BEFORE you teach the lesson.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> 1. No evaluations need to be completed this week in Taskstream 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 (1/23 or 1/24) 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 9/1

HPCS/CCPS
Closed 9/1

In class

Writing Prompt & Reflective Conversation Topic:
Mentors and Administrators

Review syllabus, course website, handbook and performance evaluation rubrics. Login to Taskstream.

Review lesson plan expectations

Homework:

Traditional Student Teachers
Complete a lesson plan using the [UR format](#) for the lesson you will teach this week. Follow the instructions for using reflective questions Upload the lesson plan to your shared Google folder **BEFORE** you teach the lesson.

Employed Student Teachers
If you have not done so yet, choose any lesson this week to plan using the [UR format](#). Follow the instructions for using reflective questions. Submit the plan to your shared Google folder **BEFORE** you teach the lesson.

This week in your placement

Traditional Student Teachers

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. Complete a [UR lesson plan](#) **BEFORE** you teach the lesson and upload it to your shared Google folder. Follow the instructions for using reflective questions

Talk with your cooperating teacher this week about a schedule for ramping up your classroom responsibilities including planning and delivering lessons next week.

Employed Student Teachers

Continue to perform the responsibilities of your position.

If you have not done so yet, choose any lesson this week to plan using the [UR format](#) and submit the plan to your shared Google folder **BEFORE** you teach the lesson. Follow the instructions for using reflective questions

Cooperating Teachers

- 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

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| <p>Week of 9/8</p> | <p>In class</p> <p>Writing Prompt & Reflective Conversation Topic: Lesson Planning</p> <p>Experience the newest free K-12 online classroom gaming websites to review important course information.</p> <p>Overview of Teaching Video and Reflection assignment</p> <p>Overview of The Teacher Work Sample Portfolio (Part 1 of 2)</p> <p>No homework</p> | <p>This week in your placement</p> <p>Traditional Student Teachers Ramp up your classroom responsibilities, planning, and lesson delivery as close to full time as possible by the end of this week.</p> <p>Discuss the video assignment with your cooperating teacher. Make sure that you have the necessary permissions and equipment in place to record video in your classroom next week.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Employed Student Teachers Continue to perform the responsibilities of your position</p> <p>Discuss the video assignment with your admin and make sure that you have the necessary permissions and equipment in place to record video in your classroom next week.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions Print out the lesson plan and give it to your observer before the lesson, and upload the lesson plan to your Shared Google Folder.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> 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. Student teachers will need to video record one lesson sometime next week. Please help them prepare and secure permissions. 4. 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. |
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| <p>Week of 9/15</p> <p>CCPS ½ day on 9/19</p> | <p>In class</p> <p>Writing Prompt & Reflective Conversation Topic: Teacher/Student Regulation</p> <p>Overview of Capstone Project: The Teacher Work Sample Portfolio (Part 2 of 2)</p> <p>Homework: Traditional student teachers only Contact second placement CT to schedule a 30-minute meeting next week Wednesday, Thursday or Friday The goal of the meeting is to determine the content on which you will focus for your Teacher Work Sample lessons.</p> <p>All student teachers: Watch your teaching video. Compose a 1-2 page reflection that notes what went well and what you might do differently. Upload the video, lesson plan and reflection to the Seminar Google Folder before class next week. If the video is too big to upload in the Google folder, Click HERE to upload it to my Dropbox account.</p> | <p>This week in your placement</p> <p>Traditional Student Teachers Teach full time: Execute most if not all classroom responsibilities and planning/instruction.</p> <p>Record one full lesson this week</p> <p>Contact second placement CT to schedule a 30-minute meeting next week (Wednesday, Thursday or Friday). The goal of the meeting is to determine the content on which you will focus for your Teacher Work Sample lessons.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Employed Student Teachers Continue to perform the responsibilities of your position. Prepare to video record one full lesson next week.</p> <p>Record one full lesson this week</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions Print out the lesson plan and give it to your observer before the lesson, and upload the lesson plan to your Shared Google Folder.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> 1. Complete Formative Assessment 2 in Taskstream either this week or next. 2. Student teachers should be teaching full time. 3. Student teachers will be required to video record one full lesson this week. |
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Week of
9/22

In class

**Writing Prompt &
Reflective Conversation Topic:**
Relationships with students

**Overview of Section 1, Teacher
Work Sample Portfolio**

Homework
All student teachers
Complete a rough draft of
Teacher Work Sample section 1
before class next week. The
section 1 worksheet can be
found in your Seminar Google
Folder (it is your worksheet, you
do not have to make a copy)

This week in your placement

Traditional Student Teachers

Teach full time: Execute most if not all classroom responsibilities and planning/instruction.

Meet with your second placement CT Wednesday, Thursday or Friday of this week. Use the [1 page info sheet to guide the discussion.](#) Your goal is to pinpoint the SOL/content focus for your Teacher Work Sample lessons.

If you are going to be observed this week, you must plan the lesson using the [UR lesson plan format](#). Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.

Employed Student Teachers

If you are going to be observed this week, you must plan the lesson using the [UR lesson plan format](#). Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson, **and** upload the lesson plan to your Shared Google Folder.

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

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| <p>Week of 10/6</p> <p>Last week of first placement for traditional student teachers</p> | <p>In class</p> <p>Writing Prompt & Reflective Conversation Topic: Assessments and Grading</p> <p>Overview of section 3, Teacher Work Sample Portfolio</p> <p>Homework:</p> <p>Traditional Student Teachers By Friday evening, 2/28 scan and upload the hand-signed timecard for Placement 1 to the Seminar Google folder. The timecard must be signed by you, your CT and your US.</p> <p>All student teachers: Complete a rough draft of the Teacher Work Sample section 3 before class next week. The section 3 worksheet can be found in your Seminar Google Folder (it is your worksheet; you do not have to make a copy)</p> | <p>This week in your placement</p> <p>Traditional Student Teachers Teach full time Monday, Tuesday and Wednesday. 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</p> <p>Plan closure/goodbye with students and CT</p> <p>Print out your first placement timecard from your Seminar Google Folder and have your CT and US sign it. After you sign it, scan the signed copy and upload it back to your Seminar Google Folder.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Employed Student Teachers Continue to perform the responsibilities of your position</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> 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 Stipend Request forms in Taskstream. 4. Student teachers 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. |
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| Week of 10/13 | In class | This week in your placement |
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| <p data-bbox="180 352 282 600">First week in placement 2 for traditional student teachers</p> <p data-bbox="180 636 261 726">HCPS Closed 10/13</p> <p data-bbox="180 762 277 1262">Please note that student teachers must follow the school division calendar and do not observe the UR Fall Break</p> | <p data-bbox="350 352 586 474">Writing Prompt & Reflective Conversation Topic: Learning styles</p> <p data-bbox="350 510 561 600">Overview of section 4, Teacher Work Sample Portfolio</p> <p data-bbox="350 667 586 789">Teacher Work Sample Portfolio work session and 1:1 conferences.</p> <p data-bbox="350 1108 578 1581">Homework All student teachers: Complete a rough draft of the Teacher Work Sample section 4 before class next week. The section 4 worksheet can be found in your Seminar Google Folder (it is your worksheet; you do not have to make a copy)</p> | <p data-bbox="652 352 984 380">Traditional Student Teachers</p> <p data-bbox="652 386 1276 508">Show up early, dress professionally, be prepared with notebook/pen. Turn cell phone to silent before entering the placement space. If principal is available, formally introduce yourself when you check-in at the front office.</p> <p data-bbox="652 543 1284 600">Observe, interact with students, assist cooperating teacher, learn student names</p> <p data-bbox="652 636 1292 693">Talk with your CT about helping to plan and teach all or part of 1 lesson later next week</p> <p data-bbox="652 728 979 756">Employed Student Teachers</p> <p data-bbox="652 762 1240 789">Continue to perform the responsibilities of your position</p> <p data-bbox="652 825 1268 980">If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p data-bbox="652 1140 911 1167">Cooperating Teachers</p> <ol data-bbox="748 1173 1284 1675" style="list-style-type: none"> <li data-bbox="748 1173 1252 1230">1. No evaluations need to be completed this week in Taskstream <li data-bbox="748 1236 1273 1327">2. Student teachers should observe, interact with students, learn student names, and assist you. <li data-bbox="748 1333 1284 1488">3. 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.) <li data-bbox="748 1495 1284 1585">4. 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 if possible. <li data-bbox="748 1591 1284 1675">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 10/20 | No Class | This week in your placement |
|---|---|---|
| <p>HPCS closed 10/20</p> <p>HCPS ½ day 10/24</p> <p>CCPS closed 10/22</p> | <p>Student teachers must report to placements as usual</p> | <p>Traditional Student Teachers Show up early, dress professionally, be prepared with a notebook/pen. Turn cell phone to silent before entering the placement space. If principal is available, formally introduce yourself when you check-in at the front office.</p> <p>Observe, interact with students, assist cooperating teacher, learn student names</p> <p>Help plan and deliver all or part of one lesson on Thursday or Friday of this week if possible.</p> <p>Talk with your cooperating teacher about a schedule for ramping up classroom responsibilities as well as planning and delivering lessons for next week.</p> |
| | <p>No Homework</p> | <p>Employed Student Teachers Continue to perform the responsibilities of your position</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> 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
10/27

In class:

**Writing Prompt &
Reflective
Conversation Topic:**
Differentiation

Overview of section
5, Teacher Work
Sample Portfolio

All student teachers
Final drafts of all
Teacher Work
Sample Portfolio
sections due Dec. 8

****First week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for the teacher work sample portfolio.**

This week in your placement

Traditional Student Teachers

Ramp up your classroom responsibilities, planning, and lesson delivery as close to full time by the end of the week as possible.

If you are going to be observed this week, you must plan the lesson using the [UR lesson plan format](#). Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.

Employed Student Teachers

Continue to perform the responsibilities of your position

If you are going to be observed this week, you must plan the lesson using the [UR lesson plan format](#). Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson, **and** upload the lesson plan to your Shared Google Folder.

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.

****First week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for the teacher work sample portfolio.**

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| <p>Week of 11/3</p> <p>HCPS & CCPS closed 11/3 and 11/4</p> | <p>In class:</p> <p>Writing Prompt & Reflective Conversation Topic: Modeling</p> <p>Overview of section 6, Teacher Work Sample Portfolio</p> <p>All student teachers: Final drafts of all Teacher Work Sample Portfolio sections due Dec 8</p> | <p>**Second week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for your portfolio</p> <p>This week in your placement</p> <p>Traditional Student Teachers Teach full time. Execute most if not all classroom responsibilities and planning/instruction.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Employed Student Teachers Continue to perform the responsibilities of your position</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> 1. No evaluations need to be completed this week 2. Student Teachers should be teaching full time in your classroom if possible. <p>**Second week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for your portfolio</p> |
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| <p>Week of 11/10</p> <p>CCPS ½ day 11/14</p> | <p>In Class</p> <p>Guest Speaker Traditional student teachers: Finding Employment in a regional K-12 school Employed student teachers: All in the classroom</p> <p>Student Teaching Panel: All student teachers: Meet the Spring 26 student teachers. (traditional and employed) Provide helpful tips and tricks to make their student teaching successful</p> <p>All student teachers Final drafts of all Teacher Work Sample Portfolio sections due Dec. 8</p> | <p>**Third week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for your portfolio</p> <p>This week in your placement</p> <p>Traditional Student Teachers Teach full time. Execute most if not all classroom responsibilities and planning/instruction.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Employed Student Teachers Continue to perform the responsibilities of your position</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> Complete Formative Assessment 2 in Taskstream by the end of this week or next week. Student Teachers should be teaching full time in your classroom if possible. <p>**Third week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for your portfolio</p> |
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**Week of
11/17**

In Class

****Fourth and final week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for your portfolio**

This week in your placement

Traditional Student Teachers

Teach full time: Execute most if not all classroom responsibilities and planning/instruction.

If you are going to be observed this week, you must plan the lesson using the [UR lesson plan format](#). Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson, **and** upload the lesson plan to your Shared Google Folder.

Employed Student Teachers

Continue to perform the responsibilities of your position

If you are going to be observed this week, you must plan the lesson using the [UR lesson plan format](#). Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.

All student teachers:

Final drafts of all Teacher Work Sample Portfolio sections due Dec. 8

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.

****Fourth and final week of the four-week window during which student teachers should pretest, teach, and assess the lesson sequence for your portfolio**

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| <p>Week of 11/24</p> | <p>No Class Thanksgiving Week</p> <p>1:1 Data meetings to compete section 5 of Work Sample Portfolio</p> <p>All student teachers: Final drafts of all Teacher Work Sample Portfolio sections due Dec. 8</p> | <p>This week in your placement</p> <p>Traditional Student Teachers Teach full time: Execute most if not all classroom responsibilities and planning/instruction.</p> <p>Discuss the video assignment with your cooperating teacher. Make sure that you have the necessary permissions and equipment in place to record video in your classroom next week.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Employed Student Teachers Continue to perform the responsibilities of your position</p> <p>Discuss the video assignment with your admin. Make sure that you have the necessary permissions and equipment in place to record video in your classroom next week.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson, and upload the lesson plan to your Shared Google Folder.</p> <p>Cooperating Teachers:</p> <ol style="list-style-type: none"> 1. Complete Formative Assessment 3 in Taskstream by the end of this week or next week. 2. Student Teachers should be teaching full time in your classroom if possible. |
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Week of
12/1

All student teachers: Please report to the Special Programs Building from 5:30-7:30pm for a celebratory dinner and to complete final university and VDOE paperwork/application for licensure.

All student teachers:

Final drafts of all Teacher Work Sample Portfolio sections due next week on Dec. 8

Video and reflection due next week before class.

Signed timecards due before class

All Traditional Student Teachers: This week in your placement

Record Video Lesson

Employed Student Teachers: This week in your placement

Continue to perform the responsibilities of your position

If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.

Cooperating Teachers

1. **Complete Formative Assessment 3 in Taskstream by the end of this week if you haven't already done so.**
2. Student Teachers should be teaching full time in your classroom if possible.
3. 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.

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| <p>Week of 12/8</p> | <p>In Class</p> <p>Video reflective conversations</p> <p>Timecard check</p> | <p>This week in your placement</p> <p>Traditional Student Teachers Teach full time Monday, Tuesday and Wednesday. 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</p> <p>Plan closure/goodbye with students and CT</p> <p>Print out your seconplacement timecard from your Seminar Google Folder and have your CT and US sign it. After you sign it, scan the signed copy and upload it back to your Seminar Google Folder.</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder.</p> <p>Employed Student Teachers Continue to perform the responsibilities of your position</p> <p>If you are going to be observed this week, you must plan the lesson using the UR lesson plan format. Follow the instructions for using reflective questions. Print out the lesson plan and give it to your observer before the lesson and upload the lesson plan to your Shared Google Folder</p> <p>Print out your from your Seminar Google Folder and have your US sign it. After you sign it, scan the signed copy and upload it back to your Seminar Google Folder.</p> <p>Cooperating Teachers</p> <ol style="list-style-type: none"> 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 Stipend Request forms in Taskstream. 3. Student teachers should be teaching full time most of the week to ensure they accumulate enough hours for licensure. 4. 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. 5. Sign the student teacher's timecard and keep a copy for your records/relicensure points. |
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Cooperating Teacher Quick Reference: Frequently Asked Questions

What evaluation forms do the cooperating teachers need to fill out, and where are they located? The cooperating teacher is responsible for completing three Formative Assessment forms and one Final Evaluation form. Additionally, cooperating teachers are asked to fill out an End of the Placement Survey for feedback purposes and a Stipend Request Form. All evaluations and forms should be completed using Taskstream. Please see page 2 of this handbook for login information and detailed navigation instructions.

How/When should the student teacher intern timecard be filled out?

Student teacher interns can access fillable timecard forms for each placement in their assigned university Google folder. A sample copy of this timecard can be found [HERE](#) and in Appendix C of this handbook. 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:

| | |
|------------------|--|
| Observing/Aiding | Time spent in the classroom while students are present during which the cooperating teacher is the primary person responsible for instruction/assessment. Also includes time spent working with individual students and/or small groups in the context of the cooperating teacher's instructional plans. |
| Teaching | Time spent in the classroom while students are present during which the student teacher is the primary person responsible for delivering instruction and/or monitoring assessment. |
| Preparing | Time spent preparing for lessons. Includes attending staff, PD and planning meetings, preparing lesson plans and materials, grading papers and analyzing student performance data. |
| 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 substitute teacher 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 left alone in the classroom? 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 in the classroom with students.

What is the university expectation for the student teacher intern planning their own lessons and developing their own materials? 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 early should the student teacher intern arrive in the morning and how late should they stay at the end of the day. It is the university expectation that the student teacher arrives 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 dress code? The university always expects that the student teacher intern dress appropriately. Business casual is the preferred mode of dress. Casual dress can be worn on school specified casual days/spirit days. Any concerns about dress should be reported immediately to the university supervisor or the Director of Clinical Practice.

When should the student teacher intern take over the teaching duties 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. The calendar at the beginning of this handbook details a week-by-week schedule for student teacher interns. 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 be interrupted during a lesson 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 concern about the student teacher intern's performance and/or professionalism. 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.

Contacts

| 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 <i>Assistant Professor of Elementary Education Adjunct Associate Professor, Graduate Education Chair, Department of Education</i> | 289-8432 | Fountain Hall G36 | pstohrhu@richmond.edu |
| Dr. Allison Brenning <i>Director of Special Education and Elementary Instruction Adjunct Assistant Professor, Graduate Education</i> | 287-6627 | Fountain Hall G32 | abrennin@richmond.edu |
| Angela Leeper <i>Director, Education Studio</i> | 289-8433 | Fountain Hall G23B | aleeper@richmond.edu |
| Dr. Tammy Milby <i>Director of Reading Adjunct Associate Professor, Graduate Education</i> | 287-6678 | Fountain Hall G30 | tmilby@richmond.edu |
| Staff | | | |
| Liza Carpenter <i>Academic Administrative Specialist</i> | 289-8428 | Fountain Hall G38 | lcarptenter@richmond.edu |
| Augusta Donaldson <i>Education Studio Associate</i> | 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 <i>* 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.</i> | kwaikart@richmond.edu |
| Faculty | | | |
| Dr. Laura Kuti <i>Assistant Professor, Education Assistant Chair, Graduate Education</i> | 287-6621 | Special Programs 230 | lkuti@richmond.edu |
| Dr. Bob Spires <i>Associate Professor, Education Adjunct Professor, Nonprofit Studies</i> | 289-8431 | Special Programs 217 | bspires@richmond.edu |
| Dr. Deborah Napoli <i>Assistant Professor, Graduate Education Director of Clinical Practice</i> | 289-8430 | Special Programs 211 | dnapoli@richmond.edu |
| Staff | | | |
| Julia Burke <i>Manager, Master of Teaching, Master of Education Curriculum and Instruction and Professional Development for Educators</i> | 484-1584 | Special Programs 234 | jburke@richmond.edu |
| Kris Waikart <i>Admissions and Recruitment Coordinator, Education</i> | 289-8427 | Special Programs 235 | kwaikart@richmond.edu |
| Catherine Pelletier <i>Administrative Coordinator, Academic Programs</i> | 289-8332 | Special Programs 219 | catherine.pelletier@richmond.edu |

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 procedures, requirements and 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 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.

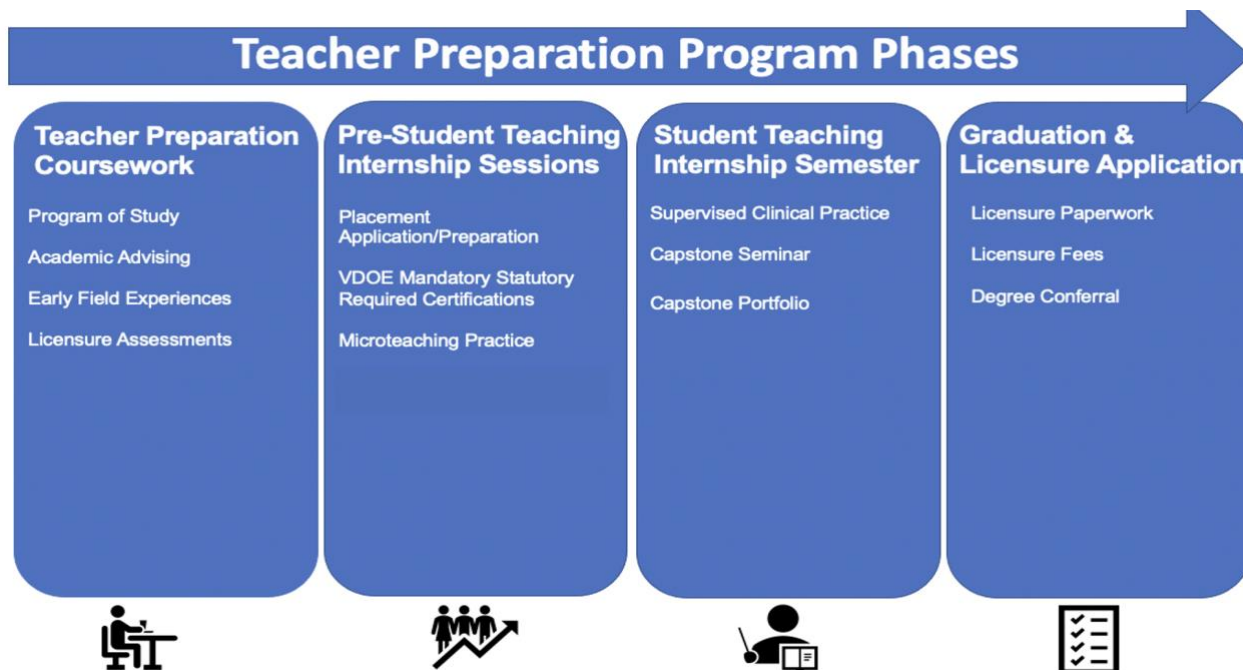
| InTASC Standards | Virginia Uniform Performance Standards |
|--|---|
| The Learner and Learning | |
| Standard #1-Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, 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. |

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| <p>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.</p> | <p>Standard 5: Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p> |
| Content Knowledge | |
| <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> |
| Instructional Practice | |
| <p>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.</p> | <p>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.</p> |
| <p>Standard #7: Planning for InstructionThe 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.</p> | <p>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 DeliveryThe teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p> |
| <p>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.</p> | <p>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.</p> |
| Professional Responsibility | |
| <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> |

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 B 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



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.htm>



Pre-Student Teaching Phase

The Pre-Internship Workshop course helps prepare students for the 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.

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, speak with students who are currently engaged in student teaching, and participate in microteaching activities. 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 public 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:

- Application due= mid September
- Placement information available= early December

Timeline for Spring student teacher interns:

- Application due= beginning of February
- Placement information available= late May/early June

VDOE Mandatory Statutory Requirements - Certifications

All candidates must complete the following mandatory statutory requirements 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 training that meets these requirements is 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. To help students feel more prepared and less anxious, students will engage in small and low stakes microteaching activities within the cohort.



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/exams 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 a capstone teacher work sample portfolio project.

****A note about provisional licensure/employment as teacher during program***

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 using provisional licensure. These students typically continue with their program of study while employed 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.

Please note that should a school division request any university documentation to analyze your eligibility for a position/provisional license, you must complete [THIS](#) form and contact Dr. Stohr-Hunt pstohrhu@richmond.edu to request such documentation.

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 Appendix A 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 Teacher Work Sample Portfolio

The Capstone Teacher Work Sample 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

Traditional Student Teachers

If you are a traditional student teacher, you must complete a **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.nasdtc.net/page/InterstateAgreements> for a list of states that offer license reciprocity.

Employed Student Teachers on a Provisional License

If you have been employed as the teacher of record in your own classroom and have been placed on a provisional license, you will not complete the VDOE online application for a teaching license. Instead, you will complete some important university forms at the end of your student teaching semester that will allow us to send you a College Verification Form once your final official transcript is available. You will then submit your College Verification Form, transcript and any other documentation requested to your school division HR/Licensure Specialist. They will submit an application to the VDOE on your behalf that will change your provisional license to a full 10-year renewable license.

All BALA and MT students are required to complete before exiting the program a [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 Roles and Expectations: A Team Approach

Those involved in the Student Teaching Internship experience must work as a team 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 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 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 B 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 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 C 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 during scheduled observations. Please see Appendix D for the University of Richmond lesson plan format and resources.*

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 workspace, 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 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 a UR lesson plan for every lesson which they are observed.*
- *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). 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 F.*
- **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.*
- *Requires that a printed copy of a UR lesson plan is provided by the student teacher before a scheduled formal observation begins. Please see Appendix E for the University of Richmond lesson plan format materials.*
- *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 F.*
- *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 F for a copy of the final evaluation rubric on Taskstream.*

**Appendix B: Professional Dispositions Form
(Duplicate)**

| Professional Behaviors and Dispositions |
|--|
| <p>Professional Ethics</p> <ul style="list-style-type: none">• <i>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.</i>• <i>The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.</i> |
| <p>Professional Demeanor & Responsibility</p> <ul style="list-style-type: none">• <i>The candidate is poised and professional in his or her demeanor.</i>• <i>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.</i>• <i>The candidate communicates effectively and appropriately with students, parents/guardians, peers, administrators, cooperating teachers, university supervisors, and other professionals.</i>• <i>The candidate is independent, shows initiative and self-direction, and goes beyond minimum expectations.</i>• <i>The candidate is an active and effective problem solver.</i>• <i>The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</i>• <i>The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.</i>• <i>The candidate responds to frustration, stress, and constructive criticism in an appropriate and professional manner.</i>• <i>The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.</i> |
| <p>Commitment to Teaching</p> <ul style="list-style-type: none">• <i>The candidate values the profession of teaching.</i>• <i>The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.</i>• <i>The candidate works effectively with professional colleagues and other adults to promote and support student learning.</i>• <i>The candidate productively participates in school and community activities.</i> |
| <p>Commitment to Learning and Professional Competence</p> <ul style="list-style-type: none">• <i>The candidate is curious and interested in learning more about students and content areas.</i>• <i>The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.</i>• <i>The candidate uses professional knowledge and research to inform practice.</i> |

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 C: Student Teaching Internship Timecard (Duplicate)

STUDENT TEACHING INTERNSHIP TIMECARD:

Cooperating teachers should make a copy of final signed timecard for their own records.

| | | | | | | | | | | | | | | | | |
|----------------------|-----------------------|---------------------|---|---|---------------------------------|---|---|-----------------------------|-------------------|------------------|----|----|----|----|----|--------------------|
| Student Name: | | | | | Supervisor: | | | | | School Division: | | | | | | |
| Email: | | | | | Cooperating Teacher's Name (1): | | | | | | | | | | | |
| Phone: | | | | | Grade Level or Subject (1): | | | | | | | | | | | |
| Address: | | | | | Cooperating 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/Aiding | | | | | | | | | | | | | | | | |
| Teaching | | | | | | | | | | | | | | | | |
| Preparing | | | | | | | | | | | | | | | | |
| Extracurricular | | | | | | | | | | | | | | | | |
| TOTAL HOURS | | | | | | | | | | | | | | | | |
| Absences (days/week) | | | | | | | | | | | | | | | | |
| Tardies (days/week) | | | | | | | | | | | | | | | | |

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 D: University of Richmond Lesson Plan Format

UR Lesson Plan Writing Guidelines

| | | |
|--|--|---|
| SOL or AP/IB Standard(s) | Write out the SOL (number and text) or other curricular standards addressed in the lesson. | |
| Objective(s) | Objective(s): Written for teachers and administrators, begins with "The student will be able to" or "TSWBAT" | |
| Learning Target(s) | Learning Target(s): Written for students, begins with "I can" | |
| Formative Assessment | DESCRIBE the tools and strategies you will use to determine the extent to which EACH STUDENT has met the objectives and learning targets. | |
| Lesson Sequence | Plan List sequential steps in bullet or numbered form. Describe what the teacher and students will SAY and DO in each part of the lesson. Include key vocabulary terms and technology integration. | Assessment and Differentiation Describe where and how you are assessing student understanding and where and how you are differentiating instruction (content, process, and/or product) for a specific type of student, area of need, or strength. |
| Introduction (No more than 5 minutes.) | Describe how you will engage students and set the purpose for the lesson. <ul style="list-style-type: none"> ● Gain attention ● Hook students ● Set purpose ● Make relevant/real-world connections | |
| Instruction | The sequence should include assessing/activating prior knowledge, direct instruction, modeling, guided and/or independent practice, collaborative work, clear directions, and transition plans. Provide time estimations for each lesson component. | |
| Lesson Closure (No more than 5 minutes.) | Describe how you will intentionally close the lesson. <ul style="list-style-type: none"> ● Review and/or summarize key ideas ● Engage students in reflective practices | |
| Materials and Advanced Preparation | List and provide links to all materials and resources used in this lesson by teachers and/or students. Describe any pre-lesson preparation or setup required. | |

References - Cite all resources and ideas used in creating this lesson plan according to the 7th Edition of APA.

Curriculum Framework - Where available, attach all relevant sections.

Reflection - Look back at the lesson plan you have created. Choose three of the questions below to ask and answer within the plan itself.

Highlight the questions and answers in some way (different color font, etc)

Can I modify this to be more efficient with time?

Can I prepare this ahead of the lesson to save time?

Is this activity instructionally sound? Aligned to the objective? Worth the time it will take for students to complete?

Might the students become bored, disengaged or confused here?

Might the classroom become chaotic here?

What will I do here if some students are not paying attention and/or do not stop talking?

Do the students know the process and/or expectations for turning in this work?

How can I model expectations here to ensure fewer students are confused about what to do?

Have I thought through the exact wording of the questions I will ask here? Will the questions be confusing or difficult for students to answer? Can I make these questions clearer? Is this the best place to ask a question? What will I do if no one volunteers to answer? What will I do if the student who answers is incorrect? Will displaying the question for the class to see help students understand/stay engaged?

Will I need to turn my back to all or part of the class here? What might I do to avoid this?

Is there an opportunity here to make a connection to students' experiences?

Appendix E: Observation Rubric, Conversation Prompts and Final Evaluation

Observation Rubric (Complete in Taskstream during observation)

| | <i>Does not meet proficiency</i> | <i>Beginning to meet proficiency</i> | <i>Meets proficiency</i> | <i>Exceeds proficiency</i> |
|--|--|--|--|--|
| <i>Established Purpose Activated Prior Knowledge</i> | <i>Delivered the lesson without establishing a purpose or creating interest.</i> | <i>Attempted to establish a purpose and create interest with little success</i> | <i>Established a clear purpose and created interest in what was to come by linking to prior knowledge.</i> | <i>and... assessed prior knowledge.</i> |
| <i>Delivery Process</i> | <i>Did all of the talking and asked almost no questions.</i> | <i>Allowed minimal input/ responses from students. Asked surface-level questions (yes/no, recall, identify, define, name).</i> | <i>Asked questions that provided opportunities for students to think critically and/or problem solve. Encouraged students to ask questions and engage in discussion.</i> | <i>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).</i> |
| <i>Fostered Engagement</i> | <i>Was not aware of or disregarded students' lack of engagement in the lesson.</i> | <i>Mostly addressed students who appeared very disengaged, but with little success. Was unaware of students who appeared compliant but were most likely off task.</i> | <i>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.</i> | <i>and...provided options and resources to engage individual students in the lesson.</i> |
| <i>Content Command</i> | <i>Explained some content inaccurately and/or could not provide examples/elaboration when needed. Made no attempt to connect to important content or essential skills to students lives or interests.</i> | <i>Explained content accurately but was not clear and/or could not provide examples/elaboration needed for student understanding Made vague or unsuccessful attempts to connect important content and essential skills to student lives or interests.</i> | <i>Explained content accurately and clearly. Was able to provide examples and elaboration when needed for student understanding. Made some appropriate and successful attempts to connect important content and essential skills to student lives or interests.</i> | <i>and... Demonstrated a deep and flexible command of content area knowledge. provided content information beyond the SOL to enhance and extend student knowledge.</i> |
| <i>Lesson Closure</i> | <i>Ended the lesson abruptly with no closure activity even though there was time.</i> | <i>Ended lesson abruptly with no closure activity due to pacing issues.</i> | <i>Ended lesson by reviewing the purpose big ideas/concepts. Asked students if they had questions and/or formatively assessed understanding.</i> | <i>and... previewed future learning, made connections to broader contexts.</i> |

| | | | | |
|---|---|---|--|--|
| <i>Rules and Procedures</i> | <i>Provided/Reinforced no expectations or routines. Seemed to arbitrarily expect specific behaviors that frustrated/confused students.</i> | <i>Provided/Reinforced unclear expectations/ routines. Expected target behavior inconsistently and sometimes frustrated/confused students.</i> | <i>Provided/Reinforced clear rules and routines and expected target behavior consistently. Students seemed to understand and mostly follow expectations and routines.</i> | <i>and... worked in a positive and respectful way with students while still firmly articulating expected target behavior.</i> |
| <i>Planning for and demonstrating maximum use of time and student engagement</i> | <i>Lesson plan demonstrates no forethought about the best way to prepare materials, instructions, modeling, lesson steps and pacing to save time and increase engagement.</i> | <i>Lesson plan demonstrates little forethought about the best way to prepare materials, instructions, modeling, lesson steps and pacing to save time and increase engagement.</i> | <i>Lesson plan demonstrates forethought about the best way to prepare materials, instructions, modeling, lesson steps and pacing to save time and increase engagement.</i> | <i>and...was able to pivot in the moment when plan was not working.</i> |
| <i>Planning for and demonstrating progress toward goal(s) established during previous observation</i> | <i>No intentional changes were made in lesson preparation and execution to make progress toward goal(s) laid out during previous observation discussion.</i> | <i>Very few intentional changes were made in lesson preparation and execution to make progress toward goal(s) laid out during previous observation discussion.</i> | <i>Intentional changes were made in lesson preparation and execution to make progress toward goal(s) laid out during previous observation discussion.</i> | <i>Intentional changes were made in lesson preparation and execution that not only address the goal(s) laid out during previous observation discussion, but also other action items determined through his/her own reflective practices.</i> |
| <i>Planning for and demonstrating appropriate lesson pacing</i> | <i>Written lesson plan and implementation of the plan show no evidence of importance/awareness of lesson pacing</i> | <i>Written lesson plan and implementation of the plan show little evidence of importance/awareness of lesson pacing</i> | <i>Written lesson plan and implementation of the plan show solid evidence of importance/awareness of lesson pacing</i> | <i>Both written lesson plan and implementation of plan demonstrate not only the importance/awareness of lesson pacing, but also show movement toward proficiency in lesson pacing.</i> |
| <i>Use of presentation techniques such as tone of voice, dynamics of voice volume, movement and expression to maximize student engagement and understanding</i> | <i>Demonstrated no attempt to use presentation techniques such as tone of voice, dynamics of voice volume, movement and expression to maximize student engagement and understanding</i> | <i>Demonstrated very little attempt to use presentation techniques such as tone of voice, dynamics of voice volume, movement and expression to maximize student engagement and understanding were demonstrated.</i> | <i>Demonstrated solid attempt to use presentation techniques such as tone of voice, dynamics of voice volume, movement and expression to maximize student engagement and understanding</i> | <i>Successfully used presentation techniques such as tone of voice, dynamics of voice volume, movement and expression to maximize student engagement and understanding</i> |

Post Observation Conversation Form (Evaluators: Complete in Taskstream during post observation conference)

LESSON PLAN

A completed UR lesson plan was provided to you by the student teacher.

Yes/No/Other:

At least three questions from the "Lesson Plan Question List" were asked and addressed within the lesson plan.

Yes/No/Other:

Can I modify this to be more efficient with time?

Can I prepare this ahead of the lesson to save time?

Is this activity instructionally sound? Aligned to the objective? Worth the time it will take for students to complete?

Might the students become bored, disengaged or confused here?

Might the classroom become chaotic here?

What will I do here if some students are not paying attention and/or do not stop talking?

Do the students know the process and/or expectations for turning in this work?

How can I model expectations here to ensure fewer students are confused about what to do?

Have I thought through the exact wording of the questions I will ask here? Will the questions be confusing or difficult for students to answer? Can I make these questions clearer? Is this the best place to ask a question? What will I do if no one volunteers to answer? What will I do if the student who answers is incorrect? Will displaying the question for the class to see help students understand/stay engaged?

Will I need to turn my back to all or part of the class here? What might I do to avoid this?

Is there an opportunity here to make a connection to students' experiences?

Might I use a different analogy or example here that would be more engaging and understandable to students?

Is there a different way to explain/represent this concept that some students might benefit from?

Record a brief summary of the student's responses to the following questions: Talk about your lesson planning process in creating this plan. What were the challenges? Talk about your planning process when you are not required to produce a UR plan. What are the challenges? Do you notice any connections between your lesson planning process and student engagement/learning?

TEACHING

Strengths of the enacted lesson

Areas for growth

(Skip if this is your first formal observation). Summarize progress toward the goal set during last conversation

GOAL

Facilitate a discussion that helps the student teacher set a small, achievable and measurable goal. Record the goal, the strategy they will try, and the type of data to be collected.

Final Cumulative Evaluation (Evaluators: Complete in Taskstream)

| | <i>Does not meet the proficiency expected</i> | <i>Begins to meet the proficiency expected</i> | <i>Meets the proficiency expected</i> | <i>Exceeds the proficiency expected</i> |
|---|--|---|--|---|
| Professional Knowledge | <i>The candidate bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</i> | <i>The candidate inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</i> | <i>The candidate demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i> | <i>In addition to meeting the standard, the candidate consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</i> |
| Instructional Planning | <i>The candidate does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.</i> | <i>The candidate inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</i> | <i>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.</i> | <i>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</i> |
| Instructional Delivery | <i>The candidate's instruction inadequately addresses students' learning needs.</i> | <i>The candidate inconsistently uses instructional strategies that meet individual learning needs.</i> | <i>The candidate effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i> | <i>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</i> |
| Assessment of and for Student Learning | <i>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.</i> | <i>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.</i> | <i>The 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.</i> | <i>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.</i> |

| | | | | |
|--|---|---|--|--|
| <p>Learning Environment</p> | <p><i>The candidate inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</i></p> | <p><i>The candidate is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</i></p> | <p><i>The candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> | <p><i>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.</i></p> |
| <p>Culturally Responsive Teaching and Equitable Practices</p> | <p><i>The candidate inadequately demonstrates a commitment to equity and/or inadequately adapts instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students</i></p> | <p><i>The candidate is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.</i></p> | <p><i>The candidate models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.</i></p> | <p><i>The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identify, ability and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.</i></p> |
| <p>Professionalism</p> | <p><i>The candidate demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</i></p> | <p><i>The candidate inconsistently practices or attends professional growth opportunities with occasional application in the classroom.</i></p> | <p><i>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.</i></p> | <p><i>In addition to meeting the standard, the candidate continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.</i></p> |