TEACHING INTERNSHIP MANUAL

THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

WISE, VIRGINIA 24293

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ACKNOWLEDGMENT

The faculty within the UVA Wise Education Department and the many teacher education completers are very grateful to superintendents, central office administrators, principals, and mentor teachers for the contribution of their time, efforts, support, and collaboration to the UVA Wise Teacher Education Program.

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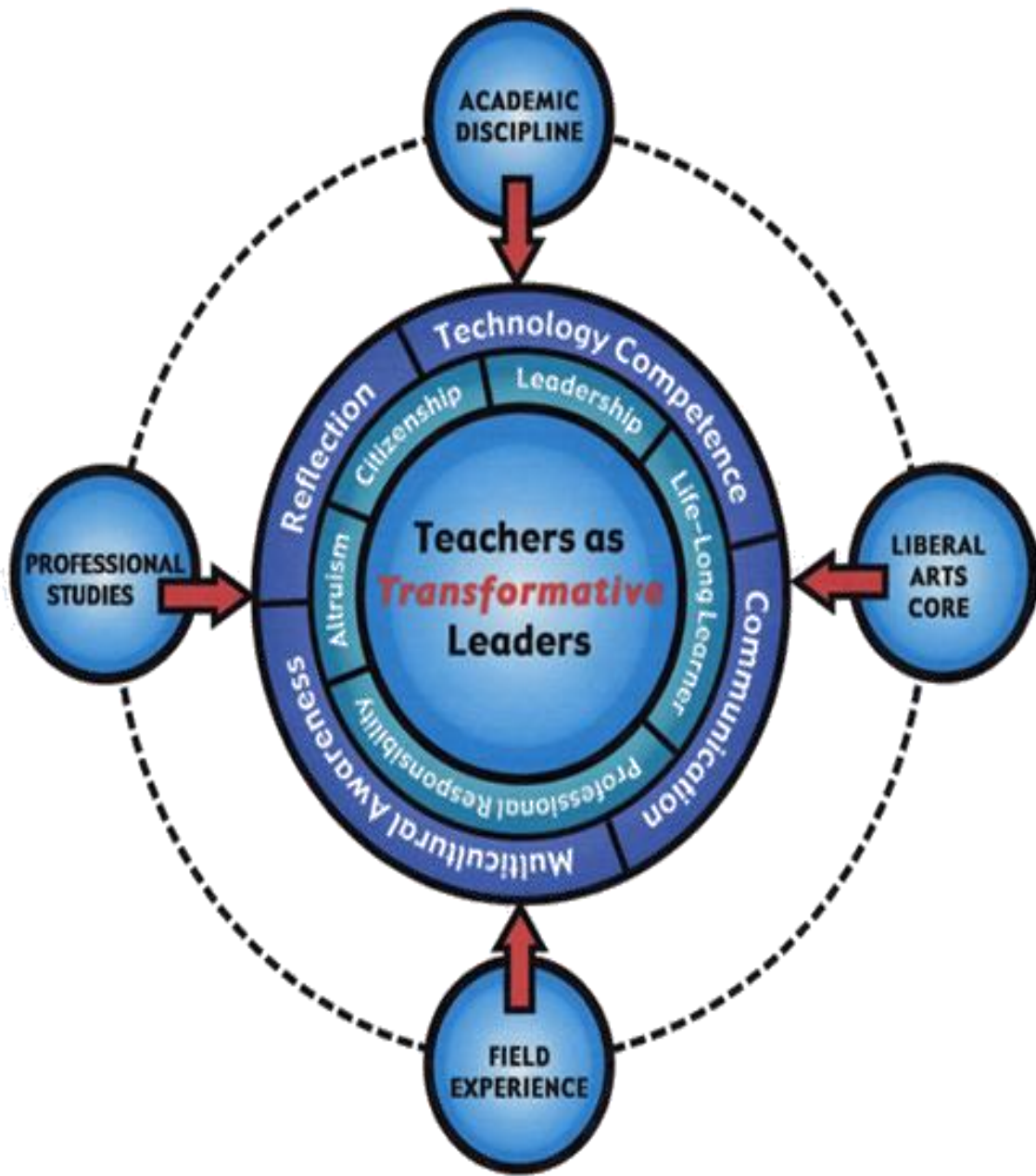
CONCEPTUAL FRAMEWORK
for the
Teacher Education Program
at
The University of Virginia's College at Wise

CONCEPTUAL FRAMEWORK

The University of Virginia's College at Wise (UVA Wise) provides interns with learning experiences that offer opportunities to develop the insight, competence, sensitivity, and integrity necessary for living enriched lives and for enriching the lives of others. Established in 1954 as a college of The University of Virginia, the College is guided by the values of citizenship and altruism. UVA Wise is a diverse community of people who believes that information can be transformed into knowledge, and that teaching and learning create a foundation for wisdom.

The mission of the College is to guide students to become knowledgeable, caring, and life-long learners who enrich the lives of their students and their communities. The mission of the Professional Education Unit (which includes primarily the Education Department and the Teacher Education Program) at UVA Wise is to prepare professional educators to be transformative leaders in their classrooms by caring, teaching, and inspiring their students to excel as learners and as citizens.

Our conceptual framework promotes cohesion within the Unit, promotes a shared vision with the College, and is a base from which "continuous improvement, renewal, and change can occur" (Dottin, p.3). The framework that articulates the mission of our Unit is entitled *Teachers as Transformative Leaders* and is consistent with and supported by the mission of the College. The major role of the Education Department is to coordinate the Teacher Education Program (TEP) with other academic departments that provide the general education core requirements and specific content area coursework to TEP candidates. Our Teacher Education Program includes a Liberal Arts and Sciences major, which was established in collaboration with the other academic departments at the College. The major requires pre-service elementary teachers to complete courses in a liberal arts core, a specific area of concentration (from either language and literature, mathematics, history and social science, or natural science), and in professional education. Faculty from all departments of the College worked together closely to design the elementary education curriculum to meet the professional education competencies required by the Virginia Department of Education, as well as to strengthen the ability of teacher candidates to become educators with mastery of the content of Virginia's Standards of Learning. Candidates who are recommended for initial licensure in one of our endorsement programs in grades 6-12 in an academic discipline are required to complete their respective major requirements (as determined by the respective departments) and professional education courses plus their teaching internship. The Unit identifies candidates with the potential for becoming effective teachers, develops and provides programs for candidates that will enable prospective teachers to acquire the academic and pedagogical knowledge and skills required for successful teaching and continued professional growth, and monitors and assesses the progress of prospective teachers as they complete program requirements.

The Teachers as Transformative Leaders model illustrates how our curricula provide the knowledge base and experiences that help our candidates develop into transformative leaders (Burns, 1978). The four outside smaller circles represent the coursework and integrated field experiences that are required of all candidates in our majors and programs. The larger circle contains the attitudes, skills, and competencies that define a transformative leader. The outer ring of the larger circle includes the competencies (multicultural awareness, effective communication skills, instructional technology competence, and reflective practitioners) that we strive to develop in our candidates throughout our programs. The inner ring of the larger circle includes the attitudes, skills, and/or competencies that we strive for our candidates to continue to develop while they are with us as well as when they are employed as teachers. As transformative

leaders in their schools, our graduates will be altruistic, life-long learners, exemplary citizens, leaders, and responsible professionals.

Liberal Arts Core

A liberal arts education is being viewed increasingly as an indispensably valuable foundation for undergraduates and not at odds at all with the professional fields of study (Schneider, 2004). More specifically, a liberal arts education is valuable because it "…gives students the strong sense of self and habits of mind and action to become leaders" (Durden, 2001, p. B20); in fact, it has been said that "a liberal arts education equals Leadership" (p. B20). A liberal arts education at UVA Wise prepares candidates to be informed and caring citizens, life-long learners, and transformational leaders. The College's liberal arts curriculum promotes the thoughtful development of the ideas, insights, values, competencies, and behavior of an educated person through a varied background of academic studies in the separate and integrated disciplines that comprise the liberal arts core curriculum.

Academic Discipline

Effective teachers must know their content (including knowledge of Virginia's relevant grade-level specific Standards of Learning) in order to facilitate optimal learning for all students. However, while knowledge of the subject matter that one will teach is a necessary condition to be an effective teacher, it is not a sufficient condition alone for excellence in teaching and learning (Murray & Porter, 1996; Shulman, 1987). Candidates preparing to teach in the elementary schools must be competent generalists who have a high degree of competence in reading, writing, and mathematics, as well as have a sound knowledge base in the natural, physical, and social sciences. Candidates preparing to teach in the middle and secondary schools must be content specialists who demonstrate both depth and breadth of understanding of the content that they are preparing to teach; middle school and secondary candidates have an understanding of the modes of inquiry and epistemological frameworks of their disciplines.

Professional Studies and Field Experiences

Our graduates are guided throughout their professional education coursework and field experiences to develop the cognitive, affective, and leadership skills that will sustain continuous personal and professional growth in an intellectually, emotionally, and physically demanding human service occupation. The theoretical knowledge bases that support the outcomes of the Teacher Education Program at UVA Wise are informed by the theories of social and cognitive constructivism (Brooks & Brooks, 1993; Schwandt, 1994; Vygotsky, 1986). Plato once said that we should never discourage anyone from making progress, no matter how slow. Academic progress is made when teachers guide students to make connections between what is known and what is to be learned. Through our *Teachers as Transformative Leaders* model, teacher candidates are empowered with the knowledge and experiences to provide the learning environment in which students are encouraged and guided to make meaningful and purposeful connections both in and out of the classroom. Effective teachers not only know their content (including specific grade-level SOLs), but also know where their students are developmentally (Bruner, 1968; Flavell, 1985), and it is through informed and reflective pedagogy (Costa, 2000; Dewey, 1933; Jadallah, 1996; Schon, 1983) that our candidates can meet the learning needs of all of their students (Haberman, 1991; Sigel, 1990).

Theoretical knowledge and experience are required to develop a high level of sensitivity to the varying needs and characteristics of learners at different levels of development and multicultural

backgrounds. Because teachers face an increasingly more diverse classroom population, emphasis must be placed on the importance of teachers' sensitivity to and reflection on their students' cultural, socioeconomic, linguistic, emotional, and psychological backgrounds (Buckley, 2000), especially as these issues relate to teaching and learning in general and teacher education in particular (Banks, 2001).

To prepare teachers to remain responsible professionally throughout their careers, our candidates must develop, demonstrate, and then continue their competence in several areas. For example, candidates must be able to evaluate critically and integrate appropriately a variety of instructional technologies into their teaching (Brooks & Kopp, 1990; Jonassen, Peck & Wilson, 1999). Candidates must also develop competence in communicating with their students and their students' families, as well as their colleagues, administrators, and the general public. Finally, teachers must model for their students what they want their students to become: leaders through service to others, citizens through reflective action, and life-long learners through a commitment to excellence.

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THE TEACHING INTERNSHIP

Public education is the responsibility of the state legislature. This responsibility is relegated through duly elected and/or appointed school boards to the superintendent, principals, and teachers in the individual schools. Local authority regarding curriculum, methods, textbooks, and other matters rests with the superintendents of public-school systems, their supervisors, principals, and teachers. The activities of the teaching internship and their college supervisors must be consistent with this application of authority and responsibility.

Goals of the Teaching Internship

The goal of the Teaching Internship is to help interns connect theory to practice and to develop a broad view of the aims of education and the profession of teaching. The intern teaching experience should help the pre-service teacher develop:

- A philosophy of education that is consistent with a democratic society and the laws and regulations regarding public education in Virginia;
- The ability to apply previously acquired principles of instruction in teaching students of differing abilities and backgrounds to reach desired goals;
- An understanding of the mental, physical, and social development of children and adolescents and the relationship of these elements to the elementary and secondary instructional programs;
- An appreciation of the problems involved in guiding such activities as assemblies, clubs, and homeroom activities, etc.;
- The ability to establish healthy learning environments, to manage routine matters, and to promote individual and group growth;
- An appreciation of the problems involved in teaching and of the principles which should guide solutions;
- The ability to evaluate teaching reflectively and to learn how to modify methods when needed;
- An understanding of the routines, record keeping, etc., about which a teacher must be knowledgeable; and
- An understanding of, appreciation for, and commitment to the professional code of ethics.

In sum, the purpose of the internship is to provide the Intern with the knowledge and experience that will enable him/her to teach and to serve effectively in the public schools.

Personnel

The intern teacher is the concern of many people. Personnel include:

- District Superintendent
- School Principal
- Mentor (Teacher in PreK-12 school)
- College Supervisor
- Coordinator of the Teaching Internship
- Director of Teacher Education
- Other public-school personnel such as the librarian, school nurse, counselor, and other members of the faculty and staff.

The Role of the District Superintendent

The role of the superintendent of the public-school system is decisive, for it is he/she who first examines the teaching internship program of the College and determines its merit. If, after this evaluation, he/she approves the program for admittance to his/her school system, then the superintendent may be expected:

- To establish and interpret to concerned college and public-school personnel the policies of his/her school system in regard to the teaching internship program, and the conditions under which the program has been named to the system;
- To approve, in conjunction with the principal, the schools requested by the College, if such requests are deemed valid;
- To approve, in conjunction with the principal, mentor teachers trained by the College, if such requests are deemed valid;
- To approve, in conjunction with the principal and mentor teachers, the final placement of the interns according to the plans for placement outlined above;
- To suggest alternatives, in the event that the requests of the College for specific schools and/or mentor teachers are deemed invalid; and
- To serve as a liaison between the school system and the College, working closely with the Director of the Teacher Education Program and the Coordinator of Intern Teaching in the maintenance of rapport.

The Role of the School Principal

The school principal can do much to ensure the success of a teaching internship program and the success of an individual intern teacher. If, upon being approached by his/her superintendent of schools, the principal of a potential school accepts for training one or more teaching interns, then he/she may be expected to:

- Assign mentor teachers who have gone through the Clinical Faculty/Mentoring Program as mentors;
- Encourage his/her most competent classroom teachers who are willing to participate in the internship program to go through the Mentor Training Program at UVa-Wise;
- Allow college supervisors to request classroom teachers for interns;
- Orient college supervisors and interns to the educational philosophy of his/her school, its physical plant, curriculum, scheduling, and other relevant features;
- Orient involved members of his/her faculty and staff to the internship program: i.e. the mentor teacher classroom teachers, the librarian, the guidance counselors, the school nurse, and any others providing special services;
- Advise the interns, the mentor teacher, and the College supervisor in planning the interns' schedules;
- Arrange for materials and facilities essential to the training program to be available to interns including teacher's manuals, school handbook, and system-wide policies;
- Participate in the evaluation of the interns through conferences with interns, their mentor teachers, and the College supervisor;
- Initiate action with the College supervisor for removal from the internship of an inadequate or uncooperative intern;
- Make to the College supervisor any suggestions which he/she deems helpful in the improvement of the Teaching Internship program; and

- Maintain a public relations policy between UVA Wise and local PreK-12 schools.

The Role of the Mentor Teacher

All personnel involved in the intern teaching program will understand and respect the responsibility imposed upon any classroom teacher for having his/her students prepared for meeting the standards of the public-school system. The mentor teacher is responsible for all teaching that takes place in his/her classroom; therefore, the mentor teacher will assist the intern with planning.

The duties of the mentor teacher include:

- Introducing the intern to faculty, staff, students, and parents;
- Making sure that the intern is familiar with the school facility, operation of equipment, school policies, schedules, and routines;
- Assisting the intern with all aspects of class preparation, including planning, selection of materials, and assessment;
- Assisting the intern with classroom management, including suggestions for accommodating behaviors of children with special needs;
- Ensuring that the intern completes the suggested time for observation and instruction;
- Assisting the intern with all aspects of planning, including constructing daily and unit plans, use of pacing and curriculum guides, and the assessing of student progress;
- Assisting the intern with the transition from observation to active classroom instruction, including the modeling of—on an ongoing basis—the use of various teaching methods;
- Assisting the intern with daily routines and record keeping;
- Completing daily, weekly, or biweekly formative assessments for the intern and sharing this information in a conference format with the intern;
- Communicating with the College supervisor in a constructive and collegial manner to address effectively the needs of the intern;
- Communicating with the intern in a constructive and collegial manner, recognizing the need to communicate privately and professionally;
- Assisting with videoing an intern lesson;
- Completing a summative assessment at the conclusion of the internship; and
- Entering required evaluations in VIA.

The Role of the College Supervisor: Selection and Duties

The teaching internship is devised to offer pre-service public school teachers the opportunity for apprenticeship in an established system whose own guidelines are quite specific. It follows, therefore, that particular care must be exercised in the selection of college personnel who are to assist with the program, bearing in mind the role that each will play, and the degree to competence he/she may be expected to demonstrate. Certain qualifications should be common to all involved college personnel, including:

Criteria:

- A minimum of a master's degree;
- Appointment, or acceptance, by the Chair of the Department of Education;
- Successful teaching experience in the public schools;

- The recommendation of any departmental chairman at the College whose discipline is concerned;
- Familiarity with the philosophy and instructional program of the public schools of Virginia;
- A willingness to accept the Teaching Internship as it is established and to support the program firmly;
- A willingness to respect the authority of the public schools;
- A willingness to exert constant care to maintain a good relationship between the College and the public schools.

Duties:

- To arrange frequent meetings with the interns assigned to him/her while the internship is in progress;
- To ensure that the intern has a clear understanding of his/her responsibilities and the limitations of his/her responsibilities;
- To orient the principal and the mentor teacher to the program of teaching internship;
- To ensure that the interns understand the necessary regulations and procedures that must be followed in their assigned school;
- To act as liaison between the public schools and the College;
- To be available for consultation as needed by the principal, the mentor teacher, and the intern;
- To visit and to observe the intern at work periodically for the purpose of:
    a. helping the intern,
    b. evaluating the intern's performance in planning, use of voice, ability to communicate, use of teaching techniques, classroom management, etc.,
    c. reading and evaluating the intern's lesson plans, journal, portfolio, etc.,
    d. making suggestions for improving the intern's work,
    e. helping the intern interpret his/her experiences,
    f. recording observations of each visit through VIA; and
    g. entering mid-term and final evaluations into VIA.
- To confer with the classroom mentor teacher and the principal regarding the intern's work with particular emphasis upon the intern's contribution to the school's program; and
- To confer with the principal, the mentor teacher, and the college supervisor; to consider the final evaluation of the intern; to consider the weekly observation records; to consider the intern's daily journal and his/her lesson plans, seminar attendance, intern's portfolio, etc; to award a final grade to the intern teacher.

The Role of the Coordinator of the Teaching Internship

The responsibilities of the Coordinator of the Teacher Internship Program are:

- In consultation with the UVA Wise Department of Education chair, to assign the College supervisors and to outline their duties;
- To confer with the UVA Wise Department of Education chair, superintendents, and principals of the local school districts on the placement of intern teachers;
- To confer with the UVA Wise Department of Education chair as to the selection of and qualifications for departmental consultants;
- To make necessary changes in any phase of the intern teacher's training program;

- To visit selected interns and to enter observations & evaluations into VIA
- To act as liaison between the public schools and the College; and
- To conduct professional seminars.

The Role of the Director of Teacher Education

The responsibilities of the Director of Teacher Education are:

- To oversee the application process to the internship, including the official notification to the intern of his/her acceptance into the internship;
- To visit selected interns;
- To advise interns in regard to appropriate assessments and the licensure application process;
- To communicate with and assist current mentor teachers; and
- To collect and collate data on the internship experience.

The Role of Other Public-School Personnel

Counselor
The school counselor should interpret cumulative records to the intern. The school counselor should advise the intern as to feasible means for working with students who have been referred to the counselor by the mentor teacher.

Special Education Teacher
The special education teacher should assist the intern with information regarding any specific needs of students identified with disabilities. With the approval of the principals and the students' guardians, allow the intern to be present during IEP meetings.

Nurse
The nurse should discuss with the intern the health problems of students referred to him/her by the intern's mentor teacher.

Librarian
The school librarian should assist the intern in locating a variety of materials to enrich his/her program of instruction. In those situations where the intern is enrolled in Lib 3940: Internship in School Library Service, the librarian will assume the general responsibilities of the mentor teacher.

POLICIES AND PROCEDURES FOR THE TEACHING INTERNSHIP

The following policies and procedures are intended to serve as guidance for the internship experience from school selection and intern placement through the entire duration of the semester.

Application for the Teaching Internship

Although students may register for the teaching internship course, the intern must complete a formal application in order to be admitted to the Teaching Internship at the first seminar meeting.

All interns must have completed all required course work (including all professional education courses and/or proficiencies) before their internship begins. This professional semester is the portion of the student's college program that is intended to prepare the intern to meet Virginia's requirements for field experience, the last step to licensure. The intern has the responsibility to plan his/her college program such that the entire semester is devoted to the Teaching Internship. Consequently, intern teachers are strongly discouraged from taking other academic courses during their internships, except under extraordinary circumstances and only with the approval of the Education Department Chair.

Placement of Teaching Interns

Intern placements are a collaboration between school district superintendents, the central administrators, the school principal, mentor teachers, and the College supervisor. The intern will complete a placement request form the semester before the internship and request a specific school district and school in which to do the internship. The intern should not contact central office personnel, principals, teachers, etc. regarding intern placement. The Coordinator of Teaching Internship will contact school systems to request intern teaching placements. Interns requesting placements, who have been approved for placements outside of Wise County, must contact and arrange for fingerprinting and background checks through the school district. Interns are encouraged to contact school districts as soon as the placement coordinator has approved the placement.

Department Policy on Dual Internships for Elementary Education
& Special Education Endorsement Areas

Students seeking dual endorsements in elementary education and special education are required to complete two Teaching Internships.

- Interns must complete the special education internship the semester before the elementary education internship.
- Interns seeking the dual endorsement in special education and an endorsement other than elementary education would need to work with the director of TEP for their Teaching Internships.

Selection of Mentors

The selection of the mentor teacher(s) is determined by school district superintendents, the central administrators, the school principal, mentor teachers, and the college supervisor. Every effort will be made to place an intern with a mentor teacher who has completed the UVA Wise Mentor Training Program. The mentor teacher is required to have:

- Three years of teaching experience in his/her current assignment
- Virginia certification in the subject(s)
- Previous performance evaluations at satisfactory or higher
- Willingness to spend the necessary hours observing, guiding, counseling, and evaluating an intern teacher.

Schedule for College Supervisor Visits

At the beginning of the internship, the College supervisor will meet with the principal of the local school, the mentor teacher, the intern, and any other interested persons for the purpose of orientation. At this meeting, the local school personnel will explain the policies of the participating school, and the College supervisor will explain the expectations of the College for the intern for this phase of the teacher education program.

In addition to the orientation visit, the College supervisor will visit the classroom a minimum of five times during the internship for the purpose of observing and offering formative assessment for the intern teacher and for conferring with the clinical faculty regarding the progress of the intern. The College supervisor will conduct a final visit near the end of the semester for the purpose of completing/documenting data for a summative evaluation. The College supervisor and the mentor will complete the required evaluations for the intern in the online portfolio system, VIA.

School System Rules and Regulations

Each intern is required to conform to all rules and regulations for teachers of the school system in which he/she does intern teaching. He/she is expected to study the student and teacher handbooks for the school to which he/she is assigned. The intern should also be familiar with county/city policies and guidelines.

Conferences

The purpose of the Teaching Internship is to provide the time and circumstances for the intern that allows experienced public-school teachers and college professors to guide the intern into the teaching position.

Conferences among all parties may be formal and/or informal and of a reasonable length. The conferences should provide for the interpretation of behavior and events, the analysis of problems, and the plans for the improvement of teaching practices. If the intern performs well, he/she should be informed; if his/her methods need changes or improvement, he/she should be informed.

Frequent communication should occur between the intern and his/her classroom mentor teacher, College supervisor, and any local school administrator.

Planning

Effective teaching is based on careful and thoughtful planning. For this reason, it is essential that the activities and efforts of the intern teacher be consistent with the goals, aims, and activities of the mentor teacher.

The intern should make long-term and short-term lesson plans to be presented and discussed with the mentor teacher at least three days before implementation. The mentor teacher should make suggestions and judgments relative to the intern's proposed instructional strategies. The mentor will show approval by signing each plan. The College supervisor will also discuss these plans with the intern. Lesson plans are to be given promptly to the mentor teacher. Each lesson plan should be filed in the intern notebook for the College supervisor. It is recommended that the intern upload all plans to an electronic folder. Once the intern has assumed responsibility for a given subject, the intern will not be allowed to present material to the class without a written lesson plan that has been preapproved by the mentor teacher. The intern will send lessons plans to the principal if the mentor teacher is required to do so. The lesson plans that are submitted to the principal must also be written in the school's format.

Substituting

The College recognizes its indebtedness to the public schools and appreciates the growing challenge facing our schools in finding qualified substitute teachers. Furthermore, the College wishes to cooperate to the fullest extent in helping schools meet the educational needs of all students. Therefore, while an intern may be hired as a long-term substitute under certain circumstances at the request of local school administrators, an intern's employment as a long-term substitute must be on a continuous basis for a minimum of 12 weeks. The premise underlying this policy (and position) is that an intern is not qualified to perform at a professional level equivalent to one who has completed a fully supervised teaching internship experience. If an intern is hired as a substitute teacher, then the principal must provide a mentor for the intern.

College students are placed in the internship to acquire direct experience under the supervision of qualified professionals. The readiness of the intern to assume responsibility for a public-school class will depend upon the progress of the particular intern and the situation to which he/she is assigned.

Interns may be hired as long-term substitutes only if an agreement has been reached by the College and the school district with respect to appropriate supervision of the intern by both college and school personnel. Any long-term substitute employment during the internship must be approved by the Coordinator of Teaching Internship, the Department Chair, and the Director of Teacher Education.

For the intern to receive academic credit for the internship, the intern must satisfactorily meet all requirements regarding the internship as set forth in this manual.

Evaluation

The intern is evaluated by the mentor teacher, the College supervisor, and/or (if required) by the Director of the TEP, all of whom complete evaluation forms in VIA. The College supervisor considers these evaluations and conferences held with all those concerned before assigning a grade. Grading components include the following: mentor teacher's evaluation, college supervisor's evaluation, and evaluations of the intern's lesson plans, journals, portfolio, and seminar attendance/participation. Seminar attendance is mandatory. Seminar topics will address professional development for the intern and will include workshops, conferences, and community events.

Interns are responsible for prompting mentors to complete required evaluations and for providing a schedule of seminar events in which the intern must attend.

An appropriate passing grade (A, B, or C) is given to those interns who have met their obligations and who have shown that they possess the capabilities necessary for successful teaching. Interns who do not meet their obligations and do not show proficiency in teaching (as judged by the mentor teacher and the College supervisor) will be given a grade below a C and will not be recommended for a teaching endorsement through the VDOE. Interns may withdraw, and are encouraged to withdraw if, after a few weeks of intern teaching, they find the teaching profession unsatisfactory.

SVEA

Interns must have tort insurance coverage that protects the intern and the College in the event a public-school student is injured or the intern is accused of a crime. The Student Virginia Education Association (SVEA) provides this coverage for students. Interns sign up online and pay the membership fee. The "NEA Welcome" letter should be forwarded to the Coordinator of Intern Teaching to confirm membership and liability insurance. Any intern hired for a long-term substitute position is not eligible to join SVEA. VEA offers coverage for substitutes. SVEA is an educational organization which provides professional growth and community service while attending college.

Resume

The intern shall prepare a resume to be given to his/her mentor teacher at the beginning of the internship. The resume should include the intern's experience with children and youth and the courses that have been taken in preparation for the teaching internship. Interns should/could also include on the resume hobbies and interests relative to after-school activities.

Resume writing workshops will be offered each semester. The intern's resume should be critiqued by Career Services before the internship begins.

TB Screening

All interns must be screened for tuberculosis. The screening is offered on campus by the campus nurse or at a local health department. Record of this screening must be presented the Teacher Education Office before the intern can begin the internship.

Fingerprinting and Background Check

All interns must undergo a fingerprinting and background check prior to beginning the internship. The Coordinator of the Teaching Internship Program will arrange a time and place for interns to complete this procedure. Interns are expected to attend this scheduled event and will be responsible for any expense associated with obtaining this information. (Individuals who are currently employed by a school system and have undergone this procedure may not have to repeat it, but the intern must submit a copy to the Director of the TEP.)

Internship Identification

All interns must obtain picture identification through the campus post office. This identification must be worn by the intern during school hours.

Attendance

The intern should be present at his/her respective school at all assigned times except in cases of extreme emergency. If an emergency arises, then he/she must notify his/her mentor teacher <u>and</u> his/her college supervisor immediately. In the event that the mentor teacher cannot be reached, the intern should notify the office of the principal.

An intern is assigned a classroom and a mentor classroom teacher for a total of twelve (12) weeks. Interns who are seeking licensure for grades PreK-6 are required to have two different grade-level placements (6 weeks in each). One placement is to be in grades PreK-3, and the other placement is to be in a 4-6 grade classroom in the intern's concentration area. Interns seeking an endorsement in special education or in physical education will also receive placements in two different grade levels for a period of six (6) weeks at each placement. The intern is expected to keep the same hours as his/her supervising teacher. He/she should plan to arrive early or stay after school for meetings, do lunch or bus duty, do gate duty (for ballgames), and attend field trips and assigned extracurricular activities (nonpaid duties of the clinical faculty teacher.) The intern is expected to attend PTA meetings, faculty meetings, and special events held by the school such as Fall Festivals. If the intern has permission from the principal, teacher, and child's parent, then he/she should sit in on child study meetings.

The intern is also to be present at professional seminars, community events, and conferences arranged by The Coordinator of the Teaching Internship Program.

Required Time

The intern must complete a minimum of sixty (60) days of observation and/or instruction. At least two hundred and ten (210) hours must be spent in instruction. Interns are encouraged to volunteer before the Teaching Internship begins with approval from the College supervisor. Days accumulated before the official start date of the internship will count toward the required days and hours. The intern will keep a daily journal to reflect on each day in the classroom and will record the hours completed.

Seminar

The Coordinator of the Teaching Internship Program will conduct seminars periodically throughout the semester. These seminars are spent in professional discussions and demonstrations regarding the general expectations of the intern, lesson planning, use of technology, orientation meetings, classroom management, process of evaluation, policies and procedures of the internship program, discussion of instructional activities, progress and problems of the interns, help with the intern interpreting his/her experiences, and in discussions of any points of interest. Interns are required to attend all scheduled seminars. The scheduled seminars are held for professional development. New and veteran teachers, principals, and VEA staff members will contribute in the seminar sessions.

Observation

Time spent in observation is valuable to both the mentor teacher and the intern. The supervising teacher can demonstrate organizational and management skills and a variety of teaching procedures that are valuable to the intern. The intern will typically spend the first few days of the internship observing the mentor and classroom procedures and assisting in the classroom. During this time, the intern will learn the routine, the schedule, classroom management plan, and students' names.

Removal of Teaching Intern

It is absolutely essential that the efforts of the intern teacher enhance the educational opportunities of the students, as judged by the mentor teacher, the principal, and the College supervisor. In cases where this does not happen, the intern will be removed from the internship upon the joint decision of the principal, the supervising mentor teacher, the College supervisor, the Coordinator of the Teaching Internship Program, and the Chair of the Department of Education.

Conditions that may lead to the termination of the teaching internship include:

- Unexcused or unexplained absences from assigned internship duties;
- Failure to submit written plans to the mentor teacher and/or principal in advance of the actual teaching. Interns should not be allowed to teach a lesson unless the teacher has received and approved the written lesson plan;
- Lack of ability to promote pupil growth and to maintain order and/or safe conditions;
- Chronic tardiness; and
- Unprofessional dress; and other conduct that would be cause for dismissal if the intern were under teacher contract.

Time Sheet

When a UVA Wise graduate applies for a teaching license, the UVA Wise Director of Teacher Education must report to the Virginia State Board of Education the number of hours that the intern spent in teaching. The time sheet is used for this purpose.

To clarify, instructional hours are those in which the intern is responsible for the instruction or supervision of at least one student. Total hours in each category (observation/instruction) should be added and recorded at the end of the internship.

Each day the intern should record the time he/she has spent in observation and instruction. This time should be verified by the mentor teacher and reviewed by the College supervisor at each site visit. Upon the completion of intern teaching, the original signed time sheet is to be submitted to the Director of the TEP.

Journal

The interns are required to submit a daily reflective journal of his/her activities to his/her college supervisor by email. These journals should describe the intern's daily activities, experiences, conclusions, reflections, observations, etc. (The journal will be discussed in greater detail later in this manual.)

Portfolio

The intern teacher will create a professional portfolio and submit it to the College supervisor at the end of the semester. The portfolio will showcase the intern's professional strengths and creativity. The purpose of the interview portfolio is to show potential employers the uniqueness of the intern and his/her professional skills. The portfolio will present the intern as a qualified candidate with professional knowledge and abilities. The carefully selected materials that are included in the portfolio will reveal the intern's reflection regarding the interrelationship of coursework and experience. Integration of knowledge and practical classroom teaching

experience will show that the intern is prepared to enter the professional teaching field. (The portfolio will be discussed in greater detail later in this manual.)

THE REFLECTIVE JOURNAL

The connection between teacher reflection and professional development is irrefutable. "The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (InTASC Standard #9)

Journals should be written daily and emailed to the College supervisor. Interns should be aware of the following criteria for the evaluation of journal entries. (See Rubric for Scoring Journal/Email Responses.) Journal entries should be:

- Reflective and contain all required elements;
- Written in a narrative style and in grammatically correct form (punctuation, spelling, etc.);
- Grounded in specific examples from theory and practice to support ideas;
- Analytical and answer "Why?" and "How?" questions;
- Completed for each day in school;
- Available for inspection upon request; and
- Meet all requirements for individual journal entries as specified either by this criterion or by the College supervisor.

Recommendations for Journal Entries

For each daily entry, give the date and a reflection of significant events. Your entries need not be lengthy, but they must be analytical. You will need to jot down a few reminder notes during the day as you teach and write your entries after-school hours. You can use the following suggestions to help you focus your journal entries during the internship:

1. Examine an Individualized Education Plan (IEP), then explain the major components and tell what responsibilities teachers have in implementation.

2. Attend a grade-level meeting, a faculty meeting, a PTA meeting, a school board meeting, or a parent teacher conference. Identify the critical issues and give your reaction as to how they were handled.

3. Tutor individuals or small groups, using activities and materials prepared with the assistance of the PreK-12 school faculty supervisor and under his/her supervision. Give your reaction as to your effectiveness as a tutor and the success of the student(s).

4. During a lesson, observe student behavior in the follow manner:
    - How are rules established and/or made clear to the students?
    - What off-task behavior was corrected by the teacher?
    - How was the behavior corrected and what observable effects did the correction have?
    - What things does the teacher do to increase the amount of on-task behavior?

- In what ways are you comfortable with the behavior management system in place in the classroom?
- Describe any behavior management systems in use in the classroom.

5. Record the demographics in the classroom. Explain how equality is promoted. What evidence do you see that all children are treated with equity? Observe a lesson for at least thirty minutes and in three-minute intervals, tally the number of times each child is called upon. Record by demographics, as appropriate. Observe either center time or playtime (or physical education at the high school level) and describe the kind of guidance given to avoid stereotypical expectations. (For example, are girls directed to housekeeping and boys to building centers or are boys directed to baseball or football while girls are directed to tag, rope-jumping, volleyball, etc?) In examining instructional materials, discuss the balance between demographics. How does the mentor teacher make certain that separate roles and expectations are not established based on who a child is?

6. Discuss potentially dangerous situations with your PreK-12 mentor (weather emergencies, student aggression, school intruder, weapons, etc.). What kinds of prevention and/or intervention strategies are in place? What suggestions did your mentor offer you concerning how to handle threatening situations? (Review the school's plan for managing crisis situations. Based upon your review, explain the role of the teacher in a potentially dangerous situation.)

7. You should make yourself aware of certain concerns in the school setting by becoming conscious of school policy on such issues as:
- Fire drill evacuation routes;
- Toxic supplies banned from the classroom--certain kinds of marking pens, rubber cement, etc.;
- Medication to students;
- Medical supplies required for classroom use--rubber gloves, bandages, compressors, face masks, etc.;
- Head lice, scabies, and other communicable diseases;
- Various allergies suffered by students;
- Spread of disease.

8. Assist the mentor teacher in implementing existing behavioral objectives using established curriculum and materials.

9. Teach, under supervision, lessons based on objectives and written lesson plans.

10. Maintain behavior management plans used by the PreK-12 classroom teacher.

11. Assist the PreK-12 mentor teacher in evaluating student performance (e.g., grading papers) and planning for individual needs.

12. Select a lesson you have taught. Reflect on how you:
- Started the lesson.
- Stated clearly the purpose of the lesson.
- Requested responses from students.
- Prompted the students to "think."
- Identified the procedures for the lesson.
- Determined what materials to use.

- Differentiated your lesson for various levels of learners.
- Held the students accountable for their work.
- Recorded students' reactions to the lesson.
- Managed the class to facilitate learning.

THE PORTFOLIO

Artifacts, evidence, and evaluations will be housed in the electronic portfolio, VIA, and/or a notebook, in scrapbook format. It will include a Table of Contents and dividers that easily identify different sections. The portfolio will include the following sections:

Employment Documents:
- Resume
- Teaching Philosophy of Education
- Educational Tests Documentation (Praxis I, Praxis II, VCLA, RVE)
- Transcript
- Honors and Awards

Classroom Instruction and Assessment:
- Lesson Plan
- Unit Plan
- Bulletin Boards
- Use of Technology
- Positive Impact on Student Learning

Classroom Management:
- Classroom Management

School and Community Involvement:
- Parental Communications
- Community Involvement

Professionalism
- Professional Development Activities
- Final Evaluation(s) by Mentor Teacher
- Reflection on Internship and Future Educational Plans

Organization and Appearance of Portfolio

Descriptions of each section of the portfolio follow. These descriptions are intended to serve as guides for the construction of the portfolio, including organization of artifacts, etc. You are encouraged to be creative; your portfolio should reflect your content area and grade-level placement.

Resume

The resume will contain information relevant to the position that the intern is seeking. Keep the resume brief with the most current information listed first.

The following headings are suggested for the resume:

- Contact information – name, address, email, telephone number
- Objective – tell interviewers what position is being sought

- Education – list all institutions attended, certification, area of Concentration, classes taken abroad, GPA if above 3.0, tests taken
- Teaching Experience – use action verbs to describe experiences, internship, substitute, tutor, classroom observation, school, hours, grade levels
- Honors and Awards – certificates of achievement, Honor societies, Dean's List by semester, National Dean's List, Who's Who, Departmental Honors, etc.
- Community Involvement – include memberships in organizations (SVEA, VSTE, NSTA, etc.), events such as Funtasia, Dr. Seuss, Sunday School, Leadership positions
- Professional Development – list workshops, presentations, in-services, conferences

Teaching Philosophy of Education

The intern will write an essay entitled "Teaching Philosophy of Education." The intern will state his/her beliefs on the role of the teacher and students in a classroom; the intern will describe a good learning environment and explain how he/she can impact the teaching profession.

Educational Tests Documentation

The intern will include documentation of all educational tests completed (Praxis I, Praxis II, VCLA, RVE).

Transcript

The intern will include an unofficial copy of the transcript(s). An official transcript can be included after grades are posted for all class work and the internship.

Honors and Awards

Honors and awards will be highlighted on the resume; however, this portfolio section will show documentation of achievements. The intern will include copies of certificates/letters for Honor Societies, Dean's List, National Dean's List, Who's Who, Academic or Leadership Scholarships. Newspaper articles that feature these achievements can be included.

Lesson Plan

The intern will include one or two lesson plans from each grade level taught. Do not overload this section. Select the best lesson plans for each grade level. Consider including plans that show different grouping situations, technology components, engaging lessons that use hands-on activities, and active student participation.

Unit Plan

The intern will include sample portions of a unit that he/she created. Helpful artifacts might include: an introduction to the unit, a pacing guide, a lesson plan, an intern-created test, or pictures of activities used in the unit. Three documents are sufficient to represent the unit plan. Consider creative ways to draw focus to these documents – the layout, the color, etc.

Bulletin Boards

The intern will show pictures of the bulletin boards that he/she created during the internship. Student-created bulletin boards and bulletin boards that focus on SOL related materials are

popular. Interactive bulletin boards can be attractive and educational, such as "Jeopardy" or "Concentration." The intern should keep in mind that bulletin boards are aids in creating a positive learning environment.

Use of Technology

The intern will document computer or technical skills by listing the courses or training received. Also, include the technology that was used during the internship.

Positive Impact on Student Learning/Assessment

The intern will provide documentation of student learning. This data/evidence should consist of either quantitative or qualitative measures of student achievement, including both pre- and post-instruction assessment. Pre- and post- assessment measures can include actual pre-tests or qualitative evaluations of prior knowledge and learning, including KWL's, anticipation guides, brainstorming, etc.

Classroom Management

The intern will describe in detail the classroom management plan(s) that he/she used during the internship. After careful reflection, the intern will present a classroom management plan that he/she will use in his/her own classroom. The intern will explain why this method seems best suited to his/her teaching style.

Parental Communication

The intern will include documentation that he/she has communicated with parents during the internship. The documentation may include copies of letters that introduce the intern to parents, ask for permission to photograph students for the portfolio, introduce a new topic/unit, invite parents to a special event, get permission to take students on a field trip, etc.

Community Involvement

The intern will list ways that he/she is involved in community service. Documentation may include the following: flyers of SVEA events, photos of intern participating in community events, newspaper article relating to the event.

Professional Development Activities

The intern will list the professional development activities that he/she has attended. Professional workshops, seminars, conferences, and in-service meetings can be included. Programs for events should be attached.

Final Evaluations by Clinical Faculty

The portfolio will include the final evaluation(s) from the mentor teacher(s). Evaluations completed by the principal may also be included.

<u>**Reflection on Internship and Future Educational Plans**</u>

The intern will write one or two pages to reflect on the teaching internship. The intern will consider the strengths and weaknesses of the experience. The intern will also discuss future educational plans.

<u>**Organization and Appearance of Portfolio**</u>

The intern will create a portfolio that contains a Table of Contents. Each section should be clearly defined. The portfolio will be an organized and professional work that reflects a unique individual who is qualified to enter the teaching profession. The appearance of the portfolio may also indicate the grade level that the intern wants to teach. (For example, colorful paper featuring crayons and children would be more appropriate for an intern wanting to teach young children.)

ETHICAL AND PROFESSIONAL PRACTICES
FOR THE INTERN TEACHER

The University of Virginia's College at Wise intern represents the College while teaching in a PreK-12 school. The intern must conduct him/herself in a professional manner, which includes dressing in a professional manner. In matters pertaining to class content, teaching procedures, or evaluation of achievement, the mentor teacher's authority is paramount.

Suggestions for the intern teacher:

- Consider confidential all matters pertaining to students in your classes (grades, scores on intelligence tests, achievement tests, personal or family data, etc.).
- Refrain from talking with students about teachers and with students about other students.
- Refrain from criticism of practices in the schools. Interns are placed in schools to observe, learn, and reflect.
- Do not exchange email addresses, cell phone numbers, or other social media information with PreK-12 students.

Remember that your mentor teacher needs his/her privacy; interns should become acquainted with other members of the faculty and staff.

The mentor teacher is there to be your coach and may become your colleague; therefore, you should cultivate a professional relationship that encourages constructive feedback and honest communication.

<u>**Duties and Responsibilities of the Intern Teacher**</u>

- Written evaluations with the College supervisor regarding the intern's teaching program, performance, and problems.
- Be admitted to the Teaching Internship program and be assigned a school by the UVa-Wise Department of Education, the school superintendent, and the principal.
- Attend scheduled SVEA/Intern Seminars, community events, and conferences with the College supervisor or coordinator.

- Prepare a resume to present to his/her college supervisor, mentor teacher(s) and principal(s). This resume should include the data presented in the Resume Writing Seminar. (Upload to VIA)
- Keep a time sheet, which is to be completed each day, verified by his/her classroom supervising teacher, and turned in to his/her college supervisor at the end of his/her intern teaching. Hours of observation and hours of instruction must be kept. Instructional hours are those in which the intern is responsible for the instruction or the supervision of at least one child.
- Keep a daily journal, emailed daily to the College supervisor. This journal should include an account of what the intern does each day, his/her observations, insights, and understandings about specific children and their needs.
- Submit written lesson plans for any teaching presented in the PreK-12 classroom. The mentor teacher should receive his/her copy at least three days before the lesson is to be taught. With the classroom teacher's approval, planning may be done on Thursday or Friday and written plans submitted on Monday mornings.
- Construct and submit a professional teaching portfolio to be evaluated by the intern's college supervisor.
- Follow classroom teacher's discipline plan.
- Keep the same hours as his/her classroom mentor teacher, including arriving early or staying after school for planning if requested.
- Attend teacher's meetings, workshops, PTA meetings, etc.
- Be present at all times. If the intern must miss school, he/she will contact the school and/or the classroom teacher and college supervisor.
- Make available his/her services to the mentor teacher instead of waiting for work assignments. (See suggested activities to gradually introduce the intern to the instructional process in other sections of the handbook.)
- Provide the mentor teacher and principal a copy of his/her seminar schedule.

SUGGESTIONS FOR THE MENTOR TEACHER

The mentor teacher, through his/her encouragement and helpfulness, contributes in large measure to the development of positive attitudes toward teaching. This section of the handbook contains suggestions to the mentor teacher for his/her particular guidance.

Class Preparation
- The mentor teacher should prepare his/her class for the teaching intern's arrival by explaining to his/her students that another teacher will soon be there to work with them. This teacher will be an intern teacher from The University of Virginia's College at Wise (not a student teacher). The term "student teacher" often places the intern on a level with the students in the classroom and can cause problems.
- The mentor teacher should help the intern feel at home in the classroom by welcoming him/her to the class and by providing him/her a place to keep his/her teaching materials and his/her other belongings. It is very helpful to provide the intern with a desk and teachers' manuals.
- The mentor teacher should make available to the intern information about the general requirements of the school, obligations of the intern to the school, handbooks (teacher and student), homeroom and classroom schedules, and other useful information such as lunch room costs, parking, signing in and out, and how to use the copier, fax, SmartTV, Apple TV, etc.

Intern Teacher Time
- The intern should have experiences in all phases of classroom activity and should have complete responsibility for the classroom for the entire day (under supervision) as soon as the intern and the classroom supervising teacher deem it appropriate. As suggested earlier, the first week should be for observing and assisting the mentor teacher.
- The mentor teacher should look for ways to utilize the intern teacher in the classroom so that both are actively teaching, and the intern supplements and enriches rather than displaces the other, except at the very beginning and end of the internship period as described earlier. The mentor teacher should take the lead in planning appropriate ways to include the intern in a team-teaching arrangement.
- The mentor teacher should provide opportunities, with the cooperation of the principal and the faculty, for the intern to become acquainted with the overall school program.
- The mentor teacher should verify the intern's record of the hours spent in instruction and observation and complete all evaluation forms.

Planning with the Intern
- The intern may teach only with mentor teacher-approved lesson plans.
- The mentor teacher should assist the intern in developing the intern's ability to plan, and the mentor teacher should discuss the intern's daily and long-term plans.
- The mentor teacher should approve all lesson plans before they are finalized and approve and/or adjust all intern-designed tests. The mentor teacher should make suggestions and judgments relative to the intern's proposed instructional strategies.
- The mentor teacher must oversee all grading completed by the intern.
- The mentor teacher should approve all notes or letters that the intern sends to parents.
- In all cases, the mentor teacher's judgment is paramount.

Introduction of the Intern to Active Instruction

The intern should be gradually involved in the instructional process. The mentor teacher should discourage the sole use of the lecture method of teaching by the intern and help the intern to develop sound inquiry and guided discovery methods. The intern should be encouraged to use hands-on-materials, technology, cooperative group learning stations, inquiry-based learning, problem-and project-based learning, etc.

To aid the intern in this gradual involvement in the instructional process, the mentor teacher should:

- Demonstrate effective methods of teaching and assist the intern in understanding what he/she observes in the classroom;
- Demonstrate how to create, select, and administer effective assignments;
- Demonstrate how to evaluate students' work;
- Help the intern develop his/herself-confidence;
- Help the intern evaluate his/her work;
- Guide the intern in solving problems of discipline and classroom management.

Initial Activities

These activities can be completed by the intern during the first days in the classroom before introducing him/her to active instruction:

- Keeping attendance and making reports;
- Preparing the classroom with attention to lighting, ventilation, seating, materials needed, bulletin board displays, etc.
- Helping pupils individually during supervised study time in class, during a study hall, or library period;
- Working with small groups;
- Reading or telling stories;
- Conducting music activities or games;
- Assisting with playground or lunchroom supervision.

The mentor teacher should not leave the class in the care of an intern for prolonged periods of time. The mentor teacher is ultimately responsible for the activities and outcomes. An absent mentor teacher cannot help the intern unless he/she is present in the classroom.

School Records

The mentor teacher should approve the school records prepared by the intern and the intern's evaluation of the students' classroom work. While it is appropriate for the intern to do grading, this process must be done under explicit instruction and monitoring by the mentor teacher.

The mentor teacher is responsible for assigning grades for his/her classes. The intern should be a party to this procedure in that he/she is fully informed as to the rationale and procedure for grading and has the opportunity to help the mentor teacher with this professional task. The final authority for grades is the responsible of the mentor teacher.

Evaluation and Grading

- Continuous evaluation of the intern's progress is an essential part of the directed teaching program. Everyone who is connected in any way with the directed teaching process has the responsibility for evaluation. It cannot be emphasized too strongly that the evaluation must be an on-going process among all parties involved.
- The college supervisor has the final responsibility for determining the grade for the internship. The college supervisor, the mentor teacher, and The Coordinator of the Student Internship Program (when applicable) must make an honest appraisal of the intern teacher's progress and how well the intern has completed the college requirements for the internship.
- The mentor teacher's chief role in the evaluation program will be to appraise the work of the intern teacher. The mentor teacher should be able to capitalize on the intern teacher's strengths in such a manner that the intern will be aware of the situation in which his/her best points are most useful. At the same time, the mentor teacher must be able to point out the intern's weaknesses in a manner that will not become too discouraging or disheartening. The mentor teacher should have conferences with the intern on specific lessons and give honest and specific feedback.
- The college supervisor and the mentor teacher should discuss the evaluation forms (in VIA) with the intern early in the assignment, and the intern should also begin an early self-evaluation. In this way, evaluations will be looked upon as a cooperative endeavor rather than something to be feared.
- Evaluations should be based on the effect that the intern had upon the children's behavior and learning. The mentor teacher must determine if the intern's teaching has a positive effect on the students' learning.
- The mentor teacher should consider that the evaluation is a prediction for future performance and a statement of the student's readiness for teaching rather than an appreciation of earnest effort.

NOTE: If the mentor teacher observes problems and difficulties in the intern's instructional procedure, it is his/her responsibility to offer the proper criticism and correction (in private) as soon as reasonably possible. It is also essential that concerns be discussed with the College supervisor.

The mentor teacher's evaluation of the intern's capabilities should be kept confidential and discussed only with the intern, the principal, and the College supervisor.

Guidelines for Observing Intern Instruction and Providing Formative Assessment

The mentor teacher might use the following guidelines to observe the intern teacher in his/her work:

1. Objectives
   - Are objectives appropriate for the students?
   - Do the objectives include a variety of levels of understanding?
   - Are objectives well defined?
   - Are written plans made in advance?
   - Are written plans adequate and well organized?
2. Experiences
   - Are experiences appropriate for the students?
   - Are they organized in a meaningful way?
   - Are they appropriate for the objectives?
   - Are they varied?
3. Subject Matter
   - Is the subject matter appropriate for the objectives?
   - Is the subject matter appropriate for the students?
4. Materials and Equipment
   - Is use made of available resources (teaching materials, persons, technology, etc.)?
   - Are these appropriate for the objectives?
   - Are these appropriate for the students?
   - Are they varied?
5. Evaluation
   - Are tests based upon classroom experience?
   - Are tests based upon objectives?
   - Do tests reflect a variety of levels of understanding?
   - Does the intern teacher include more than formal testing in the evaluation process?
6. Student Response
   - Do students cooperate?
   - Do they participate?
   - Do they indicate a positive reaction to the student teacher?
   - Do they master the material being taught?
7. General Considerations
   - Does the intern teacher use correct grammar?
   - Is his/her voice adequate and appropriate for various situations?
   - Does he/she communicate with pupils on their level?
   - Can he/she manage and control the class?
   - Is his/her knowledge of subject matter adequate?
   - Does he/she take suggestions and cooperate generally with his/her supervising teacher?
   - Does he/she exhibit interest in his/her work and pupils?
   - Does he/she show initiative?

Characteristics of Good Instruction

- The intern teacher knows the names of all students.

- The intern teacher uses current SOLs as student objectives.

- When a good teacher makes mistakes, he/she admits the mistakes and apologizes for them.

- Intern teachers show appropriate interest in PreK-12 students

- All students are attentive before the lesson begins or before instructions are given.

- Each lesson begins promptly.

- Materials are gathered before the lesson begins.

- Students are engaged. Even when waiting for others to finish, students know what they should be doing. Routines should be established.

- Students' varying abilities are recognized and accepted.

- Disciplinary problems are handled in a positive way.

- Interns are using positive language; for example, "Would you close the door?" is more appropriate than, "You left the door open again."

- Threats, sarcasm, and embarrassment are avoided.

- Corrections are made in private when possible.

- An effective teacher constantly works toward the development of empathy with the students.

- An effective teacher limits his/her talking and encourages the students' participation.

- Factors that interfere with learning are eliminated immediately.

- Students are involved in planning. Interns use data to prepare and to guide instruction.

LIB 3940: INTERNSHIP IN SCHOOL LIBRARY SERVICE

This manual is intended to provide direction and guidance in the Teaching Internship or intern teaching program. The information contained within the manual also applies to those students and teachers involved <u>with LIB 3940: Internship in School Library Service.</u>

Accordingly, the term "intern" should be interpreted to include students enrolled in LIB 3940. Mentor teacher should be interpreted to include librarians when they are supervising interns in the library service internship. School library service interns should interpret references to the "classroom" to include the library.

<u>Description</u>

This course includes participation in routines and procedures of the school library. The course fulfills internship requirements for licensure as a school librarian and may be used to meet part of the professional education requirements.

Time requirements consist of 200 logged hours working under the supervision of a certified Media Specialist/Librarian. The internship is completed in one semester. With approval from the Director of Library Services, the internship may be extended over two semesters if a student is unable to complete the internship due to work obligations, etc.

<u>Objectives</u>

Interns are expected to observe and to participate in a proper balance of the following:

Practical application of library theory:
- Selection and acquisition of materials and supplies;
- Budgeting, record-keeping, and management routines;
- Cataloging and classification;
- Circulation routines; and
- General care of library materials.
- Interaction of the librarian with students, teachers, administrators, and staff:
- Work cooperatively with faculty to achieve effective integration of library resources into the curriculum;
- Assist librarian with implementation of policies and procedures;
- Teach effective use of the library and its resources including accessing the collection and use of indexes and reference materials;
- Teach and augment library and curriculum-related topics; Virginia SOLs;
- Identify reading interests and levels and relate these to use of library resources;
- Maintain an automated library system;
- Make effective use of resources outside the school; and
- Become familiar with the role of the librarian in supervising clerical staff and student assistants.

<u>Evaluation</u>

The intern is required to maintain a log of daily activities performed in the library and to complete the Record of Attendance to be turned in at the conclusion of the internship. The College supervisor will make regularly scheduled visits during the internship. The mentor librarian will evaluate the intern and will recommend a grade to the College supervisor.

APPENDIX

SUGGESTED OUTLINE FOR DAILY INSTRUCTIONAL PLAN

GRADE LEVEL AND SUBJECT_____
TIME_____DATE_____
TEACHER_____

I. SOL(s)
(List each separately with the exact wording and number, and the matching a, b, c, etc.)

II. Instructional Objective(s)
(State what you want your students to know and be able to do, with a targeted goal/degree of success. Use clear, attainable action verbs. Think Bloom's Taxonomy!)

III. Instructional Materials
(List all materials, including electronics, lab equipment, books, handouts, and the like. Include materials for both the teacher and the students.)

IV. Teaching Procedure(s)

A.) Setting purposes/Before the presentation and Time Frame
(i.e., student predictions, teacher introduction, anticipatory set, warm-up, etc. State what the teacher will do and what the students will do.)

B.) During the presentation and Time Frame
(i.e., substantiating predictions, class or individual reading, class discussion, lecture, presentations, demonstration, opportunities for students to reflect on new information in relation to what was known before, etc. State what the teacher will do and what the students will do.)

C.) Closure/After the presentation and Time Frame
(i.e., summarizing/clarifying/firming up the new knowledge: What further discussion, writing, reading, or project assignments will be given that will enable students to express in their own words or actions the important points learned from the lesson? Extend the thinking and the knowledge! Question and summarize; or, clarify and restate. State what the teacher will do and what the students will do.)

V. Measurement/Evaluation
(i.e., How will students be evaluated to determine their level of understanding/proficiency of stated objectives/skills/competencies? Formal and informal assessment or evaluation? Evaluation for a grade? Clearly state the type of grade for each assignment or activity.)

VI. Lesson Adaptation/Accommodation for exceptional students
(i.e., How will you offer extension activities AND/OR modify the lesson content to meet the needs of **all** learners?   Consider both challenged and advanced learners; state how you will address the needs of **both** groups of students for each day of the unit plan.)

The University of Virginia's College at Wise
Teaching Internship Program
Record of Attendance

Intern_____School_____

Mentor Teacher_____Grade/Subject_____

Month: Month: Month:

Date	Observation	Instruction	Date	Observation	Instruction	Date	Observation	Instruction

Date_____

Total Observation Hours_____ Total Hours Instruction_____ Total Hours_____

_____   _____
Intern Teacher's Signature   Date   Mentor Teacher's Signature   Date

Upon completion of the Internship Program, the intern shall complete and return this form with required signatures to the College Supervisor.

Intern Teaching Exit Portfolio

Name_____   Semester_____

College Supervisor_____

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Honors and Awards			
Claim 2. Pedagogical Knowledge			
Sample Lesson Plan			
Sample Unit Plan			
Bulletin Boards			
CCT. Technology			
Use of Technology			
Claim 3. Caring and Effective Teaching Skills			
Classroom Management Plan			
Parental Communications			
Community Involvement			
Positive Impact on Student Learning			
CCT. Learning to Learn			
Professional Development Activities			
Evaluation(s) by Classroom Teacher(s)			
Reflections on Internship & Future Educational Plans			
Organization and Appearance of Portfolio			

Students who have a portfolio that needs improvement will be given one opportunity to resubmit the portfolio for reevaluation.

Rubric for Scoring Journal/E-mail Responses

Intern: _____

School Placement: _____

College Supervisor: _____

Subject(s) Taught: _____ Grade Level: _____

Date of Review: _____

Instructions: By circling the appropriate statement, please rank the intern's response entries. Feel free to add comments about the intern's participation, strengths, and areas of improvement.

Target	Acceptable	Unacceptable
Response Entries:		
are reflective and contain all required elements.	are somewhat reflective and contain most of the elements listed under the target category.	are not reflective and contain few of the elements listed under the target category.
are written in a narrative style and grammatically correct form (punctuation, spelling, etc.).	are written in narrative style with few errors in grammar.	are poorly written with frequent grammatical errors.
uses specific examples from theory and practice to support ideas.	occasionally uses examples from theory and practice to support ideas.	seldom uses examples from theory and practice to support ideas.
are analytical and answer "Why?" and "How?" questions.	are factual, but show less analysis in responding to "Why?" and "How?" questions	show little analysis in responding to "Why?" and "How?" questions.
are completed for each observation/day.	are not always completed for each visit.	are seldom completed for each visit.
are available for inspection upon request.	are not always available for inspection upon request.	are seldom available upon request.
meet requirements for individual journal/e-mail entries as specified.	meet requirements for individual journal/e-mail entries as specified.	does not meet requirements for individual journal/e-mail entries as specified.

Teaching Internships:
EDU 4943, EDU 4945, and EDU 4946

Final Grade Rubric

- **Classroom Performance**   **Maximum 50 Points—50%**

    Mentor Teacher Evaluation   *Maximum 25 Points—25%*
    College Supervisor Evaluation   *Maximum 50 Points—50%*

- **Intern Portfolio**   **10 Points—10%**

- **Intern Lesson Plans**
    and
- **Intern Journal**   **Total 30 Points—30%**

- **Seminar Attendance/Participation**   **10 Points—10%**

         TOTAL   **100 Points—100%**

The final grade for the internship will be based upon the following cumulative point distribution:

A+	99 - 100	B+	90 - 91	C+	81 - 82	D+	72 - 73
A	95 - 98	B	86 - 89	C	77 - 80	D	68 - 71
A-	92 - 94	B-	83 - 85	C-	74 - 76	D-	65 - 67
						F	Below 65

Evidence 1.1.6 Lesson Plan Rubric
Lesson Plan Evaluation Rubric

Instructions:

As you evaluate the lesson plan and observed lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of Target indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of Accomplished should be reserved for exemplary performance.
- Observed Lessons 1-3: Candidate must score at least 4 of the 7 components at target or accomplished level.
- Observed Lesson 4: Candidate must score at least 5 of the 7 components at target or accomplished level.

Evaluator's Name: _____ **Date:** _____ _____

School: _____ **Grade Level:** _____

Content: _____

Designing and Planning Instruction
Source of Evidence: Lesson Plan

Component Descriptor	Ineffective	Emerging	Target	Accomplished
Learning Targets/Objectives **(CAEP: 1.1; InTASC: 4)**	Lists learning targets/objectives that do not reflect key concepts of the discipline.	Lists learning targets/objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/objectives that reflect key concepts of the discipline and are aligned with state or national standards.	Lists measurable learning targets/objectives that reflect key concepts of the discipline, are aligned with state or national standards, and are based on students' needs and abilities.
Baseline Knowledge and Skills **CAEP: 1.2; CAEP: D; InTASC: 6)**	Pre-assessment information is missing.	Describes baseline information from pre-assessments; however, specific data is missing, or pre-assessments do not align with stated learning targets/objectives.	Describes student baseline data from pre-assessments that are aligned with stated learning targets/objectives and uses that data to inform instruction.	Describes student baseline data from a variety of appropriate pre-assessments that are aligned with stated learning targets/objectives and uses that data to inform instruction to promote the learning of all students.

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Assessment **(CAEP: 1.2; InTASC: 6)**	Plans methods of assessment that do not measure student performance on the stated learning targets/objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/objectives and incorporates methods of student self-assessment.
Instructional Strategies Aligned to Objectives **(CAEP: 1.4; InTASC: 7)**	Plans instructional strategies that do not align with stated learning targets/objectives.	Plans instructional strategies that align with stated learning targets/objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/objectives and considers classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.
Lesson Plan Procedures **(CAEP: 1.1; CAEP: D; InTASC: 8)**	The procedures section does not include any of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures section includes some of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content. Elements are presented in a logical sequence and promote higher order thinking and differentiation strategies to meet students' needs.	The procedures section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content. Elements are presented in a logical sequence, promote higher order thinking, and differentiation strategies to meet students' needs, and actively engage students throughout the lesson.

Multiple Levels of Learning **(CAEO: 1.1; CAEP: D; InTASC: 1)**	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking and plans for student responses to the strategies/activities.
Collaborative Planning **(CAEP: 2.3; CAEP: D; InTASC: 10)**	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable).	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/objectives.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), and other outside resources (e.g., parents, related service providers, etc.), selecting a co-teaching strategy that is appropriate for the stated learning targets/objectives.

Evidence 1.1.7 Lesson Implementation Rubric
Lesson Implementation Evaluation Rubric

Instructions:

As you evaluate the implementation of the planned lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of Target indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of Accomplished should be reserved for exemplary performance.
- Observed Lessons 1-3: Candidate must score at least 7 of the 13 components at target or accomplished level.
- Observed Lesson 4: Candidate must score at least 9 of the 13 components at target or accomplished level.

Evaluator's Name: _____ **Date:** _____

School: _____

Grade Level: _____ **Content:** _____

Implementing Instruction
Source of Evidence: Lesson Observation

Component Descriptor	Ineffective	Emerging	Target	Accomplished
Communicates Content **(CAEP: 1.3; CAEP D; InTASC: 4)**	Makes many errors in communicating content, either orally or in writing.	Makes an occasional error in communicating content, either orally or in writing.	Communicates content accurately, both orally and in writing.	Communicates an in-depth and accurate understanding of content, both orally and in writing.
Communicates High Expectations **CAEP: 1.4; CAEP: D; InTASC: 4)**	Does not explain academic expectations and/or communicates low expectations regarding students' capabilities.	Communicates academic expectations (verbally and via body language); however, the expectations seem unclear to students.	Clearly communicates (verbally and via body language) academic expectations and confidence in students' abilities to meet these expectations.	High academic expectations are clearly part of the classroom culture. (Students do not need a reminder of the expectations.)

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Establishes Positive Learning Environment **(CAEP: 1.1; CAEP D; InTASC: 3)**	Communicates standards of conduct that are unclear and responses to student behavior that are inappropriate.	One, but not both aspects (standards or behavior response) of the establishment of a positive learning environment is appropriately communicated.	One, but not both aspects (standards or behavior response) of the establishment of a positive learning environment is clearly communicated.	Communicates high standards of conduct that are clearly part of the classroom culture.	
Engages Students & Meets Diverse Needs **(CAEP: 1.1; CAEP D; InTASC: 8)**	Makes minimal attempts to actively engage students or to address diverse needs.	Uses an instructional strategy that attempts to engage students; however, not all students are engaged.	Uses a variety of instructional strategies that engage all students throughout the lesson and considers students' diverse needs.	Uses a variety of instructional strategies that engage all students throughout the lesson and demonstrates the ability to adapt instruction to unanticipated circumstances.	
Addresses Misconceptions **(CAEP: 1.2; InTASC: 4)**	Makes no effort to address misconceptions during instruction.	Makes an attempt to address misconceptions during instruction but not in manner that alleviates students' confusion.	Identifies students' misconceptions related to content and effectively addresses them during instruction.	Anticipates students' misconceptions related to content and proactively addresses them during instruction.	Not Applicable N/A No student misconceptions were evident during the lesson.
Facilitates Multiple Levels of Learning **(CAEP: 1.4; InTASC: 8)**	Implements instructional strategies that focus solely on basic recall skills.	Implements instructional strategies that target recall and/or comprehension level skills.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher order thinking.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking and is prepared for student responses to the strategies/activities.	

Uses Time & Materials Effectively **(CAEP 1.1; InTASC 3)**	Performs non-instructional and/or instructional tasks in an inefficient manner with considerable loss of instructional time.	Performs some non-instructional and/or instructional tasks in an efficient manner with some loss of instructional times.	Performs non-instructional and/or instructional tasks in an efficient manner with minimal loss of instructional time.	Performs non-instructional and/or instructional tasks in a manner that maximizes instructional time.
Creates a Safe Environment **(CAEP 1.1; InTASC 3)**	Creates an unsafe classroom environment or engages in activities that are dangerous to students' emotional and/or physical well-being.	Creates a classroom environment that is physically safe for all students; however, there is a lack of awareness regarding students' emotional well-being.	Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern.	Creates a classroom that is both emotionally and physically safe by treating all students with respect and concern, encouraging students to treat each other with respect and concern as well.
Implements Co-Teaching Instruction **(CAEP 2.3; InTASC 8)**	No evidence of co-teaching; however, the lesson plan may indicate the intent to use a co-teaching approach.	Co-teaches lesson with the K-12 clinical educator and/or special educator (if applicable) but rules were not clearly defined.	Co-teaches lesson with the K-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility for student learning.	Co-teaches lesson with the K-12 clinical educator and/or special educator (if applicable) with clearly defined roles & shared responsibility to maximize the learning of all students.	Not Applicable (N/A) Co-Teaching was not planned for this lesson (field experiences only).

Uses Technology During Instruction CAEP 1.5; InTASC 8)	Neither teacher candidate nor student use technology.	Use of technology by the teacher candidate or students, but its use does not enhance instruction or student learning.	Use of technology by the teacher candidate or students in a manner that facilitates and enhances instruction and/or student learning.	Use of technology by the teacher candidate or students in a manner that facilitates and enhances instruction and/or student learning and provides differentiated instruction that supports the needs of all learners.	Not Applicable (N/A) Technology is not appropriate and/or would interfere with the lesson effectiveness.
Uses Formative Assessments **(CAEP 1.2; InTASC 6)**	No use of formative assessment during instruction.	Uses formative assessments to determine students' progress.	Uses formative assessments to determine students' progress and to guide instruction.	Uses formative assessments to determine students' progress, guide instruction, and provide feedback to students.	
Allows Opportunity for Student Self-Assessment **(CAEP 1.2; InTASC 6**)	Does not provide opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in self-assessment but does not help learners understand their assessment results.	Employs student self-assessment in a clear and purposeful way and helps learners understand and use their assessment results.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.	Not Applicable (N/A) Student self-assessment was not planned for the lesson.
Has Classroom Presence **CAEP 1.2; InTASC 10**)	Lacks the appropriate volume, tone, energy, and enthusiasm to engage students.	Uses either appropriate volume and tone, or energy and enthusiasm but not both, to engage students.	Uses appropriate volume, tone, energy and enthusiasm to engage students.	Conveys volume, tone, energy and enthusiasm for content and encourages students to seek additional opportunities to learn beyond the classroom.	

COMMENTS

Strengths	Areas for Improvement

UVA Wise Teacher Education Program
Professional Characteristics and Dispositions

To be completed by college faculty and clinical faculty at the following stages: EDU 2510, EDU 3690, Internship (middle and end).

Candidate Name: _____

Person Completing Form: _____

Term: _____   **Year:** _____

The specific levels (grading rubric) of observed behavior reflecting each disposition are included beneath each disposition category below. If behavior is not observed, select the description that BEST characterizes the candidate based on previous observations.

1. Oral communication skills _____
    - **Ineffective** = Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively
    - **Emerging** = Expresses self but not regularly; makes some errors; or does not consistently use voice effectively
    - **Target** = Expresses self regularly; uses Standard English grammar; uses voice effectively
    - **Accomplished** = Expresses self very well; communicates ideas very well; is adept at using voice effectively
2. Written communication skills _____
    - **Ineffective** = Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well-developed
    - **Emerging** = Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed
    - **Target** = Writing includes very few minor errors; clear, well-organized, well-developed
    - **Accomplished** = Writing is error-free and is very clear, organized, and highly developed
3. Attendance and punctuality _____
    - **Ineffective** = Unacceptable absenteeism or tardiness
    - **Emerging** = Frequently absent, tardy, or leaving early
    - **Target** = Rarely absent or tardy
    - **Accomplished** = Perfect attendance
4. Work habits / Commitment to Excellence _____
    - **Ineffective** = Work or performance does not meet minimal requirements or expectations
    - **Emerging** = Work or performance meets minimal requirements or expectations
    - **Target** = Work and performance indicate significant effort and care
    - **Accomplished** = Work and performance consistently demonstrate commitment to candidate's own high standards for professional work
5. Quality of work_____
    - **Ineffective** = Consistently hands in work that is of poor quality, incomplete or late; does not make use of available resources, help, or suggestions to develop or improve work
    - **Emerging** = Often submits work that is of poor quality, incomplete or late; does not consistently use resources, help, or suggestions to develop or improve work
    - **Target** = Submits work that meets minimum requirements on time
    - **Accomplished** = Reaches beyond the minimum, and turns in excellent work
6. Professional dress _____
    - **Ineffective** = Consistently dresses inappropriately
    - **Emerging** = Sometimes dresses inappropriately
    - **Target** = Usually dresses professionally
    - **Accomplished** = Consistently dresses professionally

7. Quality of Interactions and Participation (classroom and field experiences) (InTASC 10c, e, k) _____

   ➤ **Ineffective** = Consistently apathetic or indifferent; is disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared
   ➤ **Emerging** = Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and colleagues; not well-prepared
   ➤ **Target** = Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared
   ➤ **Accomplished** = Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared

8. Critical thinking skills _____

   ➤ **Ineffective** = Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
   ➤ **Emerging** = Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and/or with providing rationale for reasons, points of view; or does this in a superficial manner
   ➤ **Target** = Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded
   ➤ **Accomplished** = Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead

9. Collegiality (InTASC 10a) _____

   ➤ **Ineffective** = Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)
   ➤ **Emerging** = Sometimes demonstrates collaborative skills
   ➤ **Target** = Responsibly engages in group/team efforts
   ➤ **Accomplished** = Strong contributor to group/team efforts

10. Respect for others _____

   ➤ **Ineffective** = Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
   ➤ **Emerging** = On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self-control in interactions
   ➤ **Target** = Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
   ➤ **Accomplished** = Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations

11. Initiative _____

   ➤ **Ineffective** = Passive, depends on others
   ➤ **Emerging** = Needs supervision to implement ideas
   ➤ **Target** = Demonstrates self-initiative and independence
   ➤ **Accomplished** = Creative, resourceful and self-directed

12. Attitude toward learners (InTASC 10j) _____
- ➤ **Ineffective** = Lacks interest in or is negative toward students; does not demonstrate an attitude that all students can learn; does not view own responsibility in motivating students; lacks knowledge and skills in establishing rapport and motivating students
- ➤ **Emerging** = Makes minimal efforts to establish rapport with students; does not always demonstrate an attitude that all students can learn; makes minimal effort to motivate students
- ➤ **Target** = Develops rapport with students; demonstrates an attitude that all students can learn; demonstrates knowledge and skills in motivating students
- ➤ **Accomplished** = Effectively develops professional/personal connections with students which contribute to student development; acts on a strong belief that all students can learn; uses many strategies that effectively motivate students

13. Response to constructive feedback _____
- ➤ **Ineffective** = Defensive/non-responsive and does not make changes to subsequent performances or behaviors
- ➤ **Emerging** = Defensive and/or non-responsive; subsequent performances or behaviors show some changes
- ➤ **Target** = Receptive; subsequent performances show some productive changes
- ➤ **Accomplished** = Receptive; subsequent performances consistently show productive changes

14. Ability to handle stress and to manage workload _____
- ➤ **Ineffective** = Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with teaching; often sick, tired, or lacking stamina
- ➤ **Emerging** = Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload of teaching
- ➤ **Target** = Handles stress in productive manner; manages the demands/workload associated with teaching
- ➤ **Accomplished** = Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with teaching very well

15. Commitment to diversity and equity (InTASC 2a, d) _____
- ➤ **Ineffective** = Ethnocentric; considers only personal perspective
- ➤ **Emerging** = Demonstrates awareness of diversity issues and of multiple perspectives
- ➤ **Target** = Demonstrates some commitment to learning more about diversity and teaching from multiple perspectives
- ➤ **Accomplished** = Consistently demonstrates a commitment to understanding diversity; teaches or plans to teach from multiple perspectives

UVA Wise Teacher Education Program (TEP) Summative Evaluation for Growth and Development

The following instrument is used before students enter the TEP, during their TEP experience, and the 3 years after TEP completion. The instrument is used by college faculty, clinical faculty, and completer supervisors.

Initial   **Middle**   **Internship**   **Year 1, 2, 3**
(EDU 2510)   **(EDU 3690)**   **Midterm _____Final _____**   **(Career)**
By College Faculty   **By College Faculty** **By College Faculty/Clinical Faculty**   **By Employer**

Candidate _____

Person Completing Evaluation _____

Date _____

Claim 1: Professional Competency	1 (Ineffective)	2 (Emerging)	3 (Target)	4 (Accomplished)
1. Content Knowledge (CAEP1.1; InTASC 4)	Demonstrates little or no familiarity with the subject matter and appears uncomfortable when asked questions about content.	Demonstrates some familiarity with the subject matter but shows some confusion about content.	Demonstrates knowledge of the subject matter well and is accurate in presentation and interaction with students.	Demonstrates expertise in the subject area and is comfortable in discussions beyond the content/grade standard.
2. Knowledge of Learner and Learning (CAEP 1.1; InTASC 1,2; VDOE 8VAC20-542-80, 8VAC20-542-130)	Presents no more than one idea on how to teach content and no more than one idea about how students learn.	Presents multiple ideas on how students develop and learn.	Demonstrates a solid theoretical understanding of child and/or adolescent development and how students learn.	Demonstrates exceptional understanding of, and is current on research in, child and/or adolescent development and how students learn.
3. Planning and Instructional Practices (CAEP 1.1; InTASC 7, 8; VDOE 8VAC20-542-80, 8VAC20-542-130)	Planning and/or instructional strategies are inappropriate, ineffective or absent, and do not align with stated learning objectives. Lesson plans appear to be aimed primarily at entertaining students or covering textbook chapters.	Plans lessons with some consideration to learning objectives and uses somewhat appropriate and effective instructional strategies that may lack alignment with stated learning objectives. Demonstrates minimal consideration for classroom/school context and/or pre-assessment data.	Plans lessons primarily focused on measurable, achievable outcomes, which are aligned with most stated learning objectives and unit goals, using appropriate and effective instructional strategies. Lessons demonstrate consideration for classroom/school context and/or pre-assessment data.	Plans lessons focused on measurable, achievable outcomes, which are aligned with all stated learning objectives and unit goals, using appropriate and effective instructional strategies, while considering classroom/school context and/or pre-assessment data.

4. Assessment Practices (CAEP 1.2, 1.3; InTASC 6)	Plans methods of assessment that do not measure student performance on the stated learning targets/objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/objectives and incorporate methods of student self-assessment.
5. Professional Collaborative Activities and Co-Teaching (CAEP1.1; InTASC 9, 10)	Description of professional collaborative activities and co-teaching is vague or absent.	Provides a description of professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.	Provides a detailed description, with examples, of professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.	Provides a detailed description, with examples, of consistent effort at professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.
6. Interactions/Collaborations for Diverse Students (CAEP 1.1; InTASC 2, 8, 10)	Fails to describe interactions with, and/or collaborations for, diverse students during clinical experiences, or does so without connecting information to student learning.	Describes interactions with, and/or collaborations for, diverse students during clinical experiences and connects information to student learning.	Describes interactions with, and/or collaborations for, diverse students during clinical experiences; connects information to student learning; demonstrates some effort toward differentiation.	Describes specific examples of significant and meaningful interactions with diverse students over the semester; demonstrates consistent effort toward differentiation.
7. Communication (CAEP 1.1; InTASC 3, 10)	Makes frequent errors in grammar, syntax, usage, and/or spelling in communicating content, either orally or in writing, in professional contexts.	Makes an occasional error in grammar, syntax, usage, and/or spelling in communicating content, either orally or in writing, in professional contexts.	Communicates content accurately, both orally and in writing, in professional contexts.	Communicates an in-depth and accurate understanding of content, both orally and in writing, in professional contexts.

Claim 2: Evidence of Growth	1 (Ineffective)	2 (Emerging)	3 (Target)	4 (Accomplished)
1. Reflection of Professional Growth (CAEP 1.1, 1.2; InTASC 9)	Reflection may attempt to address learning and professional growth throughout the semester but description of strengths or weaknesses or plans for future growth is vague or absent.	Reflection demonstrates learning and professional growth throughout the semester by describing strengths or weaknesses or plans for future growth.	Reflection demonstrates learning and professional growth throughout the semester by describing clearly and thoughtfully strengths, weaknesses, and plans for future growth.	Reflection demonstrates learning and professional growth throughout the semester by describing clearly and thoughtfully strengths, weaknesses, and specific action steps for future growth.
2. Impact on Student Learning (CAEP 1.1, 1.2, and 1.3; InTASC 6, 7)	Student learning data is absent or irrelevant to stated learning objectives; analysis is cursory or missing or plans for next steps are overly general or missing.	Provides relevant data and a cursory analysis of the teacher's impact on student learning; includes plans for appropriate next steps based on stated outcomes.	Provides relevant data and a precise analysis of the teacher's impact on student learning; includes plans for appropriate next steps based on stated outcomes.	Provides relevant data and precise analysis of the teacher's impact on student learning; includes plans for appropriate next steps based on stated outcomes; includes a description of implemented plans demonstrating candidate's ability to be a reflective practitioner.
3. Use of Research to Inform Pedagogy (CAEP 1.2; InTASC 7,9)	Shows no evidence of using research to inform pedagogy.	Shows some evidence in lesson plans of using research to inform pedagogy.	Shows evidence through lesson plans and implementation of appropriate instructional practices of using research to inform pedagogy.	Shows evidence through lesson plans, implementation of appropriate instructional practices, and explanation (with references) of using research to inform pedagogy.

Claim 3: Application of Content	1 (Ineffective)	2 (Emerging)	3 (Target)	4 (Accomplished)
1. Knowledge of Academic Standards (CAEP 1.3; InTASC 4)	Shows little or no familiarity with state standards and required tests.	Shows some knowledge about state standards and required tests.	Shows substantial knowledge about state standards and required tests.	Shows expert knowledge about state standards and required tests.
2. Application of Content and Pedagogy CAEP 1.1; InTASC 5)	Shows little or no evidence of appropriate application of effective pedagogy.	Shows some evidence of appropriate application of effective pedagogy.	Shows evidence (with examples) of appropriate application of effective pedagogy.	Shows convincing evidence (with examples) of appropriate application of effective pedagogy.

Claim 4: College and Career Ready Standards	1 (Ineffective)	2 (Emerging)	3 (Target)	4 (Accomplished)
1. Skill and Commitment CAEP 1.4; InTASC 4, 7)	Exhibits little or no skill and commitment to standards.	Exhibits some skill and/or commitment to standards.	Exhibits competent skill and commitment to standards.	Exhibits evidence of expert skill and strong commitment to standards.
2. Student Access CAEP 1.4: InTASC 7, 8)	Provides no student access to standards.	Provides some student access to standards.	Provides appropriate student access to standards.	Provides complete student access to relevant standards.

Claim 5: Use of Technology	1 (Ineffective)	2 (Emerging)	3 (Target)	4 (Accomplished)
1. Student Engagement and Learning CAEP 1.5; InTASC 1, 2, 8)	Neither teacher candidate nor students use technology.	Use of technology by the teacher candidate or students, but its use does not enhance instruction or student learning.	Use of technology by the teacher candidate and students in a manner that facilitates and enhances instruction and/or student learning.	Use of technology by the teacher candidate and students to facilitate and enhance student learning, as well as to provide differentiated instruction that supports the needs of all learners.
2. Enrichment of Professional Practice CAEP 1.5; InTASC 9)	Fails to demonstrate openness to new ideas for improving teaching or learning.	Demonstrates openness to new ideas and attempts one innovative idea for improving teaching and/or learning.	Searches for new ideas and is willing to incorporate new concepts/strategies for improving teaching and learning.	Searches actively for new ideas and consistently incorporates new concepts/strategies for improving teaching and learning.