



# RANDOLPH COLLEGE

## TEACHER EDUCATION PROGRAM

### Policies and Procedures Manual

**2010 - 2011**

**Section I – Program Overview, Applying to the Program**

**Section II – Graduate Programs**

**Section III – Intern Teaching**

**Section IV – Clinical Faculty Information**

**Section V – Applications, Checklists and Forms**



# Teacher Education Program Handbook

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## Foreword

Randolph College's Teacher Education Program is a nationally accredited teacher preparation program: accredited in March, 2010 by Teacher Education Accreditation Council (TEAC). TEAC, founded in 1997, is a nonprofit organization dedicated to improving academic degree programs for professional educators, those who will teach and lead in schools, pre-K through grade 12. TEAC's goal is to support the preparation of competent, caring, and qualified professional educators. The Teacher Education Program is a Virginia Department of Education (VDOE) approved program. The VDOE is the official agency for state teacher licensure. Currently the Teacher Education Program offers undergraduate (B.A. and licensure) and graduate programs (M. A. T. and licensure or M.Ed). See page 4 for complete list.

The Education Departments of Randolph College and Sweet Briar College created an alliance in the spring of 1999 to increase the availability and quality of field experiences for their respective intern teachers. This alliance led to the development of a Clinical Faculty/Mentor Teacher Training Program sponsored by a grant from the Virginia Department of Education. Randolph College, Sweet Briar College, and Amherst County Public Schools agreed to develop, implement, and assess a consistent set of expectations and opportunities for beginning teachers based upon current theory and research in teacher education. Lynchburg College was added to this consortium in 2004 and school division partnerships have expanded to include Appomattox County, Bedford County, Campbell County, Nelson County and the City of Lynchburg. The intern teaching experience, professional coursework and field experiences provided collaboratively by the Colleges and by local school divisions enable pre-service teachers to link theory with practice. Practicing teachers and their students play a critical role in helping our teacher candidates to become competent educators. Through continued collaboration and dialogue among teacher education faculty, public school professionals, and prospective teachers, all members of this alliance commit themselves to prepare effective beginning teachers.

Beginning with the application to the Teacher Education Program, this manual will serve as a guide for teacher candidates as they approach the program, as they navigate through the experience, and as they become program completers and are licensed to teach. Here the teacher candidate will find the philosophy and goals of the program, criteria for acceptance, professional course work and responsibilities, information about Virginia Department of Education requirements for standardized tests, intern teaching applications, and requirements for licensure.

The intern teaching program is designed to prepare students to work effectively as professionals in schools as elementary or secondary teachers. Teacher candidates move from observation of students and classroom activities to full assumption of the role of a highly qualified teacher. These formal field experiences begin in the first education course and progress through student teaching, giving students opportunities to observe, plan, and practice in a variety of settings appropriate to the professional roles for which they are being prepared.

The handbook has a new format for the 2009-2010 academic year. It is online at one site but is divided into sections for your convenience. Some materials may be repeated in sections in order to expedite your search for information.

The information provided in each section of the handbook addresses the roles, responsibilities, and expectations of the team members involved in this vital component of teacher preparation. The skills are incremental and hierarchical to involve the student in the process of mastering all the duties of a teacher. The handbook is a reference for intern teachers, clinical instructors, and College supervisors.

# **Vision**

## **TEACH, CREATE, LEAD, INNOVATE**

### **Mission**

The Randolph College Department of Education provides an educational environment that prepares teacher candidates to teach effectively, to act as leaders in school communities, and to serve as agents of equity and change.

### **Philosophy**

The philosophical foundation of the Randolph College Teacher Education Program begins with the fundamental belief that culture and community influence learning. A social constructivist approach based on Vygotsky's theories, combines research, social responsibility, effective instructional practice, content expertise, and leadership skills. Each teacher candidate actively develops an understanding of the world by comparing accumulated experience with new knowledge and interpreting and acting on this knowledge. Candidates develop reflective practices to analyze their assumptions and beliefs so that they have the confidence to make informed decisions in classrooms. In recognizing and meeting individual needs candidates establish safe, humane, and welcoming learning environments. Candidates engage in professional work that includes understanding and implementing research and that respects the diversity of children, parents and colleagues.

### **Claims**

1. **Subject matter knowledge:** Randolph College Teacher Education Program completers have mastered the subject matter concepts of their endorsement areas to the degree required to teach the subject(s) effectively and to meet Virginia state licensure standards.
2. **Pedagogical knowledge and Teaching Skill:** Randolph College Teacher Education Program completers demonstrate the knowledge and use of a variety of effective models of instruction designed to meet the developmental needs of the students they teach.
3. **Sensitivity to Diversity:** Randolph College Teacher Education Program completers have acquired the skills and dispositions to meet the diversity of students' backgrounds, abilities, and cultural perspectives.
4. **Technological Skill:** Randolph College Teacher Education Program completers have the skill to use technology as it relates to teaching in contemporary classrooms.
5. **Caring:** Randolph College Teacher Education Program completers demonstrate caring by engaging students in the learning process, by creating a safe and engaging learning environment, and by acting responsibly and ethically in the school community.

## PROGRAMS for UNDERGRADUATE and GRADUATE\* LICENSURE

Endorsement Areas for Baccalaureate or M. A. T.	Grade levels
Elementary Education	PreK-6
<b>Comprehensive Endorsement Areas</b>	
Dance Arts	PreK - 12
French	PreK - 12
Latin	PreK - 12
Music Instrumental	PreK - 12
Music Vocal/Choral	PreK - 12
Physical Education	PreK - 12
Spanish	PreK - 12
Theater Arts	PreK - 12
Visual Arts	PreK - 12
<b>Secondary Endorsement Areas</b>	
Science -Biology	6-12
Science - Chemistry	6-12
English	6-12
History and Social Science	6-12
Mathematics	6-12
Science - Physics	6-12
<b>Add-on Endorsement Areas</b>	
Mathematics - Algebra I	6-12
<b>Endorsement Area for M. A. T. or M. Ed.</b>	
Special Education – General Curriculum	PreK-12

\*See Graduate Program [Section II](#) for more information

# Student Responsibilities

## STUDENT RESPONSIBILITIES

### **Professional coursework:**

The expectations of the Teacher Education Program exemplify professional attitudes and behaviors. Upon acceptance to the Teacher Education Program, students are considered to be teacher candidates. Professional behavior includes prompt, daily attendance in class and to all field assignments, thorough preparation for each class and field experience, with all work completed and submitted when due. Students are to uphold the Randolph College Honor System. Evaluation will reflect the degree of professionalism demonstrated. The opportunity to intern teach depends in part upon demonstration of professionalism in coursework and field experiences.

### **Intercollegiate athletics:**

Students who wish to participate in intercollegiate athletics must plan with the course instructor for specific absences and departure times at the beginning of the course. Early release times are limited to three (3) for games only. The game schedule must be given to the course instructor at the beginning of the semester and schedule changes must be promptly reported. Student athletes complete a form available from the coach that confirms dates, times and make up procedures. Teacher candidates who are intern teaching please see policy regarding athletics.

### **Field Experiences:**

For many courses in the Teacher Education Program, a practicum (P) is a co-requisite. These field experiences offer teacher candidates an opportunity to observe practicing teachers and to implement the teaching and assessment strategies presented in the professional studies courses. Students must conduct themselves in a professional manner at all times while participating in a local school.

Students are to report to the assigned classroom promptly and fully prepared. Guidelines for attendance, as previously stated, are strictly enforced. If a student is too ill to attend a practicum visit, the student **must** telephone the local institution's office when it opens, even if the assigned time is for later in the day. The student is also **required** to phone the College instructor for that practicum. If at all possible, the student should call the classroom teacher at home to give the teacher time to adjust his/her lesson plans.

Professional conduct includes dress, manner of speech, attitudes, and behaviors. Students should dress in a mature, professional style. Jeans and casual clothes are not appropriate. The use of pagers, cell phones, and other personal electronic devices is prohibited. **Please see Professional Behaviors on page 6.**

### **Important information:**

- 1. Students are responsible for transportation to local schools for all field experiences (practicum courses and intern teaching).**
- 2. The SVEA (Student Virginia Education Association) offers liability insurance coverage to its members free with membership dues. This is one of many benefits to belonging to a professional organization. See an Education Department faculty member for more information.**
- 3. Many local school divisions require a background check for intern teachers. You will be notified of the procedure prior to beginning your internship.**
- 4. Intern teachers must follow the calendar set at the beginning of their intern teaching semester. Please do not make arrangements for vacation until you have that calendar.**

# Professional Behaviors

**The following professional behaviors have been outlined by the Education Faculty in cooperation with the local school divisions. Please be aware of these considerations both in your practicum and intern teaching placements.**

As a teacher candidate you represent yourself, your college, and the teaching profession, so please remember to be:

- positive in your interactions with faculty, staff, students, and parents.
- respectful to students: public or private humiliation of students is never acceptable.
- professional in your attire: (no jeans – unless school-wide casual day, no sandals, no bare shoulders or midriffs, no see-through clothing, check skirt length while sitting and standing, avoid anything that might be distracting to students; adhere to school division policies regarding dress and body piercing.
- on time with lesson plans and other required paperwork.
- on time to your building and classroom and considerate of other teachers' schedules: know, respect, and adhere to school time schedules and routines.
- mindful that no eating, drinking, or gum chewing should occur in the classroom.
- mindful that all excused and unexcused missed time is to be made up (arrange with classroom teacher and Education Department faculty) and that unexcused absences will result in reduction of the final grade.
- mindful that as a teacher candidate, your behavior in and out of the classroom and school reflects your level of professionalism and disposition for the profession.

# Entrance Criteria for the Teacher Education Program

Application forms and a checklist are found in [Section V](#). Please complete both and submit to the Registrar's Office with the following documentation. (**Due dates: Third Monday in October or February**). Appeals for extenuating circumstance may be made in writing to the registrar for applications that do not conform to due dates or criteria.

I. **Standardized test scores:** Please provide a copy of the following as applicable:

Passing scores on one of the following.

**Praxis I**

PPST	Test Code	Passing Scores
Mathematics	5730	178
Reading	5710	178
Writing	5720	176
PPST Composite Score		<hr/> 532

**For more information go to:**

<http://www.randolphcollege.edu/x13945.xml>

It is recommended that you take this exam the semester you finish EDUC 101/108, please go to the Learning Resource Center for additional practice and tutoring.

**SAT**

Students who took the SAT after April 1995 and scored 1100 (with at least 530 in verbal and 530 in math) will not be required to take the PRAXIS I. Students who took the SAT prior to April 1995 must have a score of 1000 (with 450 on verbal and 510 on math). SAT scores of 1100 (530 in verbal and 530 in math minimum) may be substituted for the PRAXIS I.

**VCLA – reading and writing and Praxis I math**

In addition, effective March, 2010, the Virginia Board of Education approved the substitution of the Virginia Literacy and Communication Assessment (VCLA) for the reading and writing Praxis I tests for people seeking admission to teacher preparation programs. The Praxis I math test will still be required. See cut scores for VCLA below.

**On March 22, 2006, the Board of Education approved cut scores for the Virginia Communication and Literacy Assessment (VCLA).** The cut scores for the VCLA are as follows:

Writing Sub Test:	235
Reading Sub Test:	235
<b>Composite Score:</b>	<b>470</b>

II. Overall QPR

**A cumulative quality point ratio of 2.5** at the time of admission to the Teacher Education Program (typically during the second semester of the sophomore year).

- III. **Professional Coursework QPR (EDUC courses)**  
**A quality point ratio of 3.0** in at least 6 semester hours of professional education course work.  
Transfer students – see advisor in Education Department
- IV. **Recommendations**  
**Provide two completed recommendation forms** - one professor outside the education department, and a personal recommendation from outside the College.
- V. **Personal essay**  
A brief paper giving biographical information and rationale for entering the Teacher Education Program should accompany the application.

**Please note:** Students interested in seeking a teaching license in any area and who hold a B.A. or B.S. degree must consult with a member of the Education Department faculty. Application for admission to the Teacher Education Program may include a review of prior course work and submitted passing scores on both the Praxis I (or equivalent SAT scores or VCLA) and Praxis II tests.

# Professional Teacher's Assessment for Virginia Licensure – from VDOE Regulations 2009

## Introduction

Applicants requesting initial teaching licensure are required to achieve passing scores on professional teacher's assessments prescribed by the Board of Education **unless** exempted based on three years of full-time successful teaching experience in a public or accredited nonpublic school in a state other than Virginia and a valid out-of-state license (full credential with no deficiencies) as described below under the topic, "Exemption Criteria." Applicants seeking the Technical Professional License, Pupil Personnel Services License, International License, and School Manager License are not required to complete the professional teacher's assessment. If an individual becomes employed by a **Virginia school division or accredited nonpublic school** in a contractual teaching position, has met the endorsement (teaching area) requirements, and has not satisfied the professional teacher's assessments, a **three-year, nonrenewable** provisional license may be issued upon the request of the Virginia employing educational agency.

## Exemption Criteria

Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements (VCLA, Praxis II, and the VRA). Experience as a substitute teacher or as a teacher's aide is not acceptable experience to meet this exemption.

[Please note that the valid out-of-state license (full credential with no deficiencies) and the documented teaching experience must be submitted with the application for the license.]

## Assessments Required

The prescribed tests for Virginia for initial licensure are as follows:

### 1. **ACADEMIC SKILLS ASSESSMENT- all initial licensure candidates**

#### **VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT (effective January 1, 2006)**

The Virginia Communication and Literacy Assessment became effective January 1, 2006, for initial licensure unless an individual meets the exemption criteria. Refer to the following Web site for more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration: [www.va.nesinc.com](http://www.va.nesinc.com)

#### **On March 22, 2006, the Board of Education approved cut scores for the Virginia Communication and Literacy Assessment (VCLA).** The cut scores for the VCLA are as follows:

Writing Sub Test:	235
Reading Sub Test:	235
Composite Score:	470

### 2. **CONTENT ASSESSMENT - Praxis II (if applicable) –**

#### ***Praxis II: Specialty Area Tests***

The following tests are required for the following endorsement (teaching specialty) areas for initial licensure unless an individual meets the exemption criteria. Individuals are required to satisfy the Specialty Area test(s) requirement for only one endorsement area, but it must match an endorsement area in which initial licensure is granted. For information regarding registration, test administration, fees, the policy for testing individuals with disabilities, etc., please refer to the Web site, [www.ets.org](http://www.ets.org), or contact the Educational Testing Service (ETS) at 1-800-772-9476 or 609-771-7395 for THE PRAXIS SERIES Registration Bulletin or write to THE PRAXIS SERIES, ETS, P.O. Box 6051, Princeton, NJ 08541-6051. Hearing

impaired individuals using a Telecommunications Device for the Deaf (TDD) may call 1-800-275-1391 for information. **See the next page for test codes and passing scores for endorsement areas.**

<u>SPECIALTY AREA TEST</u>	<u>TEST CODE</u>	<u>PASSING SCORES</u>	<u>ENDORSEMENT AREA</u>
Art: Content Knowledge	(0133)	159	Visual Arts
Biology: Content Knowledge	(0235)	155	Biology
Business Education	(0100)	590	Business & Information Technology
Chemistry: Content Knowledge	(0245)	153	Chemistry
Earth Science: Content Knowledge	(0571)	156	Earth Science
Elementary Education:			
Content Knowledge	(0014)	143	PreK-3; PreK-6
English Language, Literature, and Composition: Content Knowledge	(0041)	172	English
French: Content Knowledge	(0173)	169	French
German: Content Knowledge	(0181)	162	German
Family and Consumer Sciences (taken before 9/2008)*(0120)		550	Family and Consumer Sciences
Family and Consumer Sciences (taken after 9/2008) (0121)		150	Family and Consumer Sciences
Health and Physical Education PreK-12	(0856)	151	Health and Physical Education
Marketing Education (taken before 9/2008)*	(0560)	570	Marketing Education
Marketing Education (taken after 9/2008)	(0561)	147	Marketing Education
Mathematics: Content Knowledge	(0061)	147	Mathematics
Middle School English/Language Arts	(0049)	164	Middle Education English
Middle School Mathematics	(0069)	163	Middle Education Mathematics
Middle School Science	(0439)	162	Middle School Science
Middle School Social Studies	(0089)	160	Middle School Social Studies
Music: Content Knowledge	(0113)	160	Music-Vocal/Choral or Instrumental
Physics: Content Knowledge	(0265)	147	Physics
Social Studies: Content Knowledge	(0081)	161	History and Social Sciences
Spanish: Content Knowledge	(0191)	161	Spanish
Technology Education	(0050)	610	Technology Education

**\*Please note that the test codes changed for the Family and Consumer Sciences and Marketing Education tests effective September 1, 2008. The test scores will be reported on a different scale, so please note the change in the passing scores.**

### 3. VIRGINIA READING ASSESSMENT, if applicable.

This test is required for individuals seeking an endorsement as a reading specialist or individuals seeking initial licensure with endorsements in any of the following endorsements (teaching areas): Early/Primary preK-3, Elementary Education preK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments. [This assessment also may apply to those individuals with endorsements in Special Education-Emotional Disturbances, Special Education-Specific Learning Disabilities, and Special Education-Mental Retardation who were advised under previous regulations to meet this assessment requirement for full licensure.] See the next page for more information.

## Virginia Reading Assessment (VRA)

Individuals seeking initial licensure with endorsements in the following areas must take the Virginia Reading Assessment for Elementary and Special Education Teachers (Test Code 001) unless the exemption criteria are met:

Early/Primary prek-3

Elementary Education prek-6

Special Education-General Curriculum

Special Education-Hearing Impairments

Special Education-Visual Impairments

**Note:** This assessment also may apply to those individuals with endorsements in Special Education-Emotional Disturbances, Special Education-Specific Learning Disabilities, and Special Education-Mental Retardation who were advised under previous regulations to meet this assessment requirement for full licensure.

Individuals seeking an endorsement as a **Reading Specialist** must take the Virginia Reading Assessment for Reading Specialists (Test Code 002).

The VRA became a requirement July 1, 2004. Individuals who take the VRA after July 1, 2006, will be required to meet a passing score established by the Virginia Board of Education. The Board of Education established cut scores for the Virginia Reading Assessments for elementary and special education teachers at 235 and for reading specialists at 245, effective July 1, 2006. For information regarding registration, test administration, fees, etc., please visit the Web site, [www.va.nesinc.com](http://www.va.nesinc.com).

## Randolph College Approved Teacher Preparation Program Professional Course Requirements

### PROFESSIONAL COURSES FOR ELEMENTARY EDUCATION (PreK-6) LICENSURE

Course	Title	Credits
EDUC 101	Foundations of Education	3
EDUC 108R	Teach, Learn, and Class Management	3
EDUC 207	Language and Reading Development	3
EDUC 207P	Practicum in Language and Reading Development	1
EDUC 213	Dimensions of a Global Society and Multicultural Education	3
EDUC 306	Reading and Writing Instruction and Diagnosis	3
EDUC 306P	Practicum in Reading and Writing Instruction and Diagnosis	1
EDUC 312	Math and Science Methods in Elementary and Middle Schools	3
EDUC 314P	Interdisciplinary Practicum	2
EDUC 315	Curriculum and Instruction PreK-12	3
EDUC 315 P	Practicum in Curriculum and Instruction	1
EDUC 361	Meeting Special Needs in the Classroom	3
EDUC 493	Intern Teaching in Elementary Schools	12
CRST 205	Teaching with Today's Technology Lab	1.5
CRST 484	Senior Seminar	3

### Curricular Studies Major

The **Curricular Studies** major is strongly recommended for all students seeking elementary teacher licensure. Please note the following changes to the **Curricular Studies** major **effective Fall, 2009**.

## Arts and Sciences Courses for Elementary Licensure (CRST)

Students seeking elementary teacher licensure who choose a major other than Curricular Studies must fulfill the following Arts and Sciences requirements in addition to the above Professional courses.

GEO 203 .....	Survey of World Geography .....	3
History 6 hours of US History in consultation of the Chair of the Education Department ...		6
MATH 208.....	Concepts of Elem. School Math .....	3
One of the following: .....		3
Math 227.....	Elementary Applied Statistics	
PSYC 227 .....	Research Methods in Psychology	
One of the following US Government Requirements: .....		3
POL 101R.....	The American Political System	
POL 208 .....	The Congress	
POL 210 .....	The American Presidency	
POL 211 .....	Political Parties, Elections and Public Opinion	
POL 323 .....	Constitutional Law and Politics	
POL 324 .....	Civil Rights	
One of the following: .....		3
CLAS 132.....	Mythology	
CLAS 144.....	Three Ancient Cities	
CLAS/HIST 180.....	Ancient History	
CLAS 243.....	Archaeology of Daily Life	
CLAS 275-275P .....	Greek Drama	
One of the following: .....		4
ASTR 102-102L.....	Introductory Astronomy and Lab	
BIOL 103-100L.....	Introductory Biology and Lab	
BIOL 108 – 100L.....	Human Biology and Lab	
PHYS 105-105L.....	Introductory Physics and Lab	
PHYS 115-115L.....	General Physics and Lab	
CHEM 101-101L.....	Chemical Concepts and Lab	
Science or Environmental Studies course.....		3

Recommended courses:

COMM 159R; ECON 101R; 132; 141

## Professional Courses for Secondary Licensure (Grades 6-12, PreK-12)

Endorsements for secondary education licensure can be designed in: visual arts (PreK-12) biology, chemistry, dance (PreK-12), English, history and social studies, Latin (PreK-12), mathematics, music (PreK-12) physics, Spanish (PreK-12), and theater arts (PreK-12). Additional endorsement may be added in algebra I.

EDUC 101.....	Foundations of Education .....	3
EDUC 203, 203L or 204, 204L	Student Leadership and Mentoring.....	3
EDUC 213.....	Dimensions of a Global Society and Multicultural Education.....	3
EDUC 230.....	Literacy in Middle and Secondary Schools* .....	3
EDUC 230P.....	Literacy in Middle and Secondary Schools* .....	1
EDUC 315.....	Methods of Instruction in Secondary Schools .....	3
EDUC 315P.....	Practicum in Methods of Instruction in Secondary .....	1
EDUC 318.....	Teaching in Subject Area.....	1
EDUC 318P.....	Practicum in teaching in Subject Area.....	2
EDUC 361.....	Meeting Special Needs in the Classroom .....	3
EDUC 495.....	Intern Teaching in Secondary Schools.....	12
CRST 205.....	Teaching with Today’s Technology Lab.....	1.5

### Student Virginia Education Association (SVEA)

Randolph College sponsors a chapter of the Student Virginia Education Association (SVEA). SVEA is affiliated with the Virginia Education Association (VEA) and the National Education Association (NEA). Teacher candidates are strongly encouraged to join SVEA and become active members. Students need not apply to the Teacher Education Program to join. The SVEA offers many opportunities to enhance professional skills and to develop professional contacts. Teacher candidates may participate in specially designed leadership training and attend professional development workshops with practicing teachers. Opportunities exist to interact with pre-service teachers at other colleges in the state and nation. **SVEA also provides liability insurance, free magazine subscriptions, and offers a well-developed job placement service.**

# Teacher Education Performance Standards and Indicators

*Adapted from the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and the Virginia Department of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents and Sample Evaluation Prototypes for Teachers, Administrators, and Superintendents. Teacher candidates complete a rubric to demonstrate their knowledge and application of the standards.*

\*See Rubric in the [Section V: Applications, Checklists and Forms](#)

## A. Planning and Assessment

### **A1. The highly qualified teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

- Bases instruction on clear learning goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning.
- Matches content/skills taught to overall curriculum scope and sequence; maintains the “big picture.”
- Uses assessment feedback to monitor and adjust instruction.
- Links objectives for instruction to prior and future student learning.
- Reflects the goals and needs of the school and community.
- Uses available resources to link student learning to the community.

### **A2. The highly qualified teacher plans instruction to achieve desired objectives that reflect knowledge of national and state standards and local division curriculum guidelines.**

- Selects appropriate student objectives for lessons consistent with national and state standards and division guidelines.
- Designs appropriate learning activities that are clearly connected to instructional objectives.
- Develops lesson plans that are clear, logical, and sequential.

### **A3. The highly qualified teacher diagnoses individual group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.**

- Uses procedures and methods to obtain information on students’ background knowledge, experiences, and skills.
- Plans instruction appropriate to the intellectual, social, and personal developmental level and needs of students.
- Demonstrates knowledge of resources and methods appropriate to serving students with special learning needs.
- Arranges/adapts classroom setting to accommodate individual and group learning needs.
- Assists students in planning, organizing, and preparing for assignments, long-range projects, and tests.
- Is sensitive and responsive to the diversity of individuals and groups within the classroom.

### **A4. The highly qualified teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.**

- Monitors student understanding on an ongoing basis and adjusts teaching when necessary.
- Utilizes multiple assessment practices congruent with instructional goals both in content and process, including self-assessment opportunities.

- Effectively uses both teacher-made and standardized tests as appropriate.
- Uses student products as a source for assessment and instructional decisions.
- Demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement.
- Maintains and uses organized records of student progress for instructional decisions.

**A5. The highly qualified teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.**

- Communicates clear expectations for learning and behavior to students and parents.
- Uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains.
- Provides prompt, continuous, and meaningful feedback to students about performance and progress.
- Prepares tests that reflect the academic content studied.
- Provides opportunities for students to contribute to the development of criteria and standards as appropriate.
- Incorporates strategies to prepare students for standardized testing (e.g., Virginia Standards of Learning).

## **B. Instruction**

**B1. The highly qualified teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the subject matter meaningful for all students.**

- Communicates a belief that all students can learn.
- Exhibits understanding of and facility in explaining the subject area(s) taught; presents a conceptual framework that focuses on “big ideas.”
- Uses appropriate literature and current resources and materials in the subject area(s).
- Takes initiative to teach beyond the traditional text; keeps informed of emerging ideas in the subject areas.
- Encourages the academic curiosity and critical thinking of students.
- Modifies instruction to make topics relevant to students’ lives and experiences.
- Encourages students to be active, self-directed, collaborative learners within an inquiry-based environment.
- Demonstrates ability to engage and maintain students’ attention and to recapture or refocus it as necessary.
- Provides clear and concise explanations of lesson goals and objectives.
- Checks for understanding with questions, review activities, and various assessment strategies.

**B2. The highly qualified teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.**

- Selects material and media that match learning styles of individual students.
- Provides opportunities for student choice in activities, materials, and assignments.
- Provides for the instructional needs of all students, including remedial and enrichment/extension activities as necessary.
- Utilizes flexible grouping practices to respond to the diverse learning needs of students.
- Collaborates with resource teachers in developing activities for students with special learning needs.

- Encourages students to build on strengths and extend thinking while developing all areas of competence.
- Paces instruction appropriately with adequate preview and review of instructional components.
- Uses a variety of deductive and inductive teaching strategies, including cooperative, peer- and project-based learning, lecture, discussions, inquiry, and the teaching of others.
- Demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the classroom.

**B3. The highly qualified teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.**

- Evaluates curricular materials for accuracy, currency, and student interest.
- Provides students with materials and media that are appropriate and challenging for their instructional levels.
- Encourages and guides the development of problem-solving skills and independent thinking in students.
- Utilizes available technological materials and resources effectively to engage students in varied learning experiences.
- Integrates professional and community resources into the curriculum.
- Provides opportunities for guided practice and hands-on technology application.
- Demonstrates competence in the use of technology.

**B4. The highly qualified teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.**

- Solicits comments, questions, examples, and other contributions from students throughout lessons.
- Uses questioning strategies effectively.
- Provides opportunities for guided and independent practice.
- Responds positively to student questions and active engagement.
- Implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another.
- Re-teaches material and/or accelerates instruction based on assessment to pace instruction appropriately for interest and engagement.
- Implements curriculum that encourages students to reflect on and take increasing responsibility for their own learning.

## **C. Learning Environment**

**C1. The highly qualified teacher actively implements a classroom management plan that fosters a safe and positive learning environment for students and staff.**

- Establishes effective classroom rules and procedures.
- Communicates clear expectations about positive behavior to students and parents.
- Implements and enforces management procedures with fairness and consistency.
- Encourages students in developing self-regulation and conflict resolution skills.
- Recognizes and celebrates the achievements of students and staff.
- Is knowledgeable of and complies with local, state, and federal safety regulations.
- Manages emergency situations as they occur.

**C2. The highly qualified teacher manages classroom procedures to maximize academic learning time.**

- Structures transitions in an efficient and constructive manner.
- Paces instruction to allow for appropriate reflection and closure.
- Creates and maintains a physical setting that minimizes disruption and promotes learning and safety.
- Handles administrative routines quickly and efficiently.
- Has all material readily available to allow for the smooth flow of instruction.

**C3. The highly qualified teacher establishes and maintains rapport with students.**

- Treats students with respect.
- Communicates personal enthusiasm for learning.
- Models caring, fairness, humor, courtesy, respect, and active listening.
- Demonstrates concern for students' emotional and physical well-being.
- Seeks and uses information about student interests and opinions.
- Develops and maintains positive interactions with students in all school settings.

**C4. The highly qualified teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.**

- Encourages students to respect themselves and others.
- Communicates clear expectations for appropriate interactions among students.
- Models enthusiasm for and engagement in learning.
- Encourages student responsibility for efficient classroom operation.
- Encourages students to take pride in good work.
- Enhances students' feelings of self-worth.
- Incorporates principles of equal opportunity and non-discrimination into classroom management.
- Provides equitable opportunities for student learning.
- Promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom.

## **D. Communication**

**D1. The highly qualified teacher uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.**

- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- Articulates clear learning goals, expectations, and instructional procedures to students.
- Gives directions that are clear and reasonable and contain an appropriate level of detail.
- Uses a variety of media communication tools to enrich learning opportunities.
- Models effective communication strategies in conveying ideas and information.
- Values student input in initiating topics and contributing to classroom discussion.
- Provides support for student expression in speaking, writing, and other media.

**D2. The highly qualified teacher forges partnerships with families to promote student learning at home and in the school.**

- Responds promptly to parental concerns.
- Demonstrates flexibility in planning meetings with parents.
- Promotes parental involvement in the classroom and school.

- Shares major instructional goals with parents.
- Initiates communication with parents or guardians concerning students' progress or problems in a timely manner.
- Establishes regular channels of communication between school and home.
- Offers strategies for parents to assist in their child's education.

**D3. The highly qualified teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.**

- Is knowledgeable of and sensitive to the social and cultural background of students and parents.
- Uses multiple modes of communication to provide information to parents.
- Encourages parent and community involvement in classroom activities.
- Collaborates with staff, families, and community members to respond to identified needs of individual students and groups of students.
- Promotes the value of understanding and celebrating school/community cultures.
- Supports community partnerships and uses community resources to enhance learning.
- Works with community members in carrying out school and community-sponsored functions.

## **E. Professionalism**

**E1. The highly qualified teacher models professional and ethical standards as well as personal integrity in all interactions.**

- Relates to colleagues, parents, and others in an ethical and professional manner.
- Represents the school/program favorably in the school division/community.
- Uses acceptable written and oral language.
- Resolves concerns and problems in a constructive manner.
- Maintains confidentiality appropriate to teaching assignment.
- Maintains a professional demeanor and appearance.
- Acts with poise, mature judgment, fairness, and self-control.
- Exhibits creativity, enthusiasm, energy, and initiative.
- Maintains responsible, dependable, punctual attendance.
- Works in the best interest of the students, the school, and the community.

**E2. The highly qualified 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.**

- Critically analyzes lessons, identifies strengths and weaknesses, offers alternative approaches, seeks constructive criticism.
- Describes specific action for revising future instruction.
- Takes proactive steps to improve teaching skills.
- Routinely shares ideas, materials, and resources with colleagues.
- Takes an active role within department/team.
- Knowledgeable of and responsible for complying with criteria for proper licensure and certification.

**E3. The highly qualified teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.**

- Maintains effective working relationships with other teachers.
- Works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classrooms and grade levels.
- Makes a positive contribution to the overall climate of the school and division.
- Supports school and division-wide programs and activities.
- Considers the interests and needs of other teachers and community stakeholders in promoting and supporting district goals and services.
- Shares information with other teachers, school personnel, and community stakeholders.

## **Virginia Technology Standards for Teachers**

(See rubric in [Section V: Applications, Checklists and Forms](#))

- Operate a computer system including a variety of input/output devices and peripherals and utilize software including instructional, productivity, and application tools.
- Apply knowledge of terms associated with educational computing and technology including functional knowledge of various technology tools such as scanner and digital camera, computer presentation devices, and multimedia work station.
- Apply productivity tools for professional use including student assessment, classroom administrative tasks, communication, and software tools to design, customize, or individualize instructional materials.
- Use electronic technologies to access and exchange information including search strategies to retrieve electronic information and using worldwide telecommunications.
- Identify, locate, evaluate, and use appropriate instructional technology-based resources (hardware and software) to support Virginia Standards of Learning and other instructional objectives.
- Use educational technologies for data collection, information management, problem solving, decision making, communications, and presentations within the curriculum including word processing, spreadsheet, and database software.
- Plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings including the use of multimedia and hypermedia.
- Demonstrate knowledge of ethical and legal issues relating to the use of technology.

## Professional Portfolio

Students admitted to the Teacher Education Program are required to develop a portfolio to demonstrate and document achievement of professional knowledge and skills. The portfolios are developed in professional studies courses and culminate with a final revised professional portfolio at the conclusion of the intern teaching experience. The professional portfolio demonstrates evidence that the student has met the Teacher Education Performance Standards and Indicators and the Virginia Technology Standards for Teachers. The professional portfolio is an integral component of professional development and of the job search process. (See rubric in [Section V: Applications, Checklists and Forms](#))

## Professional Meetings and Conferences

Each of the learned societies associated with the teaching profession has a professional organization. These include the Student Virginia Education Association (SVEA) which has a chapter on campus, Association for Supervision and Curriculum Development (ASCD), American Association for Teaching and Curriculum (AATC), Council for Exceptional Children (CEC), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), International Reading Association (IRA), National Science Teachers Association (NSTA), National Council for the Social Studies (NCSS), National Association for the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI) and the National Reading Association (NRA). Each of these organizations offers student memberships, publishes a refereed professional journal, and offers state, regional, and national conferences. Teacher Education students are encouraged to belong to a professional organization and to attend one or more national, regional, or state professional meetings or conferences.

## Section II



## Introduction to Graduate Programs at Randolph College

Randolph College has long supported the education of future teachers in the Commonwealth and beyond. Since its founding in 1891, Randolph College has provided students with a rigorous education in the liberal arts and sciences and has prepared teachers to appreciate lifelong learning. The addition of graduate programs in education further allows the College to pursue a mission of excellence in teaching by expanding professional training.

The Master of Arts in Teaching (M.A.T.) will prepare qualified curriculum and instruction and special education teachers to be leaders in education. The program consists of 36-credit-hours. Undergraduate students may complete initial teacher licensure in pre-K through 6 or secondary education and a master's degree after a 5th year of study in a summer-fall-spring cycle. This 5-year program will provide a student with two endorsements: one in curriculum and instruction (pre-K-12) or special education (pre-K through 12) and one in elementary education (pre-K-6) or in a content area at the secondary level.

The 36-credit-hour Master of Education (M.Ed.) option, open to teachers who hold a valid teaching license, can be completed on a full-time or part-time basis. Full-time students can expect to complete the program in a summer-fall-spring cycle. Part-time students may complete the coursework at their own pace. Courses will be taught at times compatible with teachers' schedules. Students receive one endorsement in special education.

### Admissions Requirements

#### ***M.A.T. Candidates:***

Candidates for the Master of Arts in Teaching should submit the following to the Admissions Office:

- Graduate Application for Admission – The online application fee is \$35 (the application fees are non-refundable)
- Personal statement focusing on your rationale for entering the program
- Official transcripts from all undergraduate institutions attended.
- A minimum GPA of 3.0 in pre-requisite education coursework
- A minimum GPA of 2.5 on a 4.00 grading system in major or field of interest (probationary acceptance considered on a case-by-case basis)
- Results of professional teachers' examinations prescribed by the Virginia Department of Education (passing scores on the PRAXIS I, VCLA and PRAXIS I – Mathematics section only, or SAT/ACT equivalent)
- Two letters of recommendations
- Scheduled interview with the Director of the Education Program

Students who hold a bachelor's degree from another institution may participate in the M.A.T. program. Contact the Admissions Office for details and an evaluation of undergraduate transcripts for licensure. Additional coursework may be required for general licensure outside of the endorsement areas in curriculum and instruction or special education.

Current Randolph College students are not required to submit the application fee or interview with the Director of the Education Program if they are already accepted into the Randolph College Education Program and are in

good standing. They must complete a graduate studies application in their senior year and submit letters of recommendation attesting to their graduate-level ability.

### ***M.Ed. Candidates:***

Candidates for the Master of Arts in Teaching should submit the following to the Admissions Office:

- Graduate Application for Admission
- Personal statement focusing on the rationale for entering the program
- Official transcripts from all undergraduate or graduate institutions attended
- Two letters of recommendations
- Proof of teaching experience (valid teaching license at the time of enrollment)
- Scheduled interview with the Director of the Education Program

### **Application Process/Checklist:**

- 1. Complete the Application for Admission form and submit it to the Admissions Office or submit your application online.
- 2. Submit a non-refundable application fee of \$35 (U.S.) in the form of a check or money order made payable to Randolph College. Your application cannot be processed without this fee.
- 3. Submit a written statement of your educational philosophy of at least 500 words. This statement may be mailed separately or may be submitted on-line.
- 4. Submit all appropriate test scores for your degree option as directed under the Admissions Requirements.
- 5. Complete the top portion of the two Recommendation for Admission Forms and distribute the forms and postage-paid envelopes to appropriate individuals with a request that they return the forms to Randolph College.
- 6. Complete the top portion of the Transcript Forms and send them with postage-paid envelopes to the Registrar offices of any colleges or universities that you have attended to request official transcripts be sent to Randolph College.
- 7. Contact the Admissions Office and make an appointment to meet with the Director of the Education Program.

## Testing Requirements for Licensure

### Master of Arts in Teaching (Elementary Education)

- PRAXIS II (0014) for Elementary Education
- Virginia Reading Assessment
- Virginia Communication and Literacy Assessment

### Master of Arts in Teaching (Secondary Education)

- PRAXIS II (content area)
- Virginia Communication and Literacy Assessment

### Plus the following tests depending on endorsement area:

- Special Education/Learning Disabilities
  - Virginia Reading Assessment
  - Virginia Communication and Literacy Assessment

THESIS -See course information for EDUC 694 in the College Academic Catalog.

See Randolph College Academic Catalog for transcript information and for information on tuition and fees

## Transfer of Credit

A maximum of 6 credit hours may be transferred to Randolph College at the graduate level. Credit will be given for work done at another institution provided the coursework represents collegiate coursework relevant to the graduate degree program of study, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Randolph College's own graduate degree program. In assessing and documenting equivalent learning and qualified faculty, the College may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs. In order to be acceptable for transfer, a course does not necessarily need to duplicate exactly a course offered at Randolph College; however, approval is based on the appropriateness of the course to a liberal arts degree program of study. The student who is transferring credits to the College is responsible for having an official transcript of previous work mailed to the Registrar as promptly as possible.

Current students interested in pursuing summer school course work or other off-campus work should note the following in selecting courses and assessing credit potential. Each course taken needs to be **approved in advance** by the student's faculty advisor(s) and by the Registrar. Approval is obtained by completing a *Transfer of Credit Approval Form* available in the Registrar's Office. A course *not approved in advance* may or may not be approved.

### General Transfer of Credit Policies

- A maximum of 6 credit hours may be transferred to Randolph College at the graduate level.
- Each course selected for transfer must not duplicate a course already completed or a course to be taken at Randolph College.
- A grade in the **C** range or better must be earned in each course considered for transfer to Randolph College.
- No credit will be granted for courses taken on a Pass/Fail basis.
- No grade earned elsewhere will be recorded on the Randolph College transcript nor will the hours of credit and grades earned be included in computing the academic average.

## **Applications for Intern Teaching and Licensure**

The applications for intern teaching and licensure can be found in [Section V: Applications, Checklists, and Forms](#).

## Section III



## Intern Teaching Information: Undergraduate and Graduate

### Intern Teaching

#### *Eligibility for Intern Teaching*

Please submit the required application and checklist to the registrar's office the semester prior to intern teaching. Failure to do so may result in intern teaching placements postponed to the next semester.

The criteria for eligibility for intern teaching placement include:

1. classification as a senior or post-graduate
2. a cumulative QPR of 2.5
3. an average QPR of 3.0 in all professional studies courses
4. passing scores on Praxis I exam or VCLA/Praxis I combination, or SAT equivalent and the VCLA (see page 7).

**Official documentation must accompany application.**

5. scores submitted on Praxis II exam (For information on the Praxis tests see page 8 or visit: <http://www.randolphcollege.edu/x13945.xml>) **Documentation must accompany application.**
6. demonstration of professional behaviors and attitudes.
7. background check [as required by some school divisions](#) to be completed prior to intern teaching.

#### **In addition:**

**Secondary education students** must: (a) achieve an average QPR of 2.5 in the subject area in which they are seeking licensure (i.e., academic major), and (b) obtain a written letter of recommendation from their major advisor attesting to subject area competence. Foreign language majors must pass a proficiency test or equivalent as determined by the language department.

**Elementary education students** must take the Virginia Reading Assessment. (See pages 7 and 8).

**The application for intern teaching and the checklist is found in [Section V: Applications, Checklists and Forms](#).**

### Intern Teaching Information

Candidates for teacher licensure must successfully complete intern teaching (grade of B or above). Intern teaching is scheduled for the entire fall or spring semester. Teacher candidates are expected to maintain the contract hours of the school and of their assigned Clinical Faculty (subject to variation depending on the school) and to attend faculty meetings, parent conferences, parent-teacher organization meetings, school board meetings, and other obligations as part of the intern teaching experience. Teacher candidates are strongly urged

to limit course enrollment to intern teaching and one additional three-credit course. Enrollment in any course must not interfere with the intern teaching schedule or any duties and obligations of the intern teaching placement. Students are permitted early release from the assigned school only to attend a senior seminar. Students who wish to enroll in a course other than a senior seminar should meet with the Chair of the Education Department prior to registering for that course.

Teacher candidates are responsible for their own transportation. Resident teacher candidates should contact food services to arrange for a boxed breakfast and/or lunch during intern teaching. Please give dining services 24 hour notice when boxed meals are needed. When schools are closed the student should notify food services that the boxed meal is not necessary. If boxed meals are ordered the meal plan will be charged unless the order is canceled.

The Education Department, in cooperation with designees of the local school divisions, will determine assignments. Teacher candidates' preferences will be considered, but students will not be guaranteed a choice of assignment. Teacher candidates must accept the intern teaching assignment offered. Under no circumstance is a teacher candidate to contact local school personnel to request an assignment.

- **Intern teachers are required to respect and follow all the policies and procedures described in this manual.**
- **Special note must be taken to the schedule of teaching dates and times. All changes must have the written request of the teacher candidate and written approval of the Education Department.**
- **Emergency absences or changes must be reported immediately to the Associate Dean of the College. Failure to do so may result in the termination of the placement.**

### **Code of Ethics of the Intern Teacher**

Intern teaching, the final stage of preparation before professional licensure, emphasizes the processes of becoming a teacher and its purpose is the full assumption of the teacher's role in a learning community.

**Intern teachers should recognize and accept as their responsibility:**

- To place school duties and obligations ahead of personal wishes
- To accept assigned duties and obligations ahead of personal wishes
- To follow **school regulations, routines, and policies**
- To report for all school appointments and duties **on time**
- To **plan all work and submit plans** to the Clinical Faculty prior to teaching classroom lessons
- To safeguard all personal and **confidential information** concerning students and to use it only for professional purposes
- To refrain from making **unprofessional comments** about the College program, the cooperating school, and the community

- To follow the rules of basic **courtesy** toward school administrators, teachers, students, and members of the community
- To show **appreciation** for all services rendered
- To **dress** according to professional standards
- To endeavor continuously through daily reflections to discover and correct shortcomings, striving to attain professional **maturity** through continued study and effort
- To avoid **partiality and favoritism** toward students
- To strive to teach effectively and creatively with **dedication and enthusiasm**
- To become **acquainted** with students in the class through records, observations, and conferences with the Clinical Faculty, guidance counselors, and other staff members
- To explore a variety of **teaching styles** and begin to develop a personal teaching style
- To serve as a **regular member** of the teaching staff, participating in all professional and social activities (PTA, faculty meetings, assembly programs, conferences, home visits)
- To **confer regularly** with the Clinical Faculty and the College Supervisor regarding progress, growth, and special problems concerning students and one's teaching
- To provide the College Supervisor with full information concerning teaching **schedules**

Based on NEA's Code of Ethics (<http://www.nea.org/aboutnea/code.html>)

### **Intern Teaching Policies and Regulations**

1. Intern teaching expectations exemplify professional attitudes and behaviors.
2. Intern teachers are obligated to adhere to a strict professional policy regarding **attendance**. No absences or tardies are accepted except in the case of illness or extenuating circumstances. Intern teaching is the student's primary responsibility. All other college and personal activities **MUST** be secondary and never interfere with teaching responsibilities. The Virginia Department of Education sets the requirements for the number of hours of actual teaching and observation. The Randolph College Teacher Education Program's policy exceeds that minimum requirement. Students will be required to make up time missed in order to meet state and program requirements. By prior arrangement, intern teachers are permitted to leave their assigned school to attend their academic senior seminar.
3. In the event of serious personal illness or extreme emergency, the Clinical Faculty, the Education faculty member in charge of intern teaching, and the school office should be notified as soon as possible. The College Supervisor should also be notified as soon as possible. Extreme emergencies should be reported to the Associate Dean of the College.

4. Virginia law requires that all people working directly with school children have an up-to-date TB test or have a completed health form on file prior to being allowed to intern teach. In addition, some school divisions require a criminal background check.
5. Attendance is required at all orientation sessions and seminars as well as other work sessions that may be scheduled at the discretion of the College Supervisor. Attendance is required at all weekly reflective seminar sessions.
6. The intern should follow the **schedule** of her assigned school, adhering to the same on-site hours (i.e., morning arrival and afternoon departure as per her Clinical Faculty) and teaching days using the calendar provided at the beginning of the semester in regard to the College calendar. Attendance is required at all faculty meetings, PTO/PTA meetings, appropriate parent-teacher conferences, in-service workshops, and other activities expected by the Clinical Faculty.
7. The intern should be considered a member of the school staff and is expected to observe the **regulations and policies** required of regular teachers. She should obtain information regarding fire drill procedures, parking regulations, and all other school policies.
8. Interns are required to thoroughly prepare **lesson and unit plans** approved by the Clinical Faculty in advance of teaching.
9. In accordance with professional behavior, the use of cell phones, pagers, and other personal electronic devices in a school is strictly forbidden.
10. Interns should never be responsible for students other than those in their assigned classes (i.e., they may not “cover” for another teacher’s absence).
11. Interns who are not graduate students may **not substitute teach**.
12. In the event of inclement weather, the intern must obtain **school closing** information from the local radio or television stations or school websites.
13. Interns should follow and enforce the discipline policies of her assigned school. No intern may administer corporal punishment. In the event of extreme behavior problems, the intern should obtain assistance from school personnel.
14. Interns who wish to participate in **intercollegiate athletics** during their professional semester must plan with the coach and College Supervisor the specific absences and departure times. Students may not leave their assigned school early for practice. Early release times for the entire semester are limited to three (3) for games only. The schedule must be given to the Clinical Faculty at the beginning of the semester. Interns are required to make up time missed from their intern assignment.
15. Interns are obligated to complete and submit all **forms, logs, and paperwork** associated with the intern teaching experience in a timely manner, and are responsible for securing forms and paperwork completed by the Clinical Faculty as part of the on-going evaluation. Participation in regular conferences with the Clinical Faculty and the College Supervisor are required.
16. In order to obtain a teaching license you must be recommended by your college. This recommendation is determined in consultation with your Clinical Faculty, College Supervisor and the Director of Teacher Education. Completion of intern teaching does not guarantee this recommendation.

## **Minimum Requirements for All Intern Teachers**

Each intern is expected to:

Develop written **lesson plans** required for all instructional activities, approved by the Clinical Faculty in collaboration with the College Supervisor (refer to Sample Lesson Plan formats). Teacher Education Program requirements for lesson planning must be strictly adhered to throughout the teaching experience.

Complete collaborative logs on a weekly basis (minimum of two) and bring to the weekly reflective seminar activities.

Complete Critical Moment Dialogues (one each week) and bring to the weekly reflective seminar.

Use video taping to help you evaluate your own teaching whenever possible and to include in the electronic portfolio and for use in action research.

Meet with Clinical Faculty to complete collaboration forms each week. This form will be the basis for discussion during the reflective seminar.

Develop a **Professional Electronic Portfolio**.

### **Personal Responsibility**

Be particularly conscious of maintaining your physical and academic health, as a personal responsibility to yourself and to the profession. Intern teaching requires commitment, energy, and stamina. Present yourself to students and colleagues as rested, alert, enthusiastic, and eager to succeed. Adequate sleep, a proper diet, and conscientious hand washing are essential to maintaining your health during intern teaching. Manage your time wisely, balancing intern teaching with the weekly reflective and academic seminars. Rely on support from your Clinical Faculty, College Supervisor, peers, family, and friends.

### **Appeal and Grievance Procedures**

For all appeal and grievance procedures see “Rights and Freedoms of Students,” section 2.a and b, and “Grievances (Academic)” of the Randolph College Student Handbook.

#### ***Due Process***

An Intern may be withdrawn from the Teacher Education Program and Intern Teaching for the following reasons:

1. An Intern with a verifiable health problem which may cause excessive absences or cause the student to not be able to function in a professional manner may withdraw or be withdrawn with the approval of the College Supervisor, Clinical Faculty and Chair of the Education Department or designee.
2. An Intern may be withdrawn from the assigned teaching position whenever it is determined by the College Supervisor, Clinical Faculty and Chair of the Education Department or designee that she is not performing in the best interest of the students and is not showing sufficient instructional progress to continue in the program.

3. An Intern may be removed from a teaching position whenever the rules and responsibilities of the Randolph College's *Teacher Education Program Policies and Procedures Manual* or school board policies of the host school division are violated.

**Procedures:**

When it is determined by the College Supervisor, Clinical Faculty, and Education Department designee that an Intern Teacher has a verifiable illness, is not making sufficient instructional progress or has violated policies and/or procedures and is in danger of being removed from the intern teaching position, the following steps must be taken:

1. A conference must be scheduled with the Intern, the College Supervisor, the Clinical Faculty, and the Education Department Chair or designee and other College personnel responsible for observing the intern. The Intern will be presented with the concerns and written artifacts that support those concerns. The Dean of the College will be notified as to the potential of an Intern being withdrawn from the program.

2. If applicable, remedial steps should be outlined in writing and a date set for completion of the remediation process. The Intern will be informed at this time of the possibility of being withdrawn from the program if sufficient progress is not noted within the designated time frame. In cases where remediation is not an option due to the severity of the infraction, immediate dismissal may occur, i.e. when school board policies are violated.

3. If the Intern fails to make sufficient improvement within the designated time another meeting will be held with the same parties to make a decision concerning withdrawal. The Intern will be given the opportunity at this time to withdraw voluntarily from the program. This allows the Intern to have "Withdrawn" on the official transcript as opposed to a failing grade.

4. The Intern will have the right to appeal within 5 working days of this decision to the Teacher Education Advisory Committee. The request for an appeal must be in writing and submitted to the Education Department Chair. A meeting will be scheduled within three working days. Members of the Teacher Education Advisory Committee will hear any additional information that the Intern wishes to present. If an intern is withdrawn for verifiable health reasons, they may reapply the following semester with sufficient documentation that they are able to continue the intern teaching process.

### **Intern Teaching Statement of Understanding**

**To be completed and returned to the registrar with the application for intern teaching.**

1. I understand that I must meet all departmental requirements for student teaching prior to student teaching.
2. I understand that all student teaching assignments are made by the College's Education Department; that the assignment is dependent upon the availability of suitable student teaching stations as determined by the Education Department; that the student teaching assignment will be within one of the College's designated student teaching divisions; and that within this framework, location choices will be given consideration. I will not, therefore, attempt to make any part of these arrangements on my own initiative.
3. I understand that I will not be permitted to enroll in courses other than student teaching and the senior seminar during the semester I am student teaching.
4. I understand that I am to free myself of campus and work responsibilities during each student teaching week to allow for a full-time commitment to teaching.
5. I understand that it is my responsibility to submit all materials for the application for student teaching in complete and accurate form by the specified deadline or I may not be assigned until a later semester.
6. I understand that if the Education Department does not approve my student teaching application, I will not be given a student teaching assignment.
7. I understand that it is my responsibility to keep the Education Department informed of any address, phone number, and/or name change.
8. I understand that it is my responsibility to notify the Chair of the Education Department in writing at least 30 days in advance if I decide to withdraw my application for student teaching for any reason.
9. I understand that it is my responsibility to hand in with my completed application, an Authorization to Release Information form, and the printout of courses in my Major, Areas of Concentration(s), PRAXIS I or equivalent passing scores, and Professional Education sequence.
10. I understand that I must take the required PRAXIS II exam if appropriate, the VCLA and the VRA for elementary and special education endorsements prior to intern teaching and I must pass them to receive an endorsement from the Education Department before I will be issued a license in Virginia and that some states have additional requirements for certification.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Intern Teacher Introduction Sheet**

Name\_\_\_\_\_

College Address\_\_\_\_\_

College Phone \_\_\_\_\_ College E-Mail\_\_\_\_\_

Permanent Address\_\_\_\_\_

Permanent Phone/E-Mail\_\_\_\_\_ Age\_\_\_\_\_

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Major/Concentration\_\_\_\_\_

High School Attended\_\_\_\_\_ Graduated\_\_\_\_\_

Other Colleges Attended\_\_\_\_\_

Experiences Working with Children/Adolescents\_\_\_\_\_

---

Other Work Experiences\_\_\_\_\_

---

Personal Information (e.g., marital status, children, etc.)\_\_\_\_\_

---

Special Interests/Hobbies\_\_\_\_\_

---

Travel Experiences\_\_\_\_\_

---

## Sample Lesson Plan Formats

*(Adapted from Madelyn Hunter)*

**All lesson plans must follow one of these format suggestions or one approved by the Department faculty in consultation with the Clinical Faculty and College Supervisor.**

TIME FRAME:

RATIONALE: Give the reason for teaching the lesson and the reason for using the teaching strategies that you are using.

GOALS:

General statements of intended outcomes. Goals may be described in the unit plan, along with a rationale.

OBJECTIVES:

Concrete and specific. Must state what students will learn. Use action verbs. Refer to SOL where appropriate. Consider cognitive, affective, and psychomotor outcomes.

CONTENT OUTLINE – including critical element

MATERIALS

PROCEDURES/ACTIVITIES:

ANTICIPATORY SET (or Advanced Organizer)

INPUT (or Lesson Development)

MODELING (or Demonstration)

CHECKING FOR UNDERSTANDING

GUIDED PRACTICE

INDEPENDENT PRACTICE (monitored during class)

TECHNOLOGY

CLOSURE (clearly designed and planned)

ASSESSMENT OF STUDENT LEARNING:

Both formative and summative. May include (but not limited to) completion of independent practice as homework. Includes homework, papers, quizzes, tests, exams, projects, demonstrations)

SELF-ASSESSMENT OF TEACHING/REFLECTION/REVISION

### ***Other Lesson Plan Formats***

In the Teacher Education programs, intern teachers have practiced designing and writing lesson plans in formats other than the one presented above. Although specific procedures may differ, each format shares key components:

a) GOALS, b) OBJECTIVES, c) CONTENT OUTLINE, d) MATERIALS,  
e) INTRODUCTION, f) CLOSURE, g) ASSESSMENT, h) SELF-ASSESSMENT

#### **Alternative models for lessons include:**

Direct Instruction Model

Lecture-Discussion Model

Inductive Model

Concept Development Model

Concept Attainment Model

Integrative Model

Cooperative Learning Models

Inquiry Models

Synectics I & II

## Intern Teaching Materials Clearance

Each intern is required to insure the return of all materials, resources, and other items supplied during intern teaching. The individuals indicated below must be contacted to complete this form. **This form must be submitted to the College Supervisor by the end of the intern teaching experience.**

— — — — — — — — — — — — — — —

The following verify by signature that \_\_\_\_\_  
(Intern Teacher)

has properly returned all books and materials supplied during the intern teaching assignment.

\_\_\_\_\_  
Clinical Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Media Specialist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

### Intern Teacher Evaluation of College Supervisor

Return to Department Faculty teaching the EDUC 403.495, or 693, 695 courses.

College Supervisor \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Name (Optional) \_\_\_\_\_

Rating Scale: 1=Agree 2=Agree somewhat 3=Disagree somewhat 4=Disagree

<b>My College Supervisor:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Visited me and my Clinical Faculty at my school before the first observation				
Initiated learning more about me and my professional background				
Observed my teaching at regular or pre-planned intervals				
Conducted productive conferences that encouraged me to make improvements in my teaching				
Effectively facilitated conferences with my Clinical Faculty				
Informed me about my teaching strengths				
Made specific, definitive suggestions for improving my teaching				
Listened to my Clinical Faculty's ideas and viewpoints				
Avoided awkward situations or embarrassing comments				
Worked cooperatively with my Clinical Faculty to make my intern teaching a constructive learning experience				
Explained and adhered to the policies described in the Intern Teaching Handbook				
Showed concern for me as a person				
Showed concern for me as a professional				
Fairly evaluated my teaching capabilities				
<b>TOTAL RATINGS</b>				

COMMENTS:





## Evaluation of the Intern Teaching Section of the TEP Manual

Please check one:

\_\_\_\_\_ Intern Teacher

\_\_\_\_\_ Clinical Faculty

\_\_\_\_\_ College Supervisor

School \_\_\_\_\_

Name (Optional) \_\_\_\_\_

1. Which sections of this handbook were most helpful?
2. Which sections of the handbook were the least helpful? (Please be specific.)
3. Which forms were most useful?
4. Which forms were the least useful? (Please be specific.)
5. Please recommend changes to make the handbook more useful:

Please remove this form from the Handbook and return to the Chair of the Education Department of Randolph College.

## Section IV

## Supervising the Intern Teacher Guidelines for the Clinical Faculty

The Clinical Faculty plays an important role in assuring successful intern teaching. Through his/her preparation, guidance and knowledge, the intern teacher experiences the realities of teaching first hand. The Clinical Faculty demonstrates the challenges and responsibilities, as well as the pleasures and satisfactions, to be gained through successful teaching.

### Orienting the Intern to the School and Your Classroom

1. Prepare the class and parents for the intern prior to her arrival. Introduce her as a **teacher** (not as a student).
2. Provide a separate work area/desk (preferably not a student desk) in the classroom.
3. Provide the intern with a set of textbooks, manuals, curriculum guides, and handbooks.
4. Familiarize the intern with the school facilities, resources and policies and procedures.
5. Share important names, phone numbers and addresses.
6. Include the intern in classroom activities and experiences from the very beginning.
7. Explain to the intern the policies and methods of record keeping for attendance, tardies, grades, conduct, cumulative folders, etc.

### Mentoring the Intern

1. Include the intern in faculty and curriculum meetings.
2. Explain why you use specific materials and strategies. Help the intern to raise these questions when doing his/her own planning and teaching. Do not assume that an intern will be aware of your intent simply from observing you model a lesson or procedure. Explain your purposes.
3. Demonstrate the use of curriculum guides, Virginia Standards of Learning materials, and teacher's manuals for your grade level.
4. Set aside a specific time for planning. An intern will need lots of assistance in the early stages of lesson planning. Engage collaboratively in long-range planning early in the intern teaching placement and schedule the weeks during which the intern will assume full responsibility.
5. Explain school discipline policies and referral process to the intern from the beginning. Indicate how a situation will be handled if a pupil misbehaves when both of you are in the classroom. Who will be responsible for taking action?
6. When appropriate, include the intern in parent conferences or telephone conversations. Guide him/her to use appropriate communication skills to prevent parent alienation. This is a sensitive area and depends largely on your expertise and guidance to provide these opportunities. To expand and refine knowledge in this area interns may be required to create newsletters or some other form of communication with parents.
7. Accept each intern as an individual and do not compare her with previous interns you have known.
8. Gradually give the intern enough freedom so that he/she can have a feeling of independence and a chance to make his/her own mistakes. Leave the room for short intervals when the intern is teaching to allow him/her to exercise some degree of autonomy.
9. View the intern as a colleague. Remember to ask the intern for his/her opinion and be sure to give him/her credit when the suggestions and ideas are utilized.
10. Help the intern reflect on his/her teaching and to implement recommendations for improving effectiveness by completing the Collaborative Log on a weekly basis. Review the Critical Moment Dialogue with the intern if requested to do so.

11. Collaborate with the College Supervisor and notify either the College Supervisor or the Education faculty member in charge of intern teaching if there are concerns.

### **Evaluating the Intern**

1. Discuss daily the strengths and weaknesses of the intern's effectiveness and provide appropriate feedback and coaching using the Collaborative Log. Refer to the INTASC Standards, Descriptors of Competent Teaching, Beginning Teacher Competencies, and Dimensions of Effective Teaching.
2. Critique and approve each of the intern teacher's lesson plans, preferably **three days** prior to their implementation to allow time for corrections and revisions. Please remember that planning is essential for the beginning teacher and that it should be done in detail while they are learning.
3. Use the **Collaboration Log** weekly to identify strengths and focus on one or two areas each time for improvement.
4. Complete a **Classroom Observation** form for each observed lesson and discuss them with your intern during weekly conferences. (Give her the Intern Teacher and College Supervisor copies.)
5. Share frequently with the College Supervisor your assessment of the intern's progress.
6. Inform the College Supervisor immediately of any serious problems.
7. Participate in at least one three-way conference with the intern and the College Supervisor to evaluate progress and identify areas needing improvement. Complete the final, summative **Final Formal Evaluation of Intern Teacher**. Review the evaluation with both the intern and the College Supervisor in a final conference.
8. Submit a letter of recommendation to the Chair of the Education Department for intern teacher's career placement file.

### **Required Forms:**

- Clinical Faculty Data Sheet – included in this packet
- [Collaborative Log – Intern will complete and share this with you for feedback and your signature](#)
- [Classroom Observation](#) – forms provided by the College Supervisor
- [Final Formal Evaluation of Intern Teacher](#) – forms provided by the College Supervisor
- Program Evaluation – included in this packet
- Letter of Recommendation

## Tips for Positive Interpersonal Relationships

(Among Intern Teachers, Clinical Faculty,  
And College Supervisors)

1. Be very **specific** about your expectations of the intern teacher. Interns frequently do not respond to hints or suggestions because they have multiple pressures upon them. As a result, the Clinical Faculty may become disappointed or resentful. Do not assume the intern has picked up your hint. Ask him/her to verify what you communicated and to indicate what he/she plans to do and why.
2. Be honest about your feelings or beliefs, but do give **constructive** criticisms in the form of “I” messages. Example: “I find it difficult to help you with your lesson plans when you give them to me the morning you are to teach them. I need them the day before.” Rather than, “If you’d turn in the plans when you’re supposed to, you wouldn’t have this problem.” Placing blame only causes defensiveness and hurt feelings that may hinder optimum performance.
3. Allow interns to “own” their **feelings** of anxiety or frustration. Saying, “Oh tomorrow is another day” does not always help. Try asking for specific concerns and recommend concrete actions.
4. Be accepting of **questions** the intern may ask. Sometimes intern teachers progress more slowly than necessary because they fear asking a question and appearing “dumb” or unprepared. Often they feel they should know the answer even if they do not. Be open and encourage specific questions. Ask some questions first to “check it out.” This may get the intern started by establishing a safe atmosphere for asking. This also models to the intern a method for dealing with classroom students.
5. Remember that learning to teach is **developmental**. Each teaching intern is different even though they come to you from the same College. Please do not compare one intern with another; simply compare what the intern does today with what he/she did yesterday.
6. Accept the intern as a **colleague**. Include them in conversations. Tell them about professional organizations and responsibilities. Help them to feel a part of the school, not an intruder.

### *Responsibilities of the College Supervisor*

1. To serve as a liaison between the participating school and the College
2. To participate in intern teacher and Clinical Faculty orientation
3. To assist in planning and conducting the weekly reflective teaching seminar
4. To observe the intern as she works with students. Each intern teacher will be observed a minimum of 6 times per placement. When appropriate, more frequent observations and conferences will be scheduled. Complete a **Classroom Observation** form for each observed lesson and discuss it with your intern during a post-observation conference. (Give the Intern Teacher and Clinical Faculty copies.)
5. To confer with the intern before and after observing to:
  - assist in planning
  - facilitate the intern's reflective process, helping her interpret her experiences in light of sound educational theory and practice
  - offer support and encouragement
  - share experiences and suggestions
6. To seek resolution of unsatisfactory intern teaching experiences with the intern, Clinical Faculty, and the principal. In the event that removal of a student teacher is necessary, the College will do so after due process has been guaranteed (see "Removal of Intern Teacher").
7. To participate in at least one three-way conference with the Clinical Faculty intern teacher and Supervisor to evaluate progress and identify areas needing improvement (mid-term evaluation).
8. To participate in a final, summative evaluation conference with both the intern and the Clinical Faculty
9. To assign the final grade for the internship with input from the Clinical Faculty and intern (see "Evaluation").
10. To write a letter of recommendation to be submitted to the Chair of the Education Department.
11. To consult with school administrators and Clinical Faculty regarding the intern teaching program.

## *Guidelines for Conferencing with an Intern Teacher*

Conferencing involves planned interactions between the Clinical Faculty or College Supervisor and the intern teacher. Establish a cyclical process that takes into account the planning and preparation preceding a lesson to be observed and the necessary feedback after observing a lesson that informs the planning and preparation of the intern's next lesson. To be effective, each classroom observation of a lesson requires both a pre- and a post-conference:

1. Pre-observation conference. Check the intern teacher's lesson planning. Review the lesson objectives and the level of the instructional activities according to the needs and abilities of her students. Determine the desired outcome(s) of the lesson. Ask about the teaching and learning environment to be established (e.g., seating, materials, sequence, pacing, etc.). Inform the intern of the nature of your upcoming observation and your methods of recording data for subsequent analysis and discussion.
2. Post-observation conference. Exchange information. Review, explain, and interpret your observational data or notes. Encourage the intern to assess her own performance and the reactions of her students. Go over samples of student work, if possible, and critique methods of assessment. Identify areas of improvement and determine future directions in planning and implementation.

*Based on*

McNergney, R. & Carrier, C. (1981) *Teacher development*. New York: Macmillan.

The focus of a conference must extend beyond the behaviors demonstrated and observed during the lesson. The intern teachers' thinking goals, purposes, objectives, outcomes, and assessment measures greatly influence the implementation of instructional activities. The intern teacher benefits from the perspective of the observer. Point out patterns in teacher-student and student-student interactions. Analyze teacher talk and questioning. Examine student needs by indicating differences in student reactions to the lesson and on assessment activities. Encourage reflection by the intern teacher on her role as teacher in context with her beliefs about role of the students.

## **The Role of the School Administrator**

The school administrator shares an important responsibility in assuring a successful intern teaching experience. Identifying a Clinical Faculty who wants to participate in the preparation of a new teacher and who is professionally capable of mentoring an intern teacher sets the stage for a successful experience.

To facilitate this experience, the following suggestions are offered:

1. Be familiar with the Colleges' program of teacher education and solicit Clinical Faculty who wish to share in the pedagogical and content knowledge preparation of a developing professional teacher.
2. Welcome the intern teacher to your school. Consider planning an orientation to the school building and grounds, school policies, community background, etc., early in the experience.
3. Introduce the intern at the first opportune faculty meeting to help him/her feel a part of the school.
4. Provide professional support where needed to the intern and his/her Clinical Faculty.
5. When invited, observe the intern teach a class and complete a Classroom Observation form (see Appendix II).
6. Check periodically with the Clinical Faculty and/or College Supervisor to assess the process and progress of the intern.
7. Help provide a secure environment in which the intern can learn, develop, and grow.
8. Inform the College Supervisor immediately in the event of a troublesome experience or an emergency.

## Evaluation of Intern Teaching

The evaluation process is a critical component of mentoring an intern teacher. This process is continuous, collaborative, and performance based. Both the Clinical Faculty and the College Supervisor will provide frequent feedback to the intern in informal conversations and formal conferences throughout the semester. With the coaching of her mentors, the intern is actively engaged in reflection.

Regular written evaluations permit the intern to chart her growth and to focus on specific areas needing development. Specific suggestions describing what the intern needs to do to improve her competence in each area are necessary (refer to Descriptors of Competent Teaching, Beginning Teacher Competencies, and Dimensions of Effective Teaching).

Evaluation is based on multiple inputs including formal observations, seminar participation, journaling, portfolio development, and attendance. In order for this process to be effective, the intern must engage in constructive self-evaluation and reflection. He/she must also accept the feedback and evaluations of others constructively.

Professional judgments of the intern's growth will be documented on the **Classroom Observation** form and noted on the **Collaboration Log**. Each intern will be observed in a classroom teaching situation weekly by the Clinical Faculty. The College Supervisor (and/or an Education Department faculty member) will also make at least six formal observations. Evidence of growth toward the competencies required of all teachers for successful performance will form the basis for determining a final evaluation, a grade, and eligibility for licensure.

The final grade is awarded by the College Supervisor, with input from the Clinical Faculty and the intern. The grade reflects the quality of the intern's performance in the classroom. Other considerations include professional attitude, motivation, content presentation, and classroom management.

## *Removal from Intern Teaching*

Intern teaching is a learning experience, and the Clinical Faculty and College Supervisor recognize that the intern will make mistakes and learn from these mistakes. Successful teaching is expected, but not guaranteed. However, occasionally problems of a chronic or severe nature may arise which preclude the continuation of intern teaching and/or prevent recommendation of the intern for licensure. Each situation is unique and requires an individualized approach.

Intern teachers are subject to immediate removal from intern teaching without prior written notice for offenses which would be grounds for removal of an employed professional teacher (i.e. violation of federal or state laws or local school regulations). Serious violations of College regulations (such as Honor violations) also subject the intern teacher to immediate removal. Every effort is made to minimize the negative impact of the decision on all those involved. In all instances, the intern is consulted and informed fully as to the exact reasons for the actions being taken.

Good communication among the intern teacher, Clinical Faculty, and College Supervisor is essential. At the **first sign** of a serious problem, the College Supervisor should be notified. In most cases, the problem can be discussed and dealt with early, and the intern may complete his/her teaching successfully. The goal of teacher education is to prepare each intern to assume, with competence and responsibility, the role of teacher. By the authority of the Commonwealth of Virginia, the College is responsible for conferring credit for intern teaching and for recommending the intern for licensure. This authority carries with it a responsibility to ensure that each intern recommended for licensure possesses the knowledge, skills, and attitudes to be a competent teacher.

**Points to Keep in Mind:**

1. The primary purpose of evaluation is to help the intern develop and grow as a teacher
2. Interns should be given many opportunities to practice reflection and self evaluation
3. Evaluation, to be effective, must be continuous, cooperative, and specific
4. Evaluative conferences must balance both strengths and weaknesses

**Some General Legal Principles to Guide the Intern Teaching Process:**

1. The intern teacher is a learner and generally should function under the supervision of the Clinical Faculty
2. The Clinical Faculty must be fully aware of the intern teacher's planned activities and their instructional appropriateness
3. The Clinical Faculty retains the responsibility for the care and well-being of the students
4. The intern teacher, like any other teacher, is responsible for his/her negligent acts and may be held liable for them.
5. The intern teacher enjoys the same civil and constitutional protections as do all teachers.  
Interns are not to be used as substitute teachers

## Guidelines for Writing a Letter of Recommendation

What's at stake?      Responsibility to the Profession  
Professional Credibility

### Suggestions:

- Use your school letterhead or a form provided by the College
- Word process your letter and print on a laser copier if possible
- Have a colleague proofread for errors
- Write in third person, past tense, avoiding excessive use of "I"
- Identify yourself in the letter as a classroom teacher and the number of years teaching experience
- Use your experience as a teacher and Clinical Faculty to provide the basis of verifying what you say in the letter
- Use the INSTASC Standards, Virginia Technology Standards, Descriptors of Competent Teaching, and to guide your comments
- Be specific and factual. Describe the setting (i.e., school, grade level(s), subject(s), length of internship, student population). Include any unusual or pertinent facts about the teaching situation.
- Refer to an outstanding achievement the intern teacher had during the internship. If appropriate, include a personal anecdote or descriptive example
- Be honest and fair to the intern teacher. Describe both strengths and weaknesses, being careful not to overdo either one.
- Support your opinions, based on observations or documentation.

Send your letter of recommendation to the appropriate Education Department faculty in charge of intern teaching or directly to the Randolph College Career Development Center, attention Carol Johnson. Your letter will become part of the student's file on campus.

Your letter is due **within one week** of the final evaluation conference.  
Your honorarium will be sent upon receipt of your letter.

Based on

Pelletier, C. M. (1995) *A handbook of techniques and strategies for coaching student teachers: A guide for cooperating teachers, mentors, college supervisors, and teacher educators.* Boston: Allyn and Bacon.

**Clinical Faculty Datasheet**

Please complete and return this form with a W9 for our records so that your reimbursement can be processed.

Intern\_\_\_\_\_

Semester\_\_\_\_\_

Clinical Faculty\_\_\_\_\_

School\_\_\_\_\_ School Phone #\_\_\_\_\_

Grade/Subject\_\_\_\_\_

Degree/s\_\_\_\_\_

Institution/s\_\_\_\_\_

Type of Certificate\_\_\_\_\_

Home Address\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home Phone #\_\_\_\_\_

Email Address\_\_\_\_\_

I am a certified Clinical Faculty/Mentor \_\_\_\_yes \_\_\_\_no if yes check one of the methods below:

Santa Cruz trained \_\_\_\_\_

Division trained \_\_\_\_\_, type of training \_\_\_\_\_

Please return to Randolph College Teacher Education Department with your W9.



**Section V**

 Applications, Checklists, and Forms



## Application to the Teacher Education Program Checklist

Name: \_\_\_\_\_

Elementary \_\_\_\_ Secondary \_\_\_\_

Please assemble all items in the following checklist and submit the entire, completed package (**including the checklist**) to the Registrar's Office, **on or before the third Monday in October or February.**  
**Late or incomplete applications will not be considered until the next due date.**

- Application form (next page)
- Praxis I scores, or VCLA and Praxis I math, or equivalent SAT/ACT scores  
Official documentation must accompany application.
- Overall QPR of \_\_\_\_\_
- Professional Coursework (EDUC courses) QPR of \_\_\_\_\_
- Unofficial Transcript from RC plus two official transcripts from transferring college
- Recommendations (Two) from \_\_\_\_\_ and \_\_\_\_\_
- Personal Essay

Please see Section I for more information about the Teacher Education Program.

Signature: \_\_\_\_\_

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



## Teacher Education Program Application

Name \_\_\_\_\_  
 Class \_\_\_\_\_ Major \_\_\_\_\_  
 College PO Box # \_\_\_\_\_ College Phone/Cell Phone # \_\_\_\_\_  
 College email \_\_\_\_\_ Home email \_\_\_\_\_  
 Home Mailing Address \_\_\_\_\_ Home phone \_\_\_\_\_  
 Licensure Program (check one) \_\_\_\_\_ Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Subject Area \_\_\_\_\_  
 Did you participate in Teacher Education at a community college? \_\_\_\_\_ yes \_\_\_\_\_ no  
 Which program interests you most at this time? 4 year program \_\_\_\_\_ 5 year master program \_\_\_\_\_  
 Which semester do you plan to intern teach? Fall \_\_\_\_\_ Spring \_\_\_\_\_ (please include year)  
 Have you ever been convicted of a violation of law other than minor traffic violations? \_\_\_ Yes \_\_\_ No  
 If "Yes," please explain:  
 Have you ever been convicted of any offense involving sexual molestation, physical or sexual abuse or rape of a  
 child? \_\_\_ Yes \_\_\_ No  
 If "Yes," please explain:

---

**Attach documentation of the following:**

PRAXIS I: Rldg \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Date taken: \_\_\_\_\_

Or PRAXIS I Math \_\_\_\_\_ VCLA \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Total ... Date

Or SAT/ACT Scores \_\_\_\_\_ Total \_\_\_\_\_ Verbal \_\_\_\_\_ Math \_\_\_\_\_ Date taken: \_\_\_\_\_

Professional Courses/Grades \_\_\_\_\_ / \_\_\_\_\_  
 \_\_\_\_\_ / \_\_\_\_\_  
 \_\_\_\_\_ / \_\_\_\_\_

Professional QPR \_\_\_\_\_

Overall QPR (Quality Point Ratio) \_\_\_\_\_ as of Semester/Year \_\_\_\_\_ / \_\_\_\_\_

- **Submit an unofficial copy of your transcript with your application or for transferring students two official transcript**

---

**Application Deadline: On or before the third Monday in October or February.**

Please submit completed form to the Registrar's Office



# Randolph College Teacher Education Program Reference

Reference for \_\_\_\_\_

Name of reference \_\_\_\_\_

Title \_\_\_\_\_ Date \_\_\_\_\_

Organization \_\_\_\_\_

How long have you known this applicant? \_\_\_\_\_ Under what circumstances? \_\_\_\_\_

**Please rate the applicant in the following areas:**

<b>Personal Attributes</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	<b>Unable to Comment</b>
Emotional maturity					
Cooperativeness					
Courtesy					
Reliability					
Flexibility					
Creativity					
Acceptance of criticism					
Leadership					

<b>Academic Attributes</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	<b>Unable to Comment</b>
Critical thinking					
Problem solving					
Oral skills					
Writing skills					
Commitment					

Comments – please use the back of this form or include a letter.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please submit completed form to: Registrar's Office**



## Checklist for Applying for Intern Teaching

**Name:**

Please assemble all items in the following checklist and submit the entire, completed package (including the checklist) to the Registrar's Office, **on or before the mid-term one semester prior to the intern teaching placement.**

- Application for Intern Teaching (located on the next page) **Late applications will not be guaranteed a placement.**
- Official institutional copies of *VCLA* scores. \*  
**Documentation must accompany application.**
- Official institutional copies of appropriate *Praxis II* exam scores. \*  
**Documentation must accompany application.**
- Unofficial Transcript
- Overall QPR/date \_\_\_\_\_/\_\_\_\_\_
- Major QPR/date \_\_\_\_\_/\_\_\_\_\_ (secondary, content area \_\_\_\_\_)
- Professional Studies QPR/date \_\_\_\_\_/\_\_\_\_\_
- Certificate of TB test (within 12 months) **must be on file prior to intern teaching.**
- Background Check (some school divisions) – you will be notified
- Secondary only – letter from major advisor
- Foreign Language only – proficiency test
- Elementary and Special Education– official VRA test results  
**Documentation must accompany application.**
- I have visited the **Experiential Learning Center** and created a credential file -  
<http://www.randolphcollege.edu/x13836.xml>

\*Initial licensure only.

Signature: \_\_\_\_\_

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



# Application for Intern Teaching

Name: \_\_\_\_\_

Request for : Semester \_\_\_\_\_ Year \_\_\_\_\_

Class \_\_\_\_\_ Major \_\_\_\_\_ **Circle one:** Undergraduate Elem. Undergraduate Secondary, Graduate

College PO Box # \_\_\_\_\_ College phone /Cell# \_\_\_\_\_

College e-mail \_\_\_\_\_ Home e-mail \_\_\_\_\_

Home mailing address \_\_\_\_\_

Home phone # \_\_\_\_\_

PRAXIS I: Rdg \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Date taken \_\_\_\_\_

Or VCLA Rdg \_\_\_\_\_ Writing \_\_\_\_\_ Total \_\_\_\_\_ PRAXIS I Math \_\_\_\_\_ Date taken \_\_\_\_\_

SAT/ACT Scores \_\_\_\_\_ Total \_\_\_\_\_ Verbal \_\_\_\_\_ Math \_\_\_\_\_ Date taken \_\_\_\_\_

- **Be sure documentation of Praxis I, VCLA/Praxis I math, or SAT scores are on file in your TEP folder.**

\*Virginia Communication and Literacy Assessment (VCLA) Score \_\_\_\_\_ Date taken: \_\_\_\_\_

\*PRAXIS II: Exam # \_\_\_\_\_ Score \_\_\_\_\_ Date taken \_\_\_\_\_

\*Elementary and Special Education Candidates: Virginia Reading Assessment Score (VRA) \_\_\_\_\_

- **Documentation of test scores must be attached.**

\*Secondary Endorsement Candidates: Letter of Recommendation from Major Advisor (Please request that the letter be submitted to the Registrar's Office.

Cumulative QPR (Quality Point Ratio) \_\_\_\_\_ as of (Semester/Year) \_\_\_\_\_/\_\_\_\_\_

Professional Studies QPR \_\_\_\_\_ as of (Semester/Year) \_\_\_\_\_/\_\_\_\_\_

**\*Initial licensure only**  
**Continued on the next page.**

Have you ever been convicted of a violation of law other than minor traffic violations? \_\_\_\_ Yes \_\_\_\_ No

- If “Yes,” please explain:

Have you ever been convicted of any offense involving sexual molestation, physical or sexual abuse or rape of a child? \_\_\_\_\_ Yes \_\_\_\_\_ No

- If “Yes,” please explain:

Attach the Physician’s Certificate Tuberculin Report (form on the next page)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please submit to the Registrar’s Office by midterm one semester prior to intern teaching.**

## Physician's Certificate Tuberculin Report

Name \_\_\_\_\_

College \_\_\_\_\_

Social Security Number \_\_\_\_\_

Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

On behalf of chest x-ray, tests, and/or examinations, I hereby certify that the above named is believed free of communicable tuberculosis, on this date.

(Signed) \_\_\_\_\_, M.D.

Address \_\_\_\_\_

Telephone \_\_\_\_\_

I am a licensed physician in \_\_\_\_\_, United States.

(State or District)

Date \_\_\_\_\_

This form is suggested for use under provision of Section 22-249 Code of Virginia, (amended 1968).

Return the completed form to the Registrar's Office. You may not intern teach until this document is on file.

**\*Must be within 12 months prior to intern teaching.**

Name: \_\_\_\_\_

## Teacher License Application Checklist

Please assemble all items in the following checklist and submit the entire, completed package (including the checklist) to the Registrar's Office, Immediately following graduation.

- Application found online (complete appropriate forms)  
<http://www.pen.k12.va.us/VDOE/newvdoe/Application.pdf>
- College verification form (Part of the application)  
Complete the top box and intern placement information only.
- Praxis II scores – official document\*
- VCLA scores – official document\*
- VRA scores – elementary\* and Special Education endorsement only – official document
- Check for \$50.00 (\$75.00 for out of state candidates) made out to Virginia Department of the Treasury
- Signed release form for official transcript (Registrar's office) – graduate students add a fee for transcript
- Transfer students include an official copy of your transcript from the other institution.

\*\*Final QPR (overall) \_\_\_\_\_, Final QPR in major \_\_\_\_\_ Final QPR (Professional) \_\_\_\_\_

\*Initial licensure only

\*\* Attach calculation sheets – see registrar's website

Signature: \_\_\_\_\_

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

## INTASC Core Standards and Indicators for Portfolios

<b>Standard 1. Content Pedagogy</b>	Date Completed	Documentation	Clinical Instructor Verification	Portfolio Verification
<p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p><b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the central concepts of his or her discipline.</li> <li>• Uses explanations and representations that link curriculum to prior learning.</li> <li>• Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional deliver.</li> <li>• Engages students in interpreting ideas from a variety of perspectives.</li> <li>• Uses interdisciplinary approaches to teaching and learning.</li> <li>• Uses methods of inquiry that are central to the discipline.</li> </ul>				
<p><b>Standard 2. Student Development</b></p> <p>The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social and personal development.</p> <p><b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.</li> <li>• Creates relevance for students by linking with their prior experiences.</li> <li>• Provides opportunities for students to assume responsibility for and be</li> </ul>				

<p>actively engaged in their learning</p> <ul style="list-style-type: none"> <li>• Encourages student reflection on prior knowledge and its connection to new information.</li> <li>• Accesses student thinking for a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).</li> </ul>				
<p><b>Standard 3. Diverse Learners</b>  The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  <b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.</li> <li>• Selects approaches that provide opportunities for different performance modes</li> <li>• Accesses appropriate services or resources that meet exceptional learning needs when needed.</li> <li>• Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).</li> <li>• Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural and connects with the learner through types of interaction and assignments.</li> <li>• Creates a safe learning community that respects individual differences.</li> </ul>				
<p><b>Standard 4. Multiple instructional Strategies</b></p>				

<p>The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <p><b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.</li> <li>• Encourages students to assume responsibility for identifying and using learning resources.</li> <li>• Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content purpose, and learner needs.</li> <li>• Uses effective questioning that encourages students to formulate appropriate questions.</li> <li>• Demonstrates knowledge and use of differentiation in planning and instruction.</li> </ul>				
<p><b>Standard 5. Motivation and Management</b></p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation</p> <p><b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, working collaboratively and independently, and engages in purposeful learning activities.</li> <li>• Engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask</li> </ul>				

<p>questions and solve problems that are meaningful to them.</p> <ul style="list-style-type: none"> <li>• Organizes, allocates, and manages time, space and activities in a way that is conducive to learning</li> <li>• Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.</li> <li>• Analyzes classroom environment and interactions and makes adjustments to enhance social relationship, student motivation/engagement and productive work.</li> </ul>				
<p><b>Standard 6. Communication and Technology</b>  The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  <b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).</li> <li>• Provides support for learner expression in speaking, writing, and other media.</li> <li>• Demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statement, acknowledgement of and responsiveness to different modes of communication and participation.</li> </ul>				

<ul style="list-style-type: none"> <li>• Uses a variety of media communication tools to enrich learning opportunities.</li> </ul>				
<p><b>Standard 7. Planning</b> The teacher plans instruction based upon knowledge of subject matter, students, community, and curriculum goals.</p> <p>KEY INDICATORS:</p> <ul style="list-style-type: none"> <li>• Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.</li> <li>• Develops plans that are appropriate for curriculum goals and are based on effective instruction.</li> <li>• Adjusts plans to respond to unanticipated sources of input and/or student needs.</li> <li>• Develops short and long-range plans</li> </ul>				
<p><b>Standard 8. Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>KEY INDICATORS:</p> <ul style="list-style-type: none"> <li>• Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.</li> <li>• Uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio and teacher made tests).</li> <li>• Uses assessment strategies to involve learners in self-assessment activities to help</li> </ul>				

<p>them become aware of their strengths and needs, and to encourage them to set personal goals for learning.</p> <ul style="list-style-type: none"> <li>• Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.</li> <li>• Solicits information about students' experiences, learning behavior, needs and progress from parents, other colleagues, and students.</li> </ul>				
<p><b>Standard 9. Reflective Practice: Professional Growth</b>  The teacher is a reflective practitioner who continually evaluates the effects of choices and actions on others (students, parents, and other professionals in the learning community) who actively seeks out opportunities to grow professionally.  <b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.</li> <li>• Uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher</li> <li>• Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing and seeking and giving feedback.</li> <li>• Designs and completes action research projects or research related to content expertise.</li> </ul>				
<p><b>Standard 10. School and Community Involvement</b></p>				

<p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.</p> <p><b>KEY INDICATORS:</b></p> <ul style="list-style-type: none"> <li>• Participates in collegial activities designed to make the entire school a productive learning environment.</li> <li>• Links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.</li> <li>• Seeks to establish cooperative partnerships with parents/guardians to supports student learning.</li> <li>• Advocates for students.</li> </ul>				
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# Portfolio Evaluation Rubric

Student \_\_\_\_\_ Date \_\_\_\_\_

## Rating Scale

**5=Excellent, 4=Good, 3=Satisfactory, 2= Marginal, 1= Unsatisfactory**

\_\_\_\_\_ Cover Page (Initial Slide) and Table of Contents

\_\_\_\_\_ Philosophy of Education: Contains a personal statement of educational philosophy; reflects changing beliefs about the teacher/learning process; includes a statement of professional goals. Philosophy should be no more than 1 page.

\_\_\_\_\_ Resume/Vitae: Includes all relevant professional experiences, but can also include experiences that would be useful to a school or classroom setting, i.e. yearbook staff member in high school

\_\_\_\_\_ Content Pedagogy and Planning (INTASC Standards) Documentation entries should demonstrate growth and careful planning. Lesson plans should include all of the components from the lesson plan rubric, i.e. goals, objectives, procedures/activities, assessment. Work samples would include work done by students and instructional materials developed by the intern; evidence of accommodations made for various learning styles and needs; plans reflect the intern's philosophy of education. (Examples in the *Randolph College Teacher Education Program Policies and Procedures Manual*)

\_\_\_\_\_ Student Development and Learning (INTASC Standards): Provides example/s of instructional design appropriate to students' stages of development, learning styles, strengths, and needs. Provides evidence of multiple teaching models and learning strategies, including differentiation and technology, used to meet the needs of the diverse learners in the classroom.

\_\_\_\_\_ Motivation and Classroom Management (INTASC Standards): Presents examples of an environment supportive of working with learners of many styles and needs; careful thought evident; procedures carefully thought through. Includes successful strategies used in the classroom and evidence of classroom management style. Strategies should support intern's philosophy of education.

\_\_\_\_\_ Communication and Technology: Provides examples/evidence of the use of technology in the classroom and evidence of student learning outcomes, include technology rubric from *Randolph College Teacher Education Program Policies and Procedures Manual* to document technology knowledge.

\_\_\_\_\_ Assessment Strategies: Provides examples of assessment strategies and techniques used in the classroom, how data is collected, analyzed and used to improve instruction.

\_\_\_\_\_ Reflection – Professional Development: Demonstrates careful thought and reflection as an intern teacher who evaluates choices and actions; provides evidence of ability to work toward the goal of continuous reflective teaching; provides evidence of intern's awareness of strengths and growth during the intern teaching process. Provides evidence from Collaborative Logs and Critical Moment Dialogues to demonstrate the development of professional reflection strategies.

\_\_\_\_\_ Writing Mechanics – Narratives should demonstrate consistently, correct use of grammar, punctuation, word choice, spelling, and sentence formation.

\_\_\_\_\_ Professional and School Involvement

\_\_\_\_\_ Community Involvement

\_\_\_\_\_ Action Research – methods/results/summary

\_\_\_\_\_ Letters of recommendation (3)

\_\_\_\_\_ Awards & Certificates

\_\_\_\_\_ Bulletin Board/s – The display should demonstrate effective use of quality of design principles for the choice of background, size and styles of lettering, color selection and placement of text and graphics as well as appropriateness and motivational qualities.

\_\_\_\_\_/80 Total

Continued on next page.

**The following indicators are based on the appearance, clarity, usability of the portfolio.**

    /12 Electronic Portfolio – Should be suitable for viewers with various hardware and software configurations. If there are multi-linked pages the links should be clearly labeled and working. The content of the portfolio should be logically organized and the information meaningful and complete.

    /4 Multimedia and Captions – all photographs and graphics, and sound or video enhance reflective statements, create interest and are appropriate examples of one or more standards.

    /4 Layout and Text Elements – The portfolio is easy to read with appropriate visual organization of information, font size, bullets, italics, bold, and indentations for headings and sub-headings. The layout uses horizontal and vertical white space appropriately. The background and colors enhance the readability of the text.

    /20 Total

    /100 Combined total



Randolph College

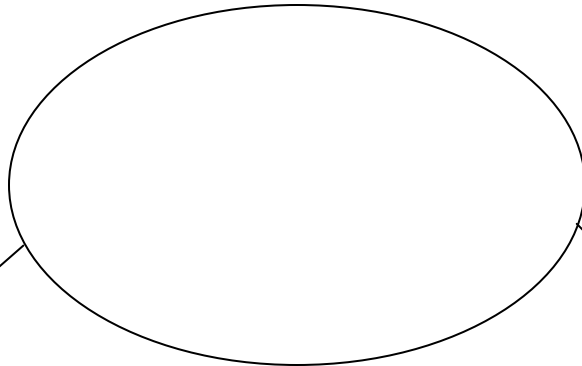
***The Reflective Process: Collaboration*** between Clinical Faculty and Intern Teacher

Teacher Candidate:

Clinical Faculty:

Lesson name:

Date:



Evidence of Student Success

Changes/Concerns



Signatures of collaborators:

### Classroom Observation Form

**Intern** \_\_\_\_\_ **Clinical Instructor** \_\_\_\_\_

**School** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Subject** \_\_\_\_\_ **Date/Time** \_\_\_\_\_

<b>Distinguished (5)</b>	<b>Proficient (4)</b>	<b>Satisfactory (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
Demonstrates exemplary ability, performs tasks consistently without assistance, exceeds expectations	Consistent and effective performance, capable of working independently with success, meets expectations	Satisfactory performance, demonstrates growth, performs well with support, completes assignments adequately	Intermittent success, requires frequent intervention, additional reflection, observation and experience needed	Unsuccessful performance, significant difficulties, minimal or no effort to make improvement

**PLANNING AND ASSESSMENT – The Intern Teacher:**

1. Plans on daily and long-term basis	5	4	3	2	1
2. Evaluates pupil growth and learning	5	4	3	2	1
3. Meets needs of individual students by differentiating instruction	5	4	3	2	1
4. Teaches state required standards (SOLs)	5	4	3	2	1
5. Reflects, monitors, and adjusts	5	4	3	2	1

Comments:

**INSTRUCTION – The Intern Teacher:**

6. Demonstrates basic knowledge of subject	5	4	3	2	1
7. Works effectively in inclusive classroom situations	5	4	3	2	1
8. Involves pupils in varied learning experiences	5	4	3	2	1
9. Presents lessons skillfully	5	4	3	2	1
10. Uses a broad variety of teaching resources	5	4	3	2	1
11. Is creative, flexible, and imaginative	5	4	3	2	1
12. Uses technology effectively	5	4	3	2	1

Comments:

**LEARNING ENVIRONMENT – The Intern Teacher:**

13. Manages the classroom efficiently	5	4	3	2	1
14. Shows empathy for and sensitivity to all learners	5	4	3	2	1
15. Creates a caring environment	5	4	3	2	1

Comments:

**COMMUNICATION – The Intern Teacher:**

16. Uses effective oral communication skills	5	4	3	2	1
17. Communicates effectively in writing	5	4	3	2	1

Comments:

Intern Teacher (Print) : \_\_\_\_\_ Signature: \_\_\_\_\_

**Observer:**

Clinical Instructor: (Print) \_\_\_\_\_ Signature: \_\_\_\_\_

College Supervisor (Print) \_\_\_\_\_ Signature: \_\_\_\_\_

Other/Title (Print) \_\_\_\_\_ Signature \_\_\_\_\_

Date of post-conference: \_\_\_\_\_



**Final Intern Teaching Evaluation**

<b>Distinguished (5)</b>	<b>Proficient (4)</b>	<b>Satisfactory (3)</b>	<b>Developing (2)</b>	<b>Unsatisfactory (1)</b>
Demonstrates exemplary ability, performs tasks consistently without assistance, exceeds expectations	Consistent and effective performance, capable of working independently with success, meets expectations	Satisfactory performance, demonstrates growth, performs well with support, completes assignments adequately	Intermittent success, requires frequent intervention, additional reflection, observation and experience needed	Unsuccessful performance, significant difficulties, minimal or no effort to make improvement

**PLANNING AND ASSESSMENT – The Intern Teacher:**

1. Plans on daily and long-term basis	5	4	3	2	1
2. Evaluates pupil growth and learning	5	4	3	2	1
3. Meets needs of individual students by differentiating instruction	5	4	3	2	1
4. Teaches state required standards (SOLs)	5	4	3	2	1
5. Reflects, monitors, and adjusts	5	4	3	2	1

**INSTRUCTION – The Intern Teacher:**

6. Demonstrates basic knowledge of subject	5	4	3	2	1
7. Works effectively in inclusive classroom situations	5	4	3	2	1
8. Involves pupils in varied learning experiences	5	4	3	2	1
9. Presents lessons skillfully	5	4	3	2	1
10. Uses a broad variety of teaching resources	5	4	3	2	1
11. Is creative, flexible, and imaginative	5	4	3	2	1
12. Uses technology effectively	5	4	3	2	1

**LEARNING ENVIRONMENT – The Intern Teacher:**

13. Manages the classroom efficiently	5	4	3	2	1
14. Shows empathy for and sensitivity to all learners	5	4	3	2	1
15. Creates a caring environment	5	4	3	2	1

**COMMUNICATION – The Intern Teacher:**

16. Uses effective oral communication skills	5	4	3	2	1
17. Communicates effectively in writing	5	4	3	2	1

**PROFESSIONALISM**

18. Practices professional ethics	5	4	3	2	1
19. Understands how to work with parents and the community	5	4	3	2	1
20. Demonstrates leadership, initiative, and professional growth	5	4	3	2	1

Please comment in each area.

Planning and Assessment	Instruction
Learning Environment	Communication and Professionalism

Intern Teacher (Print) : \_\_\_\_\_ Signature: \_\_\_\_\_

Clinical Instructor: (Print) \_\_\_\_\_ Signature: \_\_\_\_\_

College Supervisor (Print) \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Suggested Grade: \_\_\_\_\_

## Professional Knowledge/Skills Rubric

Courses: \_\_\_\_\_

INTASC Standard	Artifact	Artifact	Artifact	Artifact	Artifact	Rubric:	Course/Grade
1. Knowledge of Subject Matter 1    2    3    4						4. High Quality Artifact, Insightful Analysis/Use  3. Appropriate Artifact and Analysis/Use  2. Appropriate Artifact but Weak Analysis/Use  1. Weak Artifact	
2. Human Dev. & Learning 1    2    3    4							
3. Adapting Inst. For Individual. Needs 1    2    3    4							
4. Multiple Instruction. Strategies 1    2    3    4							
5. Class Motivation/Management 1    2    3    4							
6. Communication Skills 1    2    3    4							
7. Instructional Planning Skills 1    2    3    4							
8. Assessment of Student Learning 1    2    3    4							
9. Professional Growth/Reflection 1    2    3    4							
10. Partnerships/Involvement 1    2    3    4							

# Virginia Technology Competences Rubric

Courses: \_\_\_\_\_

Technology Standards	In-class Assessment Instructor/Date	Artifact	Artifact	Artifact	Artifact	Rubric
1. Operate a computer system; input/output devices; peripherals 1            2						3 Exceeds Standard 2. Meets Standard 1. Does Not Meet Standard
2. Apply Knowledge of terms 1            2						
3. Apply productivity tools to design, customize instructional materials 1            2            3						1 Student does not demonstrate knowledge of or ability in the standard
4. Access/exchange information; use search strategies 1            2            3						2. Demonstrates basic knowledge and is able to apply these skills in a teaching/learning setting
5. Identify, locate, evaluate and use appropriate instructional technology 1            2            3						3. Student demonstrates collegial leadership in this area
6. Use word processing, spreadsheets, database, presentations 1            2            3						
7. Plan/implement lessons that integrate technology 1            2            3						
8. Demonstrate knowledge of ethical and legal issues relating to technology 1            2            3						