

Randolph College



Educator Preparation Program

Policies and Procedures Handbook

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FOREWORD

The information provided in this handbook addresses the roles, responsibilities, and expectations of the team members involved in this vital component of teacher preparation. The current Randolph College Academic catalog should be used to reference current undergraduate and graduate course requirements along with college procedures and policies. The catalog is located online: <http://www.randolphcollege.edu/registrar/catalog/>

Mission

The Randolph College Educator Preparation Program 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's Educator Preparation 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. 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 caring learning environments. Candidates engage in professional work that includes understanding and implementing action research designed to inform instructional practices.

Goals and Objectives

The primary goal of Randolph College's Educator Preparation Program is to foster the development of highly qualified teachers and leaders for educational improvement. We emphasize professional growth by building upon the experiences of teacher candidates, encouraging candidates to reflect continuously upon these experiences, and by providing clinical experience that increase candidates' awareness of student diversity and skills and dispositions to positively influence all PK-12 students' learning and development. When teacher candidates are aware of issues regarding social justice they are prepared to counter injustices that occur in classrooms, schools, and communities.

Randolph College's Educator Preparation Program is nationally-accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved through the Virginia Department of Education

Randolph College Educator Preparation Program's Core Values

- **Excellence:** We strive to attract, develop, and retain outstanding teacher candidates, and focus on those programs and services that we can offer at an exemplary level and continually seek to improve program performance to meet the changing needs of candidates and students. (CAEP Standard 1 & 5.3)
- **Community Interactions:** We link the preparation of candidates with the communities we serve through partnerships built on collaboration and shared responsibility for the development of pre-service and in-service teachers. (CAEP Standard 2)
- **Continued Learning:** We are committed to serving the educational needs of P-12 students with a focus on strong content, technology, and pedagogical knowledge of our candidates. (CAEP Standard 4)

Randolph College Educator Preparation Program completers meet the following standards:

1. **Subject Matter Knowledge:** Randolph College Education Preparation Program (EPP) candidates and completers master the subject matter concepts of their endorsement areas to the degree required to teach the subject(s) effectively and to meet Virginia state licensure and InTASC standards. Data collected to assess candidate subject matter knowledge are quality data from multiple sources and are used to evaluate program impact. CAEP standard 1.1, 1.3
2. **Pedagogical Knowledge and Teaching Skill:** Randolph College Education Preparation Program candidates and completers demonstrate the knowledge and use of a variety of effective models, research and evidence based according to InTASC standards, and that afford all P-12 students access to rigorous college-and-career-ready standards. Data collected to assess pedagogical knowledge and teaching skill are quality data from multiple sources and are used to evaluate program impact. CAEP standard 1.1, 1.2, 1.3, 1.4 and 1.5
3. **Sensitivity to Diversity:** Randolph College Education Preparation Program candidates and completers demonstrate the skills and dispositions to meet the diversity of students' backgrounds, abilities, and cultural perspectives. Data collected to assess candidate skills and dispositions to meet the diversity of students' backgrounds, abilities, and cultural perspectives are quality data from multiple sources and are used to evaluate program impact.
4. **Technological Skill:** Randolph College Education Preparation Program candidates and completers have the skill to use technology as it relates to teaching in contemporary classrooms. Data collected to assess candidates' educational technology skills are quality data from multiple sources and are used to evaluate program impact.

Randolph College Candidates follow the InTASC Model Core Teaching Standards and Learning Progressions for Teachers

Summary of Updated InTASC Core Teaching Standards

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

(Pages 8-9)

The standards are grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Officers (2013, April) Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

Programs for Undergraduate/Graduate Licensure

Endorsement Areas	Grade Levels
Elementary Education	PreK-6
Comprehensive Endorsement Areas	
Dance	PreK - 12
French	PreK - 12
Latin	PreK - 12
Music Instrumental	PreK - 12
Music Vocal/Choral	PreK - 12
Health and Physical Education	PreK - 12
Spanish	PreK - 12
Theatre Arts	PreK - 12
Visual Arts	PreK - 12
Special Education – General Curriculum	K-12 Graduate level only
Secondary Endorsement Areas	
Biology	6-12
Chemistry	6-12
Earth Science	6-12
English	6-12
History and Social Science	6-12
Mathematics	6-12
Physics	6-12
Add-on Endorsement Areas	
Mathematics - Algebra I	6-12

Education Department link: <http://www.randolphcollege.edu/education/>

The Virginia Department of Education’s licensure regulations with their emphasis on content knowledge require new teachers to exceed the federal highly qualified standard. Additional information on these requirements may be found at the following link:

http://www.doe.virginia.gov/teaching/highly_qualified/index.shtml

Liberal Studies Major (formerly known as Curricular Studies, revised November 2017)

The Liberal Studies major is open to all students and is strongly recommended for all students seeking elementary PreK-6 licensure. A student seeking elementary licensure may opt for a different major but must complete the content requirements listed in the liberal studies major.

LIBERAL STUDIES MAJOR

Courses	Course Title.....	Credit Hours (2017-2018 catalog)
ENGL 240.....	ESL Teaching Methods.....	3
GEO 203	Survey of World Geography	3
HIST 137.....	North American from the Ice Age to Now	3
HIST 242	The History of Virginia	3
LBST 205	Teaching with Today's Technology Lab	1.5
LBST 307	Civics and Economics Studies	3
LBST 309.....	Interdisciplinary Inquiry Science.....	3
MATH 208	Concepts of Elem & Middle School Mathematics	3
One of the following:		3
ECON 227.....	Elementary Applied Statistics	
MATH 227	Elementary Applied Statistics	
PSYC 227R	Research Methods in Psych I	
SOC 395	Social Research and Quantitative Analysis	
One of the following:		3
ARTH 101.....	Art, Culture, and Society before 1400	
CLAS 132	Classical Mythology	
CLAS 144	Athens, Rome, and Alexandria	
CLAS/HIST 180	Ancient History	
CLAS 243	Archaeology of Daily Life	
CLAS/THTR 275	Greek Drama	
One of the following:		4-5
ASTR 101-101L	Introductory Astronomy: The Solar System and Lab	
ASTR 103-103L.....	Introductory Astronomy: Cosmology and Lab	
BIOL 103-100L	Introductory Biology and Lab	
BIOL 108-100L	Human Biology and Lab	
CHEM 105-105L	General Chemistry and Lab	
EVST/PHYS 176-176L	Physical Geology and Lab	
PHYS 105-105L	Introductory Physics and Lab	
PHYS 115-115L	General Physics and Lab	
<i>Senior Program</i>		
LBST 494.....	Senior Seminar.....	3
Total for B.A. Degree in Curricular Studies		35.5-36.5

1. *Courses selected in consultation with Education Department Chair. May not duplicate lab class.*
2. *Research statistics required for Honors work and for 5-year M.A.T. graduate program*
3. *Students majoring in Liberal Studies must also declare a minor in a different department.*

PROFESSIONAL COURSES FOR ELEMENTARY EDUCATION (PreK-6)

Course	Title	Credits
EDUC 101	Foundations of Education and Teaching Profession	3
EDUC 108	Education Psych and Classroom Management	3
EDUC 213	Dimensions of a Global Society and Multicultural Education	3
EDUC 207	Language and Reading Development	3
EDUC 207P	Practicum in Language and Reading Development	1
EDUC 306	Reading and Writing Instruction and Diagnosis	3
EDUC 306P	Practicum in Reading and Writing Instruction and Diagnosis	1
EDUC 315	Curriculum & Instruction PreK-12	3
EDUC 315P	Practicum in Curriculum and Instruction	1
EDUC 312	Math/Science Methods in Elementary and Middle School	3
EDUC 314P	Interdisciplinary Practicum	1
EDUC 361*	Survey of Special Education	3
EDUC 472P	Action Research Field Placement	2
EDUC 493	Intern Teaching in Elementary Schools	12

*EDUC 361 is not required for students opting for the M.A.T. program

PROFESSIONAL UNDERGRADUATE

COURSES FOR SECONDARY LICENSURE

(Grades 6-12, PreK-12*)

Endorsements for secondary education licensure can be completed in: biology, chemistry, dance (PreK-12*), earth science, English, French (PreK-12*), health and physical education (PreK-12*), history and social science, Latin (PreK-12*), mathematics, music instrumental and vocal/choral (PreK-12*) physics, Spanish (PreK-12*), and theatre arts (PreK-12) and visual arts (PreK-12*). Additional endorsement may be added in algebra I.

EDUC 101.....	Foundations of Education and Teaching Profession.....	3
EDUC 203, 203L	Leadership and Mentoring the Adolescent.....	2/1
EDUC 213.....	Dimensions of a Global Society and Multicultural Education.....	3
EDUC 230.....	Reading in the Content Area *	3
EDUC 315.....	Curriculum and Instruction PreK-12.....	3
EDUC 315P.....	Practicum in Curriculum and Instruction.....	1
EDUC 318.....	Secondary Teaching in the Subject Area	1
EDUC 318P.....	Practicum in Secondary teaching in Subject Area.....	2
EDUC 361.....	Survey of Special Education	3
EDUC 495.....	Intern Teaching in Secondary Schools.....	12

* Students seeking a PreK-12 license may substitute either EDUC 207/207P or EDUC 306/306P for EDUC 230. History licensure candidates must take GEO 203 and LBST 307. Secondary licensure requirements may differ from the major coursework. Meeting with department chair is required.

Detailed information and course descriptions can be found in the college catalog by following this link:

<http://www.randolphcollege.edu/registrar/catalog/>

STUDENT RESPONSIBILITIES

Professional coursework:

The expectations of the Educator Preparation Program exemplify professional attitudes and behaviors. Upon acceptance to the Educator Preparation Program, students are considered teacher candidates. Professional behavior includes prompt, daily attendance in class and to all field assignments, thorough preparation for each class and field experience, and 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 the specific absences and departure times. Early release times are limited to three (3) for games only. The schedule must be given to the course instructor at the beginning of the semester. Student athletes complete a form available from the coach that confirms dates, times and make up procedures. During the intern teaching semester students may not leave their teaching responsibilities at the school for practices. If time is missed for a game/competition the day must be made up at a later date. This policy is to uphold the teaching responsibility of the full time intern teachers and their obligation to the students they teach.

Field Experiences:

For many courses in the Educator Preparation Program, a practicum/lab (P or L) 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. Professional conduct includes dress, manner of speech, attitudes and behaviors. Students should dress in a mature, professional style. Jeans and casual clothes are not allowed. The use of cell phones, and other personal electronic devices is prohibited. 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 (doctor's note required), 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 required to phone the College Instructor for that practicum.

Please note:

- Students are responsible for transportation to local schools for all field experiences (practicum courses and intern teaching).
- A fingerprint background check and a Department of Social Services check are required for all field placements. If you have lived in another state during the past five years you are required to complete a form for a social services check in that state in addition to the Virginia DSS check. Students are responsible for paying fees associated with these background checks. Requirements may vary among school divisions.
- The SVEA offers liability insurance coverage to its members free with membership dues.
- TB test documentation is required for intern teaching (see Appendix H).

PROFESSIONAL BEHAVIORS

As a teacher candidate you represent yourself, Randolph College, and the teaching profession, so please remember:

- Remain positive in your interactions with faculty, staff, students, and parents.
- Show respect to students - public or private humiliation of students is never acceptable.
- Remain professional in your attire (no jeans – unless school-wide casual day, no sandals, no bare shoulders or mid-drifts, 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.
- You must submit lesson plans and other required paperwork on time – if you are not prepared, the hours will not count toward the program requirements. If the clinical faculty/classroom teacher does not believe you are prepared to teach because lessons are inadequate, or were not submitted for approval, you may not teach and the hours will not count toward your licensure requirements. You must reschedule missed time (snow days do not count).
- Always be on time to your building and classroom, know, respect, and adhere to school time schedules and routines – if you are consistently (more than twice) late to a placement your grade will be affected, if you miss or are late more than three times you will be asked to withdraw from the class.
- No eating, drinking, or gum chewing should occur in the classroom unless permitted, and students have the same opportunity.
- All excused and unexcused missed time is to be made up (arrange with classroom teacher); unexcused absences will result in reduction of the final grade.
- Your behavior, in and out of the classroom, reflects your level of professionalism.
- You are a guest in the school and in the classroom. Respect the students, the clinical faculty, and other teachers and administrators at all times.
- Remain cautious in your use of social media. Do not allow students/parents access to your social media accounts. Be careful to monitor what you post – all posts should reflect professional attributes.
- During the school day, cell phone use is strictly prohibited. If you have a cell phone out you will be asked to leave the classroom, and the time will not count toward your required hours – all missed time will need be made up prior to moving on to the next placement. If you violate the policy a second time, removal from the placement will occur.
- All materials used during a lesson require approval by the classroom teacher (clinical instructor) and listed in your lesson plan. Materials must be approved, and included in lesson plans, or you may not bring the materials into the school.
- Do not argue with the clinical instructor or the college supervisor. If there is a disagreement, schedule a meeting to discuss the expectations. The meeting may include the college faculty advisor.

Undergraduate APPLICATION TO THE EDUCATOR PREPARATION PROGRAM

Acceptance to Randolph College does not guarantee acceptance to the Educator Preparation Program. Candidates for teacher licensure must demonstrate exceptional academic and personal qualities that are identified by the Randolph College Education Department faculty and are based upon the Commonwealth of Virginia standards and national educational teaching standards (CAEP).

Application Deadlines:

Applications to the Educator Preparation Program must be submitted to the Registrar's Office on or before the **third Monday in October or the third Monday in February**. Late or incomplete applications will not be considered until the next due date. (application forms can be found in APPENDIX C).

The following courses are open *only* to undergraduate students who have been accepted into the Educator Preparation Program.

Secondary and PreK-12 Licensure path:

EDUC 315 Curriculum & Instruction preK-12
EDUC 315P Practicum in curriculum and instruction
EDUC 318 Teaching in the Subject Area
EDUC 318P Practicum in Teaching in the Subject Area
EDUC 495R Intern Teaching in Secondary Schools

Elementary PreK-6 Licensure path:

300 Level courses with the exception of EDUC 361 Survey of Special Education
EDUC 493R Intern Teaching in Elementary Schools

Undergraduate Application Checklist for the Educator Preparation Program

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 the third Monday in February. Late or incomplete applications will not be considered until the next due date.**

- Advising meeting with Education Department faculty
- Application form (Appendix C)
- Praxis Core Academic Skills for Educators scores all three sections and VCLA (<https://www.va.nesinc.com>) or equivalent SAT/ACT scores
You must take and meet passing scores on entrance tests prior to submitting your application. Official documentation must accompany application.
- Overall **GPA 3.0 is required. (See Appendix L for worksheet)**
- Professional Coursework **GPA** (all EDUC courses- see Appendix L for worksheet)
- Unofficial Randolph College Transcript and other institution transcripts where you have taken a class or classes or obtained a degree
- Recommendations (3)
- Personal Essay(Rationale for entering the teaching profession)

- I. **A cumulative grade point average (GPA) of 3.0** at the time of admission to the Teacher Education Program (typically during the second semester of the sophomore year).
- II. **A grade point average (GPA) of 3.0** in at least 6 semester hours of professional education course work.
- III. **3 Recommendations** from one education professor, one professor outside the education department, and a personal recommendation from outside the College
- IV. **Personal essay** providing a rationale for entering the teacher education profession.

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 Educator Preparation Program will include a review of prior course work and submission of passing scores on Praxis Core **or** qualifying SAT/ACT score **and** VCLA.

Graduate Program in Education

The complete Graduate Program description along with degree requirements is located in the Randolph College Catalog: <http://www.randolphcollege.edu/registrar/catalog/>

Master of Arts in Teaching: The master level degree is available in the following areas: Curriculum and Instruction (elementary PreK-6 or Secondary 6-12) and Special Education- General Curriculum (K-12).

Information about how to apply to the Graduate Program: <http://www.randolphcollege.edu/teach/admissions-requirements/>

Important Dates:

Application deadline for M.A.T. Summer session: May 1

Application deadline for M.A.T. Fall session: July 1

The online application: <http://www.randolphcollege.edu/teach/apply/>

Students who hold a bachelor's degree from another institution may participate in the M.A.T. program. Contact the Admissions Office for details. 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 have been accepted into the Randolph College Educator Preparation Program*. They must complete a graduate studies application in their senior year and submit letters of recommendation attesting to their graduate-level ability.

How does the Graduate Program schedule operate?

The Graduate program schedule is different from the undergraduate program. The academic terms are as follows: Summer term starts in May through July, fall semester (quarter 1 and quarter 2), January J term and spring semester (quarter 1 and quarter 2). The Graduate Program does not follow the undergraduate fall and spring breaks due to the intern teaching schedules in the public schools.

Commencement exercises for the MAT program:

Students who have completed all academic requirements for the degree except for the summer courses may participate in the Commencement ceremony.

Graduate Courses

Master of Arts in Teaching

CoursesCourse Title.....Credit Hours (2017-2018 catalog)

EDUC 505.....	Teaching with Today's Technology Lab	1.5
EDUC 511.....	Educational Assessment & Measure.....	3
EDUC 523.....	Research & Inquiry into Teaching Practices	2
EDUC 527.....	Current Trends and Legal Issues.....	3
EDUC 601.....	Foundations of Education & Classroom Management	1
EDUC 611.....	Human Growth and Development	1
		10.5-12.5

One of the following tracks:

Curriculum and Instruction (Elementary)

EDUC 517.....	Reading Assessment & Instruction.....	2
EDUC 517P	Reading Assessment & Instruction Practicum.....	1
EDUC 600P	Interdisciplinary Practicum.....	1.5
EDUC 605.....	Instructional Methods Across the Curriculum.....	3
EDUC 607.....	Early Language Acquisition and Reading	2
EDUC 614.....	Science Methods for Elem and Middle School.....	1
EDUC 616.....	Mathematics Methods for Elem and Middle School	1

Curriculum and Instruction (Secondary)

EDUC 600P	Interdisciplinary Practicum.....	1.5
EDUC 605.....	Instructional Methods Across the Curriculum.....	3
EDUC 606.....	Reading and Writing in the Content Area.....	3
EDUC 618.....	Instruction in the Subject Area	3

Special Education

EDUC 517.....	Reading Assessment and Instruction across the Curriculum	2
EDUC 517P	Reading Assessment and Instruction Practicum	1
EDUC 602P	Special Education Practicum	1
EDUC 603.....	Methods for Teaching Students with Mild Disabilities	1.5
EDUC 606.....	Reading and Writing in the Content Area.....	3
EDUC 607.....	Early Language Acquisition and Reading	2
EDUC 616.....	Mathematics Methods in Elem and Middle School.....	1
EDUC 620.....	IEP Development and Transitioning.....	1

EDUC 661.....	Survey of Special Education.....	3
EDUC 684.....	Seminar in Education Research and Teaching.....	3
EDUC 693.....	Intern Teaching for M.A.T. I.....	4
EDUC 694.....	Intern Teaching for M.A.T. II.....	4

Total for M.A.T. Degree 36-38

REQUIRED TESTS for Entrance into the Program

Detailed information on Virginia test requirements and required scores are available on the following:
http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf

Teacher Preparation Entry Assessment

Praxis Core Academic Skills for Educators Tests Effective Jan.1, 2014

	Test Code	Passing Scores
Mathematics	5732	150
Reading	5712	156
Writing	5722	162

Note: Scores will be reported separately.

If you wish to take all three computer-delivered Praxis Core Academic Skills for Educators (Core) exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732)

Registration information for Virginia required PRAXIS tests: <https://www.ets.org/praxis/va/requirements>

SUBSTITUTE TESTS FOR PRAXIS

On June 27, 2013, the Board of Education approved currently approved SAT and ACT substitute tests and Passing scores as substitute tests for the basic skills entry assessment to be accepted until comparison studies using the Praxis Core Academic Skills for Educators Tests: Reading (5712); Writing (5722); and Mathematics (5732) can be completed.

SAT AS A SUBSTITUTE TEST

- SAT Taken Prior to April 1, 1995 -- a score of 1000 with at least 450 on the verbal and 510 on the mathematics tests;
- SAT Taken After April 1, 1995 – and prior to March, 2016 a score of 1100 with at least 530 on the verbal and 530 on the mathematics tests as a substitute for Praxis I.
- SAT Taken After March 1, 2016 - a total score of 1170 with at least 580 on Evidence based Reading and Writing Section and 560 on the Math Section. *A new SAT test was released on March 2016.

ACT AS A SUBSTITUTE TEST

ACT Taken Prior to April 1, 1995 -- a composite score of 21, with the ACT mathematics score no less than 21, and an ACT English Plus Reading score no less than 37. [Please note that you must have taken and met passing scores for the ACT Mathematics and English Plus Reading tests. At one time, the English Plus Reading test was not offered.] ACT Taken After April 1, 1995 – a composite score of 24, with the ACT mathematics score no less than 22, and an ACT English Plus Reading score no less than 46.

The Virginia Communication and Literacy Assessment (VCLA) became effective January 1, 2006. Current passing scaled scores required for licensure effective January 1, 2014 are 235 for the reading subtest, a score of 235 for the writing subtest, **or** a composite score of 470 for the assessment. For complete details visit:
<http://www.va.nesinc.com/>

Required test for licensure for Elementary and Special Education:

Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education test# 5306 RVE
Passing Score is currently 157 http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf

VIRGINIA'S TECHNOLOGY STANDARDS FOR TEACHERS

- 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 workstation.
- 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.

References: <http://www.doe.virginia.gov/teaching/licensure/index.shtml>
<http://lis.virginia.gov/cgi-bin/legp604.exe?000+reg+8VAC20-25-30>

Virginia Technology Competences Rubric

Name: _____

Date: _____

Courses: _____

EPP RevJan18

Technology Standards	In-class Assessment Instructor /Date	Artifact	Artifact	Artifact
1. Operate a computer system; input/output devices; peripherals				
2. Apply Knowledge of terms				
3. Apply productivity tools to design, customize instructional materials				
4. Access/exchange information; use search strategies				
5. Identify, locate, evaluate and use appropriate instructional technology				
6. Use word processing, spreadsheets, database, presentations				
7. Plan/implement lessons that integrate technology				
8. Demonstrate knowledge of ethical and legal issues relating to technology				
9. Develop a electronic teaching portfolio				
10. Develop a webquest lesson				
11. Demonstrate interactive computer based learning activities				

PROFESSIONAL PORTFOLIOS

Students admitted to the Educator Preparation 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.. The current platform is Pathbrite.com. All teacher candidates will receive instruction about how to set up an account and share the professional e-portfolio with the Education Department faculty.

The revised InTASC Standards effective June 2014 are tagged in the e-portfolios by the teacher candidates to give evidence of the standards demonstrated.

Portfolio Evaluation Rubric

Student:

Date:

Rating Scale: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory

This form is used at the end of the intern teaching semester to evaluate the performance of the candidate's portfolio that demonstrates a wide range of skills and dispositions related to the skillful teacher. The ratings should be determined collaboratively by the three college faculty who teach the reflective seminar class that is attached to the Intern Teaching experience. This evaluation is based on a comparison of the evidence that the candidate provides aligned to the rubric which is correlated with the CAEP standards, the EPP Claims, and the InTASC standards. Once the candidate's rubric is complete it will be shared with the candidate. Candidates have an opportunity to demonstrate their proficiency on all of the indicators through the semester in which they intern teach.

Rating Scale 5 – Excellent: Performance 4 – Good 3 – Satisfactory 2 – Marginal 1 – Unsatisfactory Total:
The candidate must have an average score of at least 80 to pass this section of the Intern Teaching requirements.

Components	Score
1. Cover Page & Table of Contents CAEP	
2. Philosophy of Education <ul style="list-style-type: none"> Contains a personal statement of educational philosophy; reflects changing beliefs about the teaching/learning process; includes a statement of professional goals (no more than 1 page) CAEP 1.2 	
3. Content, Pedagogy and Planning (InTASC Standards) <ul style="list-style-type: none"> Entries should demonstrate growth and careful planning. Lesson plans should include all components from the standard RC lesson plan format. Work samples should include work done by students and instructional materials developed by the intern and evidence of accommodations made for various learning abilities and styles. CAEP 1.1, 1.2 	
4. Student Development and Learning (InTASC Standards) <p>a. Provide examples of instructional design appropriate to students' stages of development, learning styles, strengths, and needs. CAEP 1.3</p>	
<p>b. Provide evidence of multiple teaching models and learning strategies, including differentiation and technology used to meet the needs of the diverse learners in the classroom. CAEP 1.3</p>	
5. Motivation and Classroom Management (InTASC Standards) <ul style="list-style-type: none"> Present examples of an environment supportive of working with learners of many styles and needs; careful thought should be evident. Include successful strategies used in the classroom and evidence of classroom management style. Strategies should support the intern's philosophy of education. CAEP 	
6. Communication and Technology <ul style="list-style-type: none"> Provide examples/evidence of the use of technology in the classroom and evidence of student learning outcomes. CAEP 1.5 	
7. Assessment Strategies <ul style="list-style-type: none"> Provide examples of assessment strategies and techniques used in the classroom, how data is collected, analyzed, and used to improve instruction. CAEP 1.2, 1.3 	
8. Reflection – Professional Development <ul style="list-style-type: none"> Demonstrate careful thought and reflection as an intern who evaluates choices and actions; provide evidence of ability to work toward the goal of continuous reflective teaching; provide evidence of the intern's awareness of strengths and growth during the intern teaching process. CAEP 1.1 	
9. Classroom Displays of Student Work CAEP 1.1, 1.4	
10. Professional and School Involvement CAEP 1.1, 1.3	
11. Community Involvement CAEP 1.1	

Components	Score
<p>Rating Scale: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory</p> <p>12. Action Research</p> <ul style="list-style-type: none"> Method; results; discussion <p>CAEP 1.2</p>	
<p>13. Resume</p> <p>CAEP 1.1</p>	
<p>14. Letters of Recommendation (3)</p> <p>CAEP 1.1, 1.3,</p>	
<p>15. Awards & Certificates</p> <p>CAEP 1.2</p>	
Appearance, Clarity, Usability	Score
<p>16. Electronic Portfolio</p> <ul style="list-style-type: none"> 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. CAEP 1.5 	
<p>17. Multimedia and Captions</p> <ul style="list-style-type: none"> All photographs, graphics, sounds, and videos should enhance reflective statements, create interest and be appropriate examples of one or more standards. CAEP 1.5 	
<p>18. Layout and Text Elements</p> <ul style="list-style-type: none"> The portfolio should be easy to read with appropriate visual organization of information, font size, bullets, italics, and indentations for headings and subheadings. The layout should use horizontal and vertical white space appropriately. The background and colors should enhance the readability of the text. CAEP 1.5 	
<p>19. Writing Mechanics</p> <ul style="list-style-type: none"> Narratives should demonstrate correct use of grammar, punctuation, word choice, spelling, and sentence formation consistently. CAEP 1.3 	

Comments:

Total Points _____/100

PROFESSIONAL MEETINGS AND CONFERENCES

Each of the learned societies associated with the teaching profession has a professional organization. These include the 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 American Educational Research Association (AERA). 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 attend one or more national, regional, or state professional meetings or conferences.

STUDENT VIRGINIA EDUCATION ASSOCIATION (SVEA)

Randolph College sponsors a chapter of the Student Virginia Education Association (SVEA). The 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.** Professor Woods is the faculty advisor for the SVEA.

ELIGIBILITY FOR STUDENT TEACHING

The prerequisites for eligibility for student teaching placement include:

1. official acceptance into the Randolph College Educator Preparation Program
2. a grade point average of 3.0 in major and professional education courses combined.
3. submission of passing scores on Praxis II, RVE* and VCLA - **Documentation must accompany application**
4. scores submitted on Praxis II subject tests for the licensure areas you plan to teach - **Documentation must accompany application**
5. demonstration of professional behaviors and attitudes (dispositions) see Appendix M
6. Finger print background check is required by all school divisions to be completed prior to intern teaching (additional cost)
7. TB test/screen documentation
8. Child Protective Services (CPS) check for each state you have lived in for the last 6 years. (additional cost)
9. VDOE Licensure page one – complete all information requested, sign and date.

***Elementary and special education students** must take the Reading for Virginia Educators (**RVE**).

See the next page for application checklist.

Randolph College

Student Teaching Application Checklist

Name: _____ Date: _____

Please assemble all items on the following checklist and submit the entire completed package (including the checklist) to the Placement Coordinator in the Education Department Office **on or before the mid-term one semester prior to the student teaching placement**

- Application for Student Teaching (forms for both elementary and secondary are in Appendices E,F and G depending on your licensure area) **Late applications will not be guaranteed a placement.**
- Official institutional copies of qualifying *VCLA* scores
Documentation must accompany application
- Official institutional copies of appropriate *Praxis II* exam scores
Documentation must accompany application
- Unofficial Randolph College Transcript and other institutions where you have taken a class or classes or obtained a degree
- Overall *GPA*
- Major *GPA* (*see Appendix L for worksheet*)
- Professional Studies *GPA* (*see Appendix L for worksheet*)
- Certificate of TB test (within 12 months) must be on file before the first day of student teaching. (See Appendix H)
- Finger Print/Background Check Completed (required for all school divisions- separate fees apply)
- Child Protective Services & Nationwide Sex Offender Registry (CPS) – if you have lived in another state during the past 5 years you must apply to the State CPS for a background check. Request this paperwork from the Education Department Placement Coordinator (LG 610).
- Elementary PreK-6 and Special Education- General Curriculum only- *RVE* test results
Documentation must accompany application
- List all practica experiences (course title, course #, grade level and total hours).
- Complete first page of the current VDOE licensure page, sign and date.

STUDENT TEACHING INFORMATION

Candidates for teacher licensure must successfully complete student teaching (grade of B or above calculated by averaging grades in EDUC 693&694. Undergraduate student teaching is scheduled for the entire fall or spring semester EDUC 493 or 495). Graduate student teaching varies depending on the program schedule. Typically, M.A.T. candidates complete student teaching during quarters 2 & 3 (fall and spring). Teacher candidates are expected to maintain the contract hours of the school and of their assigned clinical instructor (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 student teaching experience. Teacher candidates are strongly urged to limit course enrollment to student teaching and one additional three-credit course. Enrollment in any course must not interfere with the student teaching schedule or any duties and obligations of the student 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 or Director of the Education Department prior to registering for that course.

Teacher candidates are responsible for their own transportation for practicums and student teaching. Resident teacher candidates should contact food services to arrange for boxed breakfast and/or lunches during intern teaching. Please give dining services 24- hours' 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 student teaching assignment offered. Under no circumstance is a teacher candidate to contact local school personnel to request an assignment.

- **Student teachers are required to respect and follow all the policies and procedures described in this manual.**
- **Emergency absences or changes must be reported immediately to the College Faculty and the College Supervisor, as well as, the classroom teacher. Failure to do so may result in the termination of the placement.**

Please note:

- Students are responsible for transportation to local schools for all field experiences (practicum courses and student teaching).
 - A fingerprint background check and a Department of Social Services check are required for all field placements. If you have lived in another state during the past five years, you are required to complete a form for a social services check in that state in addition to the Virginia DSS check. Students are responsible for paying fees associated with these background checks. Requirements may vary among school divisions.
 - The SVEA offers liability insurance coverage to its members free with membership dues.
- TB test documentation is required for intern teaching (see Appendix H). **Field Placement/Practicum and**

STUDENT TEACHING ATTENDANCE POLICY

In keeping with our mission to prepare you to become an advocate for and model of quality education, we require your daily attendance as a student teacher in your professional semester in order to meet this objective. We are confident that your developing professionalism makes this policy self-evident. Please familiarize yourself with the following the policy statement. These standards will be strictly enforced.

- Attendance is mandatory for all school hours, for additional required duties (study hall, recess and bus duty, for example), for after-school responsibilities (faculty meetings, conferences), AND for college-based student teaching reflective seminars.
- Late arrivals or unexcused absences will not be accepted.
- Student teachers must notify their college supervisor, college faculty supervisor, and clinical instructor in their placement regarding ANY absences PRIOR to the start of the school day.
- Excused absences only include unforeseen emergencies such as your own hospitalization, a personal illness that requires immediate medical attention, or a death in the immediate family. (Verification is needed in all of the instances).
- No absences will be excused for personal business barring extraordinary circumstances (including more than two teaching position interviews).
- If a student/candidate has excused absences in a field placement, the student/candidate must make up those days.
- If a student has any unexcused absences, (including school and classroom responsibilities as well as required seminars and workshops), each unexcused absence will result in a 10% reduction in the final grade. More than two unexcused absences may result in the need for the professional field/student teaching placement to be repeated.
- In the event of an absence, all lesson plans must be delivered to the clinical faculty at the school if they have not been left in your classroom the day before.

Weddings, non-emergency illnesses (colds without fever), missing a flight or for a scheduled a flight, breaking up with a significant other are not excused absences. Unexcused absences will result in a 10% reduction of your final grade. Please be advised that coming to class more than ten minutes late will be considered an absence. Please attend class even if you are going to be marked absent because the information you receive in class is important. If you are consistently late, you will be required to schedule a conference to discuss your progress. One of the main objectives of these preservice experiences is to convey the academic skills required of professional teachers (lesson planning, content knowledge, etc.), and related to that is acting like a professional (teaching dispositions).

CODE OF ETHICS OF THE STUDENT TEACHER

Intern teaching emphasizes the processes of becoming a teacher and its purpose is the full assumption of the teacher's role in a learning community. *Based on NEA's Code of Ethics*

Student teachers must 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 instructor and college supervisor a minimum of 2 days prior to teaching classroom lessons
- To safeguard all personal and confidential information concerning students and to use it only for professional purposes (FERPA)
- To refrain from making unprofessional comments about the College program and faculty or staff, the cooperating school faculty and students, and the community
- To follow the rules of basic courtesy toward peers, college faculty & staff, 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 instructor, guidance counselors, special educators, 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 instructor 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

Student Teaching Contract/Sample) First Placement

I, _____, have read this contract. I accept the provisions listed and agree to abide by the policies and regulations. I understand that there are consequences if I do not abide by all policies and regulations. I agree to:

- exemplify professional attitudes and behaviors.
- be positive in my interactions with faculty, staff, students, and parents.
- be respectful to students. I understand that public or private humiliation of students is never acceptable.
- be professional in my attire. I understand that jeans are not permitted, unless it is a school-wide casual day.
- free myself of campus and work responsibilities during each student teaching week to allow for a full-time commitment to teaching.
- adhere to a strict professional policy regarding attendance. This means that I will arrive at the time designated by the school division and/or follow my clinical instructor's schedule. I understand that my first day of student teaching is _____ and my last day is _____. I will attend every day, unless I have a serious illness – in which case I will provide my college supervisor with a note from the doctor. In the event that I must miss a day, I will notify my clinical instructor, college supervisor, and college faculty no later than 7:00 a.m. I also understand that I am required to make up any time missed.
- to inform my college supervisor and college faculty immediately if there are any changes to my schedule.
- obtain school closing information from the local radio or television stations or school division websites in the event of inclement weather. If make-up days are scheduled during my placement, I will fulfill my responsibilities.
- plan with my clinical instructor, and college supervisor any specific absences and early departures associated with participating in intercollegiate athletics. The schedule will be given to my clinical instructor, college supervisor, and college faculty at the beginning of the semester. I agree to make up time missed. I understand that I may not leave my assigned school early for sports practice.
- attend all extracurricular activities with my clinical instructor. This includes, but is not limited to: faculty meetings, parent-teacher conferences, Child Study meetings, in-service opportunities, and after-school/week-end events.
- thoroughly prepare lesson plans, using one of the Randolph College formats, and submit them **to my clinical instructor, college supervisor, and college faculty three to five days prior to teaching the lesson.** I also understand that I must have **completed lesson plans available** to any **observer** at any time.
- abide by professional behavior regarding the use of cell phones, pagers, and other personal electronic devices in a school. I understand that the use of these devices during the instructional day is strictly forbidden.
- complete and submit all forms, logs, and paperwork associated with the student teaching experience in a timely manner. I understand that I am responsible for securing forms and paperwork completed by my clinical instructor as part of my on-going evaluation. I understand that participation in regular conferences with my clinical Instructor and college supervisor is required. I understand I must submit all documentation to the field placement coordinator.
- ***All interns are to attend and submit to present at the Randolph College Research Symposium on _____.***

Signatures will be secured by the
Student Teacher, Clinical Instructor and College Supervisor and dated

MINIMUM REQUIREMENTS FOR ALL STUDENT TEACHERS

1. Develop written lesson plans required for all instructional activities, approved by the clinical instructor in collaboration with the college supervisor (refer to Sample Lesson Plan formats in Appendix A).

Lesson Plans- Plans must be typed and submitted to the clinical instructor and faculty advisor **2-3 days prior to teaching the lesson.** Your college supervisor and clinical instructor will conduct announced and unannounced observations. Students must email a weekly schedule to the designated supervisor and faculty advisor to allow him/her to make decisions on the best times to visit the classroom. Printed copies of lesson plans should also be available at the school for any formal observations. **Important Note: Based on feedback from the clinical instructor, college supervisor, and college faculty, if by midterm you are unable to write detailed lesson plans, following the RC EPP procedure, you must continue the intern teaching into the 4th quarter. Each week your lessons will be reviewed and when you have demonstrated mastery of this important skill, your clinical supervisor will give notice of success to the clinical faculty, college faculty, and field placement coordinator.**

2. Provide data to indicate your improvement and proficiency in, planning, instruction, evaluation, management, and professionalism. To do this you are encouraged to video tape and critique several lessons over the course of your intern teaching experience. Ask your clinical instructor to critique work with you and work closely with your clinical instructor and college supervisor to follow-up on identified areas for growth.
3. Develop a Professional Electronic Portfolio and submit for review to the Education Department.
4. Dispositions: Each candidate will be evaluated on dispositions (see Appendix M). If a candidate receives more than 2 scores of unacceptable, a meeting with the college supervisor and college faculty member will be scheduled to develop a plan of assistance. If the candidate does not improve to the developing stage following the plan of assistance, the student teaching must be repeated.

PERSONAL RESPONSIBILITY

Be particularly conscious of maintaining your physical and academic health, as a personal responsibility to yourself and to the profession. Student 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 student teaching. Manage your time wisely, balancing student teaching with the weekly reflective and academic seminars. Rely on support from your clinical instructor, college supervisor, college faculty, peers, family, and friends.

PROGRAM COMPLETION- Exit Criteria

Completion of student teaching does not guarantee completion of the Educator Preparation Program. See College catalog under Education section. All licensure course work and licensure assessments must be passed prior to program completion.

REQUIREMENTS FOR TEACHER LICENSURE

To be recommended by Randolph College for teacher licensure to the Commonwealth of Virginia, the student must successfully complete the following:

1. Requirements for the Bachelor of Arts or Bachelor of Science degree, as described in the *Academic Catalog*
2. Overall cumulative Grade Point Average (**GPA**) - candidates must have GPA reviewed by the Chair of the Department or by the Director of Education.
3. Successful completion of required professional studies courses with an average **GPA** of 3.0 or above.
4. Successful completion of student teaching.

Scores from the following as prescribed by the Virginia Department of Education:

http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf

5. Passing scores on Virginia Communication and Literacy Assessment (VCLA), a standardized test of basic skills (i.e., Reading and Writing) (**Fee required**) - Please submit documentation
6. Passing scores on Praxis II, a standardized test of subject area content, as prescribed by the Virginia Department of Education (**Fee required**) - Please submit documentation
7. Reading for Virginia Educators (RVE) (for elementary and special education candidates) scores (**Fee required**) - Please submit documentation
8. Application for licensure from the Virginia Department of Education - (**Fee required**)

Note: All licensure assessments must meet VDOE pass rates prior to student teaching placement.

PROCEDURES TO APPLY FOR A TEACHING LICENSE in Virginia

1. Go to <http://www.doe.virginia.gov/teaching/licensure/application.pdf> for complete details

Randolph College Teacher Licensure Application Checklist

Name: _____ Date: _____

Please assemble all items on the following checklist and submit the entire completed package (including the checklist) to the Randolph College Education Department on or before the first Monday in May. Materials received after this date, will be processed in late August. December graduates are required to complete and submit their applications by the first Monday in December. Keep a copy of the application materials for your personal files. Note: Teacher licensure Applications will not be processed until timesheets have been turned in.

- Application for a Virginia License – found on the Virginia Department of Education website. For the College Verification Form (part of the license application) complete only the top box and intern placement information and sign the form. <http://www.doe.virginia.gov/teaching/licensure/>
- Check (\$50.00 in-state/\$75.00 out-of-state) – made out to “Treasurer of Virginia”
- Child Abuse & Neglect Prevention Certificate of Completion
- CPR/First Aid/AED card (copy of front and back)
Note: The Education Department will schedule a CPR session to be hosted on campus for a nominal fee.
- Praxis II Scores – copy of official document (not needed for Special Education- General Curriculum)
- RVE Scores – official document (Elementary & Special Education only)
- VCLA Scores – official document
- Signed Transcript Release Form for official Randolph College Transcript – available from the Registrar’s office (there is a \$5.00 fee).
- Include one official copy of each transcript from other institution(s) where you have taken a class, classes or obtained a degree.
- Effective July 1, 2017 every person seeking initial licensure must complete the Dyslexia Awareness Module**
Print and save the completion certificate at the end of the module and submit with your packet.
<http://www.doe.virginia.gov/teaching/licensure/>

Appendix A- Sample Lesson Plan Formats

Teacher:

Subject Area:

Grade/age level:

Lesson Title:

Time Frame (also include time segments for each section of the lesson):

Instructional Method (s): (you must use multiple methods)

SOL: include only the SOL sub items that you are covering in the lesson – do not cut and paste the entire SOL

KNOW, UNDERSTAND, and DO (AKA – OBJECTIVES)

K- facts, vocabulary, terms, and examples that you want the students to use during the lesson

U- why the major concepts are important to understand

D- the skills that you want your students to be able to do (measurable)

Essential Question or Potential Guided Questions:

Materials:

Technology:

Differentiation (process, product, content & environment

Anticipatory set/Advance Organizer/Introduction: List specific statements or activities you will use to focus student on the lesson for the day.

Content: What information is essential for the student to know before beginning and how will this be communicated to the student?

Modeling: If you will be demonstrating the skill or competency, how will this be done?

Guided practice: List activities which will be used to guide student practice and provide a time frame for completing this practice.

Checking for understanding (formative assessment): Identify strategies to be used to determine if students have met the objectives.

Closure: What method of review and evaluation will be used to complete the lesson?

Independent practice: List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.

Post Lesson Reflection Questions: List the questions you want to answer about student learning and instructional delivery after the lesson is completed.

Note: All lesson plans must be scripted so that a substitute teacher could use your plan to teach.

NGSS Lesson Planning Template

Grade:	Time Block:	Course/Topic:	Lesson # _____ in a series of _____ lessons
Brief Lesson Description:			
Performance Expectation(s): (KUD)			
Specific Learning Outcomes (SOL)			
Narrative / Background Information			
Prior Student Knowledge:			
Science & Engineering Practices:	Disciplinary Core Ideas:	Crosscutting Concepts:	
Possible Preconceptions/Misconceptions:			
Differentiation: (Process, Product, Content & Environment):			
LESSON PLAN – 5-E Model – Include time frame for each segment of the lesson. Note: All lesson plans must be scripted so that a substitute teacher could use your plan to teach.			
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest /Essential Question/ Guided Questions:			
EXPLORE: Lesson Description – Materials Needed/Science Lab Safety/ Probing or Clarifying Questions:			
EXPLAIN: Concepts Explained and Vocabulary Defined:			
Vocabulary:			
ELABORATE: Applications and Extensions:			
EVALUATE:			
Formative Monitoring (Questioning / Discussion):			
Summative Assessment (Quiz / Project / Report):			
Elaborate Further / Reflect: Enrichment:			
Post Lesson Reflection Questions: List the questions you want to answer about student learning and instructional delivery after the lesson is completed.			

Appendix B APPEAL AND GRIEVANCE PROCEDURES

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

http://www.randolphcollege.edu/student-life/wp-content/uploads/sites/7/2014/09/student_handbook.pdf

Education Department Due Process Procedures

A student teacher may be withdrawn from the Educator Preparation Program and Student Teaching for the following reasons:

1. A student teacher 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 instructor and Program Head/Chair of the Education Department or designee.
2. A student teacher may be withdrawn from the assigned teaching position whenever it is determined by the college supervisor, clinical instructor and Program Head/Chair of the Education Department or designee that the student teacher is not performing in the best interest of the students and is not showing sufficient instructional progress to continue in the program.
3. A student teacher may be removed from a teaching position whenever the rules and responsibilities of the Randolph College’s *Educator Preparation Program Policies and Procedures Handbook* or school board policies of the host school division are violated.

Procedures:

When it is determined by the college supervisor, clinical instructor, and Education Department designee that a student 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:

- A conference must be scheduled with the student teacher, the college supervisor, the clinical instructor, and the Education Department Program Head/Chair or designee and other college personnel responsible for observing the student teacher. The student teacher 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 student teacher being withdrawn from the program.
- If applicable, remedial steps should be outlined in writing and a date set for completion of the remediation process. The student teacher 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.
- If the student teacher 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 student teacher will be given the opportunity at this time to withdraw voluntarily from the program. This allows the student teacher to have “Withdrawn” on their official transcript as opposed to a failing grade.
- The student teacher 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 Program Head/Chair. A meeting will be scheduled within three working days. Members of the Teacher Education Advisory Committee will hear any additional information that the student teacher wishes to present. If a student teacher is withdrawn for verifiable health reasons, they may reapply the following semester with sufficient documentation that they are able to continue the student teacher teaching process.

APPENDIX C Undergraduate Educator Preparation Program Application

Name _____ I.D.# _____

Class _____ Major _____

College P O Box # _____ 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 student teach? Fall _____ Spring _____ (please include year)

Attach documentation of the following:

PRAXIS I CORE: Reading _____ Writing _____ Math _____
Date taken _____

Or SAT/ACT Scores _____ Total _____ Verbal _____ Math _____
Date taken _____

VCLA _____ Date taken _____

Professional Courses/Grades _____ / _____
_____ / _____
_____ / _____

GPA _____ as of _____ / _____
Semester/year _____

- **Submit an unofficial copy of your transcript with your application.**

Check list

_____ Recommendation by College Professor (outside of the Education Department)

_____ Recommendation by Teacher Education Professor

_____ Personal Recommendation (outside of the College)

_____ Personal Essay (rationale for entering the teaching profession)

_____ Date formally admitted to and enrolled in Educator Preparation Program

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

Please submit completed form to:

Registrar's Office Randolph College 2500 Rivermont Avenue Lynchburg, Virginia 24503

Randolph College Educator Preparation Undergraduate 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:

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

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

Comments:

Signature

Date

Please submit completed form to:

Registrar's Office Randolph College 2500 Rivermont Avenue Lynchburg, Virginia 24503

STATEMENT OF UNDERSTANDING

This form is to be completed upon acceptance to the Educator Preparation Program.

I accept admission into the Randolph College Educator Preparation Program. I understand that I must meet all departmental requirements described in the *Educator Preparation Program Policies and Procedures Handbook* to maintain admission in the program, to apply for student teaching, and to complete the program. I understand that if I am accepted into the Educator Preparation Program my application and progress information may be shared with the Virginia Department of Education and or the State Council for Higher Education in Virginia (SCHEV).

Signature _____ *Date* _____
(Required to accept admission into the Educator Preparation Program)

Please return to the Registrar's Office with your application.

Appendix D SUPERVISING THE STUDENT TEACHER

GUIDELINES FOR THE CLINICAL INSTRUCTOR

The Clinical Instructor plays an important role in assuring successful student teaching. Through the teacher preparation, guidance and knowledge, the student teacher experiences the realities of teaching first hand. The clinical instructor demonstrates the challenges and responsibilities, as well as the pleasures and satisfactions, to be gained through successful teaching.

ORIENTING THE STUDENT TEACHER TO YOUR SCHOOL AND CLASSROOM

1. Prepare the class and parents for the student teacher prior to arrival to your class. Introduce the student teacher 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 student teacher with a set of textbooks, manuals, curriculum guides, and handbooks.
4. Familiarize the student teacher with the school facilities, resources and policies and procedures.
5. Share important names, phone numbers and addresses.
6. Include the student teacher in classroom activities and experiences from the very beginning.
7. Explain to the student teacher the policies and methods of record keeping for attendance, grades, conduct, etc.

MENTORING THE STUDENT TEACHER

1. Include the student teacher in faculty and curriculum meetings.
2. Explain why you use specific materials and strategies. Help the student teacher to raise these questions when planning and teaching. Do not assume that a student teacher 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. A student teacher will need lots of assistance in the early stages of lesson planning. Engaged collaboratively in long-range planning early in the student teacher teaching placement and schedule the weeks during which the student teacher will assume full responsibility.
5. Explain school discipline policies and referral process to the student teacher 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 student teacher in parent conferences or telephone conversations. Guide the student teacher to use appropriate communication skills to prevent parent alienation.
7. Accept each student teacher as an individual and do not compare the student teacher with previous student teachers you have known.
8. Gradually give the student teacher enough freedom so that the student teacher can have a feeling of independence and a chance to make mistakes. Leave the room for short intervals when the student teacher is teaching to allow the student teacher to exercise some degree of autonomy.
9. View the student teacher as a colleague. Remember to ask the student teacher for opinions and be sure to give the student teacher credit when the suggestions and ideas are utilized.
10. Help the student teacher to reflect on teaching and to implement recommendations for improving effectiveness.

EVALUATING THE STUDENT TEACHER

1. Discuss daily the strengths and weaknesses of the student teacher's effectiveness and provide appropriate feedback and coaching.
2. Critique and approve each of the student teacher teacher's lesson plans, preferably three days prior to their implementation to allow time for corrections and revisions.
3. Complete a Classroom Observation form for each observed lesson and discuss it with your student teacher during weekly conferences. (Give the student teacher and college supervisor copies.)
4. Share frequently with the college supervisor your assessment of the student teacher's progress.
5. Inform the college supervisor immediately of any serious problems.
6. Participate in at least one three-way conference with the student teacher and the college supervisor to evaluate progress and identify areas needing improvement. Independently, complete the final, summative clinical instructor formal evaluation of student teacher. Review your evaluation with both the student teacher and the college supervisor in a final conference.
7. Submit a letter of recommendation to the Program Head/Chair of the Education Department.

REQUIRED FORMS:

- Clinical Instructor Datasheet
- Weekly observation forms
- Midterm and final evaluation forms
- Classroom Observation
- Clinical Instructor Formal Form of Student Teachers
- Letter of Recommendation

TIPS FOR POSITIVE INTERPERSONAL RELATIONSHIPS

Be specific about your expectations of the student teacher. Student teachers frequently do not respond to hints or suggestions because they have multiple pressures upon them. Do not assume the student teacher has picked up your hint. Ask the student teacher to verify what you communicated and to indicate what he/she plans to do and why.

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. Focus on the student teacher's skills and dispositions not on your past experiences.

Allow student teachers 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.

Be accepting of questions the student teacher may ask. Sometimes student teacher teacher's progress more slowly than necessary because they fear asking a question and appearing unprepared. Often, they feel they should know the answer even if they do not. Be open, and encourage specific questions.

Remember that learning to teach is developmental. Each student teacher is different even though they come to you from the same College. Please do not compare one student teacher with another; simply compare what the student teacher does today with what the student teacher did yesterday.

Accept the student teacher 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

Serve as a liaison between the participating school and the College.

Participate in student teacher and clinical instructor orientation

Observe the student teacher as the student teacher works with students. Each student 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 /Student Teaching Evaluation Form for each observed lesson and discuss it with your student teacher during a post-observation conference. (Give the student teacher and clinical instructor copies.)

Confer with the student teacher before and after observing to:

- assist in planning
- facilitate the student teacher's reflective process, helping the student teacher interpret teaching experiences in light of sound educational theory and practice
- offer support and encouragement
- share experiences and suggestions

Seek resolution of unsatisfactory student teacher teaching experiences with the student teacher, clinical instructor, 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 Student Teacher").

Participate in at least one three-way conference with the clinical instructor, student teacher and supervisor to evaluate progress and identify areas needing improvement (mid-term evaluation).

Complete your Final Student Teaching Evaluation Form prior to the final conference with the clinical instructor and student teacher

Participate in a final, summative evaluation conference with both the student teacher and the clinical instructor.

Concur with the clinical instructor in determining the final grade for the student teacher.

GUIDELINES FOR CONFERENCING WITH A STUDENT TEACHER

Conferencing involves planned interactions between the clinical instructor or college supervisor and the student 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 student teacher'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 student teacher's lesson planning. Review the lesson objectives and the level of the instructional activities according to the needs and abilities of the student teacher's 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 student teacher 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 student teacher to assess teaching performance and the reactions of the 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.

The focus of a conference must extend beyond the behaviors demonstrated and observed during the lesson. The student teachers' thinking goals, purposes, objectives, outcomes, and assessment measures greatly influence the implementation of instructional activities. The student 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 student teacher about the role as teacher in context with beliefs about role of the students.

EVALUATION OF STUDENT TEACHING

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

Regular written evaluations permit the student teacher to chart professional growth and to focus on specific areas needing development. Specific suggestions describing what the student teacher needs to do to improve competence in each area are necessary.

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

Professional judgments of the student teacher's growth will be documented on the Student Teacher Weekly/Final Evaluation form. Each student teacher will be observed in a classroom-teaching situation weekly by the Clinical Instructor. 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 instructor and the student teacher. The grade reflects the quality of the student teacher's performance in the classroom. Other considerations include professional attitude, motivation, content presentation, and classroom management.

REMOVAL FROM STUDENT TEACHING

Student teaching is a learning experience, and the clinical instructor and college supervisor recognize that the student teacher 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 student teaching and/or prevent recommendation of the student teacher for licensure. Each situation is unique and requires an individualized approach.

Student teachers are subject to immediate removal from student 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 student teacher to immediate removal. Every effort is made to minimize the negative impact of the decision on all those involved. In all instances, the student teacher is consulted and informed fully as to the exact reasons for the actions being taken.

Good communication among the student teacher, clinical instructor, 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 student teacher may complete student teacher teaching successfully. The goal of the student teacher teaching experience is to prepare each student teacher 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 student teacher teaching and for recommending the student teacher for licensure. This authority carries with it a responsibility to ensure that each student teacher 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 student teacher develop and grow as a teacher
2. Student teachers 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 Student Teaching Process:

1. The student teacher is a learner and generally should function under the supervision of the clinical instructor
2. The clinical instructor must be fully aware of the student teacher's planned activities and their instructional appropriateness
3. The clinical instructor retains the responsibility for the care and well-being of the students
4. The student teacher, like any other teacher, is responsible for personal-negligent acts and may be held liable for them.
5. The student teacher enjoys the same civil and constitutional protections as do all teachers.

CLINICAL INSTRUCTOR DATASHEET
Randolph College Educator Preparation Program

Please complete this form and attach a W9 form for our records and your reimbursement.

Intern _____

Semester _____

Clinical Instructor _____

School _____ Phone # _____

Grade/Subject(s) _____

Degree/s _____

Institution/s _____

Type of Certificate _____

Home Address _____

Home Phone # _____ Cell Phone # _____

Email Address _____

Please complete the IRS Form W9 so we are able to process your honorarium with the Randolph College's business office.)

Have you completed the Tri College Training under the VDOE grant? _____ yes _____ no

Please return to Randolph College Education Department.

APPENDIX E Application for Student Teaching (Undergraduate- Elementary)

Semester _____ Year _____
(of student teaching)

Name _____ ID# _____

Class _____ Major _____ Licensure Area _____

College P O Box # _____ College e-mail _____

Home mailing address _____

Cell Phone # _____

PRAXIS I: Reading _____ Writing _____ Math _____ (passing)
Date test taken _____ *Documentation must be provided.*

OR SAT or ACT passing scores option

Scores _____

Date test taken _____ *Documentation must be provided.*

VCLA (Virginia Communication and Literacy Assessment) Score _____ (passing)

Date test taken _____ *Documentation must be provided.*

PRAXIS II: Exam(s) _____ Score(s) _____ (passing)

Date test(s) taken _____ *Documentation must be provided.*

RVE (Reading For Virginia Educators) Score _____ (passing)

See Appendix L

Cumulative GPA _____ as of _____
Semester/year

Professional Studies GPA _____ as of _____
Semester/year

A valid, TB test/screen results/ *Attach documentation.*

Signature

Date

Submit the following with this application:

- an unofficial copy of your Randolph and your other institution transcripts where you have taken a class or classes or obtained a degree

Bring the completed application to the Education Department by midterm one semester prior to student teaching.

Appendix F Application for Student Teaching (Undergraduate- Secondary)

Semester _____ Year _____
(of student teaching)

Name _____ ID# _____

Class _____ Major _____ Licensure Area _____

College P O Box # _____ College e-mail _____

Home mailing address _____

Cell Phone # _____

PRAXIS I: Reading _____ Writing _____ Math _____ (passing)
Date test taken _____ *Documentation must be provided.*

OR SAT or ACT passing scores option

Scores _____

Date test taken _____ *Documentation must be provided.*

VCLA (Virginia Communication and Literacy Assessment) Score _____ (passing)

Date test taken _____ *Documentation must be provided.*

PRAXIS II: Exam(s) _____ Score(s) _____ (passing)

Date test taken _____ *Documentation must be provided.*

See Appendix L

Cumulative GPA _____ as of _____
Semester/year

Professional Studies GPA _____ as of _____
Semester/year

_____ Letter of Recommendation from Major Advisor – please request that the letter be submitted to the Field Placement Coordinator in the Education Department.

A valid, TB test/screen results/ *Attach documentation.*

Signature

Date

Submit the following with this application:

- an unofficial copy of your Randolph and your other institution transcripts where you have taken a class or classes or obtained a degree

Bring the completed application to the Education Department by midterm one semester prior to student teaching.

Appendix G Application for Student Teaching (Graduate – M.A.T Only)

Semester _____ Year _____
(of student teaching)

Name _____ ID# _____ (If applicable)

Class _____ Major _____ Licensure Area(s) _____

College P O Box # _____ College e-mail _____

Home mailing address _____

Cell Phone # _____

All teacher candidates

PRAXIS I: Reading _____ Writing _____ Math _____ (passing)
Date test taken _____ **Documentation must be provided.**

OR SAT or ACT passing scores option

Scores _____

Date test taken _____ **Documentation must be provided.**

VCLA (Virginia Communication and Literacy Assessment) Score _____ (passing)

Date test taken _____ **Documentation must be provided.**

Elementary and Secondary licensure only:

PRAXIS II: Exam(s) _____ Score(s) _____ (passing)

Date test(s) taken _____ **Documentation must be provided.**

Elementary and Special Education only:

RVE (Reading for Virginia Educators) Score _____ (passing)

Documentation must be provided.

Current GPA _____ as of _____
Semester/year

A valid, TB test/ *Attach Documentation.*

Signature

Date

Submit the following with this application:

- an unofficial copy of your Randolph and your other institution transcripts where you have taken a class or classes or obtained a degree

Bring the completed application to the Education Department by midterm one semester prior to student teaching.

Appendix H PHYSICIAN'S CERTIFICATE TUBERCULIN REPORT

Name _____

College _____

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).

*Please copy this form from the Handbook and return to the
Randolph College's Education Department with the Student Teaching Application.*

**Must be within 12 months prior to student teaching.*

APPENDIX I STUDENT TEACHER EVALUATION OF COLLEGE SUPERVISOR

College Supervisor _____ Date _____

School _____

Name (Optional) _____

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

My College Supervisor:	1	2	3	4
Visited me and my Clinical Instructor 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 Instructor				
Informed me about my teaching strengths				
Made specific, definitive suggestions for improving my teaching				
Listened to my Clinical Instructor's ideas and viewpoints				
Avoided awkward situations or embarrassing comments				
Worked cooperatively with my Clinical Instructor to make my intern teaching a constructive learning experience				
Explained and adhered to the policies described in the EPP Handbook				
Showed concern for me as a person				
Showed concern for me as a professional				
Fairly evaluated my teaching capabilities				
TOTAL RATINGS				

COMMENTS:

5. What kinds of assistance did you need that you were unable to obtain during your teaching experience?

6. How could your College Supervisor have been more effective?

7. How could your Clinical Instructor have been more effective?

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

Appendix K Useful Links & Hints

VDOE

Virginia Department of Education's teacher licensure dashboard contains the most up to date information about teaching in Virginia.

<http://www.doe.virginia.gov/teaching/licensure/>

http://www.doe.virginia.gov/teaching/regulations/prof_practice_standards.pdf

<http://www.doe.virginia.gov/teaching/index.shtml>

What does it mean to be a highly qualified teacher?

http://www.doe.virginia.gov/teaching/highly_qualified/index.shtml

Educational Testing Service ets.org

You will follow the path for Virginia testing for Praxis I, Praxis II tests and RVE for Virginia.

You are responsible for scheduling and paying for your tests to meet the Educator Preparation Program deadlines. For each test there is a separate testing practice booklet to help you access your current knowledge and understand how the online test is designed. Ets.org has a free online test sampler booklet and a link to paired Khan Academy lessons for each Praxis Core Math content area.

VCLA <http://www.va.nesinc.com/>

Are there testing practice opportunities?

The Randolph College Education Department has purchased a software license for student access to online practice for the Praxis I Core (NorthStar). Contact the Education Department for details about obtaining *free* online access to the program. Students are strongly encouraged to purchase the current Praxis testing booklets to help with understanding the scope of the tests and how to study for the tests.

What are InTASC learning progressions for teaching?

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

What are CAEP Standards? Council for the Accreditation of Educator Preparation

<http://www.caepnet.org/standards/introduction>

Where can I find Randolph College's Honor System's Pledge?

See the College Catalog under the section for Academic Procedures and Regulations.

<http://www.randolphcollege.edu/registrar/catalog/>

Where can I find the Randolph College Student Handbook?

http://www.randolphcollege.edu/student-life/wp-content/uploads/sites/7/2014/09/student_handbook.pdf

Appendix L Undergraduate GPA Calculation /guidelines/worksheets

Step ONE: Use the following chart to calculate your professional course work GPA

Dept. & Course	Grade rec'd	Grade Points	x	Credit Hours	=	Total Grade Points
			x	3	=	
			x	3	=	
Totals						

Total Grade Points (??) /Total Hours (?) = GPA (??)

EDUCATION COURSES GPA =

Grade Point Values:

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.72.
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- F = 0.0

Appendix M Randolph College EPP Dispositions

All candidates enrolled in the program (and RC students enrolled in EPP courses where children from the schools are included as part of the course) are expected to demonstrate the dispositions throughout the program. We are developing a new process to answer the following questions:

- How do a candidate's dispositions affect performance in a classroom setting?
- How can we operationally define dispositions so that, when measured, they provide a basis for evaluating acceptable and unacceptable professional behaviors/dispositions?
- How can we communicate the operational definitions of our disposition expectations to college supervisors, clinical instructors, and candidates so that they understand the intent of expected behaviors?
- Is our dispositions and assessment rubric in line with research based practices?
- How can we use our results to improve the EPP courses and experience?

Dispositions

Demonstrates sensitivity to students

- Demonstrates empathy and concern for students
- Demonstrates sensitivity to the needs and concerns of students
- Demonstrates consistency in helping all students achieve success
- Maintains positive expectations for all students to learn
- Recognizes students as individuals and makes instructional decisions based on developmental appropriateness
- Advocates for all learners
- Uses appropriate strategies to respond to emotional and emergency situations in the classroom

Participates with others in a collaborative manner

- Works together with others to achieve a professional learning community
- Makes a contribution to group effort
- Shares information with others
- Supports decisions of group willingly, even if different from own
- Supports work of others

Treats Others with Respect

- Displays equitable treatment of others
- Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- Shows courtesy and consideration for ideas of others
- Exposes students to varying points of view
- Maintains confidentiality of records, and all communications related to students
- Supports and follows school, division, and college professional expectations

Demonstrates Lifelong Learning

- Values and participates in opportunities to improve instructional practices
- Seeks opportunities to learn new skills
- Views reflection as a component to improve instructional practice
- Exhibits curiosity about subject area content and pedagogical practices based on research
- Makes connections between course content and instructional practices

Participates in Professional Development Opportunities

- Attends college sponsored workshops and lectures
- Attends professional development days when offered during intern teaching

Demonstrates Effective Decision-making Skills

- Demonstrates good judgment
- Uses credible and data-based sources
- Responds appropriately to actions and reactions of others
- Makes informed decisions with supporting evidence
- Avoids engaging in illegal or unethical conduct
- Adapts to new or unexpected situations

Works Effectively with Diverse Learners

- Adapts instruction to meet varying needs and abilities (e.g. differentiates, meets IEP requirements)
- Demonstrates unbiased, fair, and non-prejudicial treatment of students
- Creates an engaging and meaningful learning environment for all learners
- Demonstrates the belief that diversity enhances learning
- Selects materials, develops lessons, and promotes equal treatment and access to the curriculum
- Provides and displays materials for students of different cultures

Displays Excitement about Teaching

- Exhibits a positive attitude toward the teaching profession and classroom assignments

Candidate dispositions will be rated on a Likert Scale ranging from 1 to 4. The ratings are as follows:

1 = Unacceptable (immediate intervention at the school, meeting with intern, clinical faculty member, college supervisor, and EPP faculty member)

2 = Development (needs plan of assistance and conference with faculty and college supervisor)

3 = Proficient (continue in program)

4 = Advanced (continue in program)

Randolph College Professional Disposition Evaluation of Teacher Candidate

Demonstrates Sensitivity to Students	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
1. Demonstrates empathy and concern for students				
2. Demonstrates sensitivity to the needs and concerns of students				
3. Demonstrates consistency in helping all students achieve success				
4. Maintains positive expectations for all students to learn				
5. Recognizes students as individuals and makes instructional decisions based on developmental appropriateness				
6. Advocates for all learners				
7. Uses appropriate strategies to respond to emotional and emergency situations in the classroom				
Comments				

Participates with Others in a Collaborative Manner	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
8. Works together with others to achieve a professional learning community				
9. Makes a contribution to group effort				
10. Shares information with others				
11. Supports decisions of group willingly, even if different from own				
12. Supports work of others				
Comments				
Treats Others with Respect	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
13. Displays equitable treatment of others				
14. Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds				
15. Shows courtesy and consideration for the ideas of others				
16. Exposes students to varying points of view				
17. Maintains confidentiality of records, all communications relating to students				
18. Supports and follows school, division, and college professional expectations				
Comments				
Demonstrates Lifelong Learning	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
19. Values and participates in opportunities to improve instructional practices				
20. Seeks opportunities to learn new skills				
21. Views reflection as a component to improve instructional practice				
22. Exhibits curiosity about subject area content and pedagogical practices based on research				
23. Makes connections between course content and instructional practices				
Comments				
Participates in Professional Development	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
24. Attends college/division sponsored workshops and lectures				
25. Attends professional development days when offered during intern teaching				

Demonstrates Effective Decision-making Skills	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
26. Demonstrates good judgment				
27. Uses credible and data-based sources				
28. Responds appropriately to actions and reactions of others				
29. Makes informed decisions with supporting evidence				
30. Avoids engaging in illegal or unethical conduct				
31. Adapts to new or unexpected situations				
Comments				
Works Effectively with Diverse Learners	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
32. Adapts instruction to meet varying needs and abilities (e.g. differentiates, meets IEP requirements)				
33. Demonstrates unbiased, fair, and non-prejudicial treatment of students				
34. Creates an engaging and meaningful learning environment for all learners				
35. Demonstrates the belief that diversity enhances learning				
36. Selects materials, develops lessons, and promotes equal treatment and equal access to the curriculum				
37. Provides and displays materials for students of different cultures				
Comments				
Displays Excitement about Teaching	Unacceptable (1)	Developing (2)	Proficient (3)	Advanced (4)
38. Exhibits a positive attitude toward the teaching profession and classroom assignments				
Comments				

Appendix N - Use of Classroom Materials

Randolph College Educator Preparation Program



Use of Classroom Materials in Addition to Items Provided by the School

I, _____ (classroom teacher) understand the RC student may not bring in, or use, any outside materials for lessons unless the RC student receives expressed permission to do so. All materials used during a lesson must be listed in the lesson plan and submitted three days in advance for approval.

Teacher's Printed Name: _____

Teacher's Signature: _____

School & Division: _____

I understand the requirements for the use of outside materials during this field placement.

RC Student's Printed Name: _____

RC Student's Signature: _____

Date: _____

(One copy of this form must be kept in the RC student's file in the Education Department and one copy is to be kept by the classroom teacher.)

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Appendix O – Field Placement Statement of Understanding

Randolph College Educator Preparation Program (EPP)

Field Placement Statement of Understanding of the Family Educational Rights and Privacy Act (FEREPA)

Unauthorized sharing of information from a student’s education record with persons other than the student or teachers responsible for the education of the student violates the Federal Educational Rights and Privacy Act (FERPA) regarding confidentiality. Your signature below indicates adherence to the following:

I understand by virtue of my required field placement for the Educator Preparation Program at Randolph College, I have access to records which contain individually identifiable information, the disclosure/sharing is prohibited by the Family Educational Rights and Privacy Act.

I acknowledge I fully understand any intentional disclosure by me of this information to any unauthorized person could subject me to criminal and civil penalties imposed by law.

I further acknowledge that such willful or unauthorized disclosure also violates the Education Preparation Program policy and could constitute just cause for disciplinary action including termination of my placement.

I understand I may not exhibit or divulge the contents of any educational records or report to any person except in the conduct of my field placement assignment in accordance with Randolph College’s EPP.

I have received a copy of, have read, do understand, and will comply with Randolph College’s Statement of Understanding of FERPA.

Date

RC Student (Print)

RC Student (Signature)

Date

RC Faculty Witness