OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Teacher Candidate Internship Handbook 2024-2025

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PART ONE

THE TEACHER CANDIDATE INTERNSHIP

POLICIES and PROCEDURES

INTRODUCTION

This handbook is to guide teacher candidates, supervising clinical faculty, university faculty, administrators, university supervisors, and other personnel involved in the teacher candidate internship. In this handbook we provide information that will facilitate an effective teacher candidate internship. This handbook addresses objectives, policies and procedures, roles and responsibilities, activities, and evaluations. Teacher candidates are expected to ask questions and consult with their university supervisor as needed.

Old Dominion University appreciates the contributions of supervising clinical faculty and university supervisors who give so freely of their time to help teacher candidates make the transition from college student to *Professional Educator*. The faculty of Old Dominion University could not prepare quality teachers without the assistance of parents, clinical faculty, and public schools that provide critical resources for teacher candidates. A successful internship is built upon a team effort that includes the collaboration of supervising clinical faculty, university supervisors, school administrators, and teacher candidates. Each participant is expected to read this handbook to become acquainted with the roles and responsibilities of all those involved in the process. Together, we can provide a high-quality internship experience.

Comments and suggestions concerning the teacher candidate internship experience are sincerely welcomed.

TEACHER CANDIDATE INTERNSHIP

The faculty of the Darden College of Education and Professional Studies, College of Arts and Letters, and College of Sciences congratulates you on your progress as a future *Professional Educator*! Welcome to the "capstone" experience in your pursuit of a professional teaching license. This critical internship experience will provide you with the foundation to make a smooth transition from being a student to becoming a *Professional Educator*. Expectations are high, responsibilities are numerous, and time constraints are demanding. Preparation is the key to your success!

This handbook has been prepared to provide you with information you will need to have a successful and enjoyable internship. It is important that you read and refer to these guidelines and requirements throughout your internship.

PROFESSIONAL PARTNERSHIPS

Partnerships begin with honest discussions about what it means to develop and train *Professional Educators*. Professional partnerships are rooted in mutual trust, benefit, and concern. Merging sound aspects of educational theory and research-based practice has been the long-accepted tradition behind internships for pre-service teacher education programs.

Professional partnerships between schools and universities can also serve the personnel and staff

development needs of public schools. The internship experience is a rare opportunity for teaching colleagues to work together to improve teaching effectiveness. The mentors frequently sharpen their instructional skills by articulating why they do what they do; the novices can afford to take risks in a supportive environment. Clinical faculty benefit from their teacher candidate's enthusiasm; novices benefit from their clinical faculty's experience. Professionally aligning oneself with a colleague feels good. For too long, the isolation of teaching has frustrated novices and veterans alike. Knowing that you can solve problems and make collegial decisions supports the creation of trusting and lasting relationships.

A successful teacher preparation program is deeply rooted in the professional relationships developed among school principals, clinical faculty, teacher candidates, and university supervisors. The main focus of Old Dominion University's teacher education programs is to prepare professional educators who have knowledge of their teaching disciplines, skills to practice state-of-the-art instruction to learners of diverse cultures, and dispositions that reflect a commitment to teaching and learning. The programs integrate the following broad goals of the Interstate New Teacher Assessment and Support Consortium (INTASC) principles Model Core Teaching Standards and Learning Progressions for Teachers 1.0 developed by the Council of Chief State School Officers. The standards can be found on the next page.

Key assessments required by the teacher candidates aligned with these standards to ensure that candidates demonstrate proficiency in the core knowledge and skills of their discipline.

INTASC STANDARDS FOR TEACHERS

The Learner and 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 Knowledge

- Standard #4: **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she/they 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

- 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

- 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 and development, to collaborate with

learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CAEP Standard 1

Candidate Knowledge, Skills, and Professional Dispositions

- Standard #1: **Content and Pedagogical Knowledge.** The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families
    - R1.1: **The Learner and Learning:** The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.
    - R1.2: **Content:** The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students.
    - R1.3: **Instructional Practice:** The Provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Provides ensure candidates model and apply national or state-approved technology standards to engage and improve learning for all students.
    - R1.4: **Professional Responsibility:** The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

REQUIREMENTS FOR A STUDENT TEACHER INTERNSHIP

The following requirements must be completed and on file with the Office of Clinical Experiences, Education Building, Suite 1107. **See OCE website for deadlines**

1. Passing scores on Praxis Subject Assessment(s), including individual sub-test score
2. Passing scores on the required reading assessment (RVE for PreK-3, Pre-K-6 and Special Education programs, or Praxis Teach Reading: Elementary (5205);
3. Passing scores on the Virginia Communication and Literacy Assessment (VCLA)
4. All program content and professional education courses must be completed with the required grades;
5. The required GPA for your specific teacher education program;
6. Registration for the teacher candidate internship course, as noted on your program curriculum
7. A copy of negative TB test or screening results completed within one year of the beginning of your teacher candidate internship experience. Please always keep a copy with you.
8. An Old Dominion University clearance (SP325 fingerprint, Social Services/Child protective services, and sexual offender clearance).

VDOE UPDATED STATUTORY REQUIREMENTS

9. A first aid/CPR/AED training certificate for infant/child/adult or pediatric and adult;
10. A child abuse and neglect training certificate
11. A dyslexia training certificate
12. A restraint and seclusion training certificate
13. A cultural competency training certificate
14. African American history training module certificate (for History/Social Studies majors only)

REQUIREMENTS FOR COMPLETION OF THE STUDENT TEACHING INTERNSHIP

1. Satisfactorily completing your professional portfolio **prior** to the END of this experience;
2. Satisfactorily completing the Assessment of the Instructional Environment; and
3. Satisfactorily completing your instructional unit (impact on student learning) **prior** to the END of this experience;
4. Receive 'recommend for hire' on the Evaluation of Teacher Candidate by School Administrator form(s)
5. Submission of Graduate Exit survey.
6. Submission of your self-evaluation of your professional disposition.
7. The successful completion of the professional attribute and instructional development scales evaluation (mid-term and final). This includes recommendation for hire by your clinical faculty,

school administrator(s), and your university supervisor.

GENERAL INFORMATION

DESCRIPTION OF THE TEACHER CANDIDATE INFORMATION

The teacher candidate internship is the culminating experience of all teacher education programs. This experience is a crucial part of a teacher candidate's preparation to becoming a *Professional Educator*. During the internship experience, teacher candidates will do the following.

1. Observe the operation of schools
2. Analyze the implementation of curricula and instructional strategies
3. Assist with assessments and analyzing data
4. Observe the growth and development of students
5. Assist with classroom and extracurricular activities
6. Assume responsibility for the learners and the instructional activities
7. Assume the professional identity and dispositions of a skilled and successful educator

The work of the teacher candidate is evaluated by the clinical faculty within the schools, in collaboration with the university supervisor.

OBJECTIVES OF THE TEACHER CANDIDATE INTERNSHIP

The teacher candidate internship experience will provide candidates with opportunities to do the following:

1. Assess personal/social suitability for teaching and evaluate choice of teaching discipline and grade-level interest
2. Experience all roles of a *Professional Educator* (instructional and noninstructional) through planned, sequenced activities in their 6, 10, 14- week, or yearlong program resulting in a minimum of 150 direct teaching hours. The length of the internship is determined by the candidate's program of study, the candidate's program administrator, and in the individual teacher candidate's needs
3. Apply principles and methods from the knowledge base of the professional program.
4. Gain experience working with learners with diverse learning needs (special needs, low SES, ELL, gifted, military affiliated, etc.)
5. Experiment with alternative teaching strategies to increase learners' knowledge
6. Gain experience working with learners from diverse cultural, linguistic, and socioeconomic backgrounds
7. Gain a better understanding of diversity, equity, and inclusion efforts in the school division
8. Observe and practice effective strategies to manage the learning environment. Communicate

and discuss all phases of experiences with both the clinical faculty and the university supervisor

9. Develop and implement assessments and lessons with the goal of significantly impacting student learning
10. Receive feedback from structured observations and conferences with suggestions for improvement from the clinical faculty supervisor and university supervisor
11. Practice the skills identified in the instruments used to assess teacher candidates
12. Gain knowledge and skills of classroom and school policies and procedures
13. Gain knowledge and skills of parent involvement, activities, and practices
14. Identify, practice, and use educational technology for both teaching and professional responsibilities
15. Become a *Professional Educator* through self-evaluation, problem solving, and reflection on the teaching and learning process

PROFESSIONAL SEMINARS / MEETING SCHEDULE DURING THE TEACHER CANDIDATE INTERNSHIP

All teacher candidates are required to participate in professional seminars during the internship semester. The purpose of the professional seminars is to link the university/school experience and practice to the knowledge base of the professional program. These seminars focus on the learning environment and school issues. They also include opportunities for discussion with peers and university faculty. **Teacher candidates must attend all scheduled seminars, failure to do so will prevent candidates from receiving a passing grade for the semester**. University supervisors will communicate the time and location of the seminars early in the semester. Make-up assignments will be required for any excused absences. A doctor's note will be required for illness. Teacher candidates will provide the seminar schedule to the clinical faculty.

Teacher candidates must schedule an introductory meeting with clinical faculty upon receipt of their placement. University supervisors will schedule a meeting with the clinical faculty, teacher candidate and supervisor prior to starting the teacher candidate internship to ensure all parties understand their responsibilities.

POLICIES AND PROCEDURES FOR INTERNSHIP

INTERNSHIP CALENDAR

Each semester, the Office of Clinical Experiences develops a calendar for the teacher candidate internship. The calendar provides the beginning and ending dates of each placement. All teacher candidates must complete either a 6-, 10-, 14-week, or yearlong internship experience. The length of the experience is based upon the candidate's program of study and the unique needs of the teacher candidate. You are expected to stay until the end of your assigned internship experience. **Additional time may be necessary**. This would be determined by feedback from clinical faculty, supervisors, and administrators.

SCHOOL CALENDAR

The teacher candidate is expected to follow the arrival and dismissal times established by the school for its regular teaching staff and to follow the clinical faculty's daily schedule, including any assigned lunch, bus, or playground supervision. Teacher candidates are expected to follow the set school hours and have the same availability as the clinical faculty on any flex days, virtual or asynchronous days set by the school. **Attendance is expected at all faculty meetings, staff development workshops, open houses, parent-teacher conferences, IEP meetings, and other professional activities.** Teacher candidates follow the holiday schedule of the school division/district to which they have been assigned, not the University calendar or holiday schedule.

ABSENCE POLICY

Teacher candidates are expected to be at their assigned schools every day. Teacher candidates are required to sign in and sign out each day at their assigned schools immediately upon arrival and departure**. Absences from internship are acceptable only in case of personal illness or death in the immediate family**. In case of illness or a death in the immediate family, the candidate must contact the clinical faculty and university supervisor as early as possible, but no later than 7:00 a.m. the day of the absence. Teacher candidates are allowed one day of personal leave that may be used for personal business. Teacher candidates must submit personal leave a week in advance to the university supervisor and clinical faculty for approval. In addition, teacher candidates will be excused one day for the Old Dominion University Teacher Education Job Fair during their student teaching semester.

Excessive absences will result in an extension of the internship experience or dismissal. Excessive absence is defined as over three days. Inclement weather will be reviewed on a division/district by division/district situation.

SUBSTITUTE TEACHING

Teacher Candidates **CANNOT** be used as substitute teachers. If the Clinical faculty member is absent, teacher candidates may assume classroom duties while a substitute is present. University supervisors must be notified by the teacher candidate if the clinical faculty is absent. The only exception

is for district employees currently serving in paid paraprofessional/teacher aide positions for which serving as a substitute is part of their existing job duties.

ADDITIONAL COURSEWORK AND OUTSIDE EMPLOYMENT

The internship experience consists of professional seminars and the internship. **All major content and professional educational coursework must be completed prior to the internship**. On rare occasion, coursework may need to be taken in conjunction with the internship. These exceptions must be approved by the candidate's advisor and the Director of Clinical Experiences **prior** to submitting the internship application. The internship experience is a full-time academic responsibility. Public Schools have expectations for the achievement and growth of their learners; therefore, teacher candidates must be prepared to devote their time and energy to internship duties and providing the best possible instruction environment for the learners. Outside employment during the teacher candidate internship may impede the teacher candidates' performance and **is highly discouraged**. If a candidate is employed or taking classes, the teaching candidates' internship takes precedence. Missing intern duties such as faculty meetings, IEP meetings, seminars, or parent/teacher meetings will result in a failing experience. If there is a concern about the economic challenges associated with a full-time, unpaid internship, OCE will post scholarship opportunities as they become available or contact Student Outreach Services to inquire if limited funding might be available.

EMPLOYED STUDENT TEACHING INTERNSHIP

In some instances, a teacher candidate may be offered a teaching contract or be allowed the opportunity to stay in their position of paraprofessional while completing the internship. If the candidate has completed all coursework, all assessments and other program requirements, has the appropriate GPA, is recommended by a minimum of two faculty and/or his/her/ their advisor, and the school is willing to provide a qualified mentor, the Darden College of Education and Professional Studies will allow the candidate to complete the internship experience while being employed. **The option must be approved in advance through the Director of Clinical Experiences**. Teacher candidates hired under the 'employed student teaching' option are responsible for all student teaching requirements, including orientation, in addition to their classroom duties. For more information on this policy please contact Placements at placements@odu.edu.

PROFESSIONAL DISPOSITIONS

All teacher candidates are always expected to conduct themselves in a professional manner during the internship experience. As a professional, all learners, parents, colleagues, administrators, and other individuals should be treated with respect. In addition, this professional behavior extends past the school day. Teacher candidates are expected to review all social networking materials to ensure all material is deemed appropriate for licensure of "positive moral character" for the Virginia Department of

Education. Teacher candidates found in violation of a professional disposition will be asked to attend a meeting with the university supervisor and the Director of the Office of Clinical Experiences. A complete explanation of the policies and procedures for assessing teacher candidate dispositions can be found on the Old Dominion University website.

SCHOOL POLICIES

Teacher candidates must follow the **local school division/district policies and procedures** as well as the individual school's policies as they apply to regularly employed staff. Teacher candidates should become thoroughly familiar with school policies, read the faculty handbook and the teacher internship handbook, and know emergency procedures. Advocate for yourself and ask to see the policies.

CORPRAL PUNISHMENT

Teacher candidates **must not** administer corporal punishment to pupils under any circumstances.

CHANGE OF PLACEMENT OR WITHDRAWAL/REMOVAL

A supported internship allows future teachers the opportunity to take risks and make mistakes as they grow and develop over the course of the semester. During this time, it is expected that interns will receive and implement the constructive criticism provided by their clinical faculty and university supervisors. While infrequent, there are times when, a change of placement, withdrawal, or a removal from a placement may be necessary. The Office of Clinical Experiences adheres to a process that protects both K-12 school partners and interns.

If there are serious concerns about an intern's dispositions or performance in the classroom that persist despite remediation during the placement, or as soon as there is indication the intern's ability to pass the internship is in question, it is the responsibility of the University Supervisor to:

1) discuss the concerns with the clinical faculty;
2) contact the Director of Clinical Experiences **immediately** to determine a plan of action;
3) work collaboratively with the clinical faculty to develop and implement a professional growth plan;
4) facilitate a meeting with the clinical faculty, university supervisor, and intern to discuss the professional growth plan, implementation timeline and expectations for all parties;

The Director of the Office of Clinical Experiences must remain informed of the situation's progression for the duration of the semester. Interns must be made aware of any concerns that may impact their ability to pass the internship and must be provided with a professional growth plan to help remediate concerns and be provided ample time to implement suggestions. The university supervisor may request removal of a candidate from the field setting after discussion of the situation with the Director of Clinical Experiences. There are typically two things that can happen when a placement does not work out.

1. The teacher candidate may be placed in a second placement. This MAY result in an extended student teaching period. OR
2. The candidate may be counseled out of the program.

Both options could occur only after a discussion with the candidate, the university supervisor, and the director of clinical experiences. Withdrawal procedures from teacher candidate internship requires significant discussion. The Director of Clinical Experiences will inform the school division/district human resources office; please do not reach out to human resources directly. The procedure for withdrawal from the course through ODU is the same as for other University classes and is the responsibility of the teacher candidate. Failure to comply with university withdrawal procedures will result in a WF grade. Decisions concerning subsequent placement for internship situations are made by the Department Chair, Graduate Program Director, (or Program Coordinator), and the Director of Clinical Experiences and will occur as soon as possible in the process. University supervisors and teacher candidates must confer with the Director of Clinical Experiences about the individual situation.

PLACEMENT AT SCHOOLS WITH RELATIVES

Teacher candidates may be placed in the **same school division/district** where a relative attends school or works. However, teacher candidates **may not** be placed in the same school where a relative is enrolled or works. It is the candidates' responsibility to disclose if they have been placed at a school with a relative. If a candidate is found to be placed at a school where a relative works or attends, they will be removed from the current placement and will be asked to complete their student teaching in the next semester.

APPLYING FOR A VIRGINIA LICENSE

Teacher candidates are responsible for applying for their Virginia teaching license. Visit the Virginia Department of Education (VDOE) website for the application process and all licensure information. The Office of Clinical Experiences completes the College Verification Form (CVF), which is one of many licensure documents. Follow these steps to submit your request:

1. Complete only Part I of the CVF, available on the VDOE website:
2. Save the CVF as a document. Then, use this link: to upload and submit your request to the Office of Clinical Experiences for processing.

Note that the Office of Clinical Experiences does not submit CVFs directly to the VDOE. The CVF is not proof of a VA teaching license but must be uploaded as part of your licensure application. CVF requests may be delayed if conferral dates are not posted or if program requirements are missing. Contact your program for any concerns.

RESPONSIBILIITES OF THE TEACHER CANDIDATE

The primary role of the teacher candidate is to successfully carry out the internship assignment. The internship is viewed as a critical stage of transition from the status of college student to the status of *Professional Educator.* The internship is a privilege and therefore carries with it certain responsibilities.

INTRODUCTION AND ORIENTATION

All teacher candidates **MUST** attend a scheduled orientation session with the Director of Clinical Experiences and an orientation session with their university supervisor. Teacher candidates must schedule an introductory meeting and introduce themselves to their clinical faculty **prior** to the beginning of the internship semester and be prepared to introduce and discuss all expectations for the experience. This meeting must address the following:

Time Commitments

- Beginning and ending dates of semester
- When the school day begins and ends (teacher's hours)
- School calendar – teacher candidates follow the division/district calendar
- Procedures and schedules for inclement weather and other emergency circumstances (fire drill, lock down, etc.)
- Reviewing the curriculum to be covered in the courses being taught by the clinical faculty
- Checking out textbooks and other teaching materials from the clinical faculty (If a teacher candidate checks out public school textbooks or borrows materials from clinical faculty, they are financially responsible for returning the items)
- Agreeing upon a plan for assuming teaching responsibilities
- Obtaining a Faculty Handbook and Student Handbook for the clinical faculty PDF) and reviewing administrative regulations and routines
- Becoming familiar with the existing learning environment and school management plan

The First Two Weeks of Teacher Candidate Internship

- Locate campus facilities to be used, (i.e., library, textbook room, audio visual supply room, department workroom, faculty lounge, auditorium, counseling facilities, etc.)
- Meet other members of the staff (i.e., the principal and assistant principal, department chairperson, librarian, counselors, teachers' aides, etc.)
- Become acquainted with the learners and prepare a seating chart as needed
- Observe and discuss class interactions with the teacher

- Become familiar with other daily procedures (i.e., staff check-in, check-out, bulletins, mailbox check, etc.)
- **Complete the Assessment of the Instructional Environment and discuss with University Supervisor at first visit**.

Teaching the Class – *Teacher candidates should plan to assume control of the class gradually. To help this process, the teacher candidate should do the following:*

- Plan **cooperatively** for instruction. The plans *should include, but not be limited to*, instructional goals and objectives, anticipatory set, the subject material to be covered, the instructional procedures to be used, specific modifications for learners with special needs/disabilities, lesson closure, the audiovisual materials and / or other supplies to be incorporated, procedures to objectively evaluate learners' achievement, and criteria for making adjustments in instruction. Some programs at ODU require different or additional elements in their lesson plans and teacher candidates should be prepared to discuss these with their university supervisor.
- Provide clinical faculty and university supervisor with copy of lesson plans and all ancillary materials at least ***3 days prior to teaching***. This allows for review and feedback.
- Systematically introduce a variety of teaching materials and strategies and **evaluate the impact** of each to determine those which are most appropriate. **Please see section two – impact on student learning** for further detailed instructions on how to conduct this unit.
- Develop and implement procedures for managing the class effectively during instruction based on academic and behavioral strengths and weakness, including group/individual techniques.
- Develop strategies to directly teach those learners who display difficulty in complying with classroom routine/expectations.
- Maintain sensitivity to learners from culturally, linguistically, socially, and economically diverse backgrounds.
- *Determine the learners' development* levels and provide commensurate instruction.
- Participate in the evaluation and documentation of learners' progress and attendance.
- Demonstrate an ability to continually assume greater responsibility in conducting the classes.
- Ethics – Be fair and consistent and demonstrate a belief that all learners can develop their skills and increase their knowledge. Your learners will respond to the level of expectations set for them.

Professional Obligations – *Teacher candidates must be responsible for their professional growth. To accomplish this, candidates should do the following:*

- Confirm school dress code prior to start of placement. Professional attire is a must. The Monarch Clothing Closet is available for any student in need. Reach out to

oce@odu.edu for more information.

- Contact clinical faculty and university supervisor in a timely manner if illness prevents attendance.
- Become involved in the **total school program** by participating in school assemblies, faculty and department meetings, P.T.A. meetings, athletic events, stage productions, parent conferences, in-service activities, and educational partnership and school volunteer programs.
- Meet with the clinical faculty, apart from class time, on a **regular basis** to review the instruction to date, critique teaching performance, and assist in planning daily lessons for the upcoming week.
- Confer with the university supervisor on a **regular basis**.
- Provide the university supervisor with a classroom schedule **during the first week of internship**.
- Observe, if appropriate, the teaching of other master teachers in the building. Arrangements must be made with the clinical faculty, the university supervisor, the principal, if appropriate, and with the teacher to be observed.
- Ongoing completion of one's Professional Portfolio during internship experiences (**portfolio preparation process begins prior to internship**); Maintenance and submission of documentation. **Please see section two – Portfolio**- for further detailed instructions on how to conduct this unit and do not wait until the end of the semester to start.
- Teacher candidates are responsible for completion and submission of certain evaluation documents. Candidates should do the following:
    - Keep a copy of all evaluations for your records.
    - Complete the evaluations of your university supervisor and clinical faculty (these evaluations are due at the completion **of the internship experience through electronic submission**).

QUESTIONS A TEACHER CANDIDATE SHOULD ASK

General School Information

- May I have a floor plan of the building? A tour?
- What is the average class size? Total school population?
- Is there a school lunch program? Breakfast program? Dinner program?
- What are the facilities that can be used by the teacher and class, such as: audiovisual aids, maps, library, computers, and photocopier?
- What resource teachers (Nurses, Counselors) are available?

Procedures and Policies

- What time do classes begin and end? What are the school's hours?

- What will be my schedule?
- May I have more information on general school policies?
- What is the procedure if a teacher cannot be in school?
- What extracurricular activities and meetings will I be able to attend?
- What policies and procedures exist regarding confidential student records and student privacy, health and attendance information, classroom visitors, non-staff persons observed on school premises, and release of students for appointments?
- How is the teacher evaluation process conducted?

Classroom

- How are SOL goals incorporated? What assessment process is used?
- What does the clinical faculty expect of me and what content/skills will I teach?
- What lesson plan format is acceptable? Are classes grouped by academic ability?
- What is the grading policy?
- What are the basic classroom rules?
- What are the school's policies for discipline?
- Is there an interest inventory to learn about the learners?
- Do you expect a teacher candidate to contact parents?
- What expectations are there regarding emergency procedures and safety?

Personal Questions or Concerns

- How will I know how well I am doing?
- What is the professional background of my clinical faculty?
- May we establish a scheduled, routine time when we can discuss my performance?
- What is your philosophy of education?

CHECKLIST OF TEACHER CANDIDATES' INTERNSHIP EXPERIENCES

The selected experiences listed below are generally present in the internship situation. Experience will vary according to the type of school you are in and the method employed by your clinical faculty, as well as the subject matter taught.	**Upon Completion of Described Experience Check Column**	**Date**
Knowledge of Educational Expectations		
Review terminology of essential elements of instruction (focus, objective(s), instructional input, monitor and adjust, practice, closure)		
Relate Bloom's Taxonomy and other applicable learning theories to formulation of lesson objectives and questioning strategies		
Apply components of effective lesson design into daily lesson plans		
Read the school division/district evaluation instrument for classroom teachers		
Understand the development tasks of typical students in your classroom		
Understanding of School and Community		
Request a tour of school grounds		
Learn about school office personnel and special pupil services		
Study student handbook for school attendance and discipline policies		
Give remedial help to candidates		
Conduct a parent-teacher conference		
Know the community by attendance at P.T.A. or school board meetings		
Elements of Classroom Organization and Management		
Take roll, record attendance and distribute materials		
Create bulletin board (instructional focus)		
Keep record of student progress; daily grades, tests and homework		
Write a classroom discipline plan with clinical faculty featuring classroom expectations (no more than five) and positive and negative consequences for minor vs. major violations.		
Provide a system for missed assignments and make-up work		
Make a seating chart		
Manage student participation		
Utilization of instructional Materials		
Prepare visual materials		
Use maps, visual aids and other supplemental materials		
Operate a copy machine, video, and/or smartboard		
Set up demonstrations and hands-on activities with supplementary materials		
Locate references, curriculum guides, visuals, and teaching materials in media center / teacher resource center		
Incorporate Computer Education and/ or computer science components in accordance with school policy		
Use educational technology for both student and/or classroom and lesson management		
Implementation of Classroom Instruction		
Deliver well-prepared, thorough lessons		
Write an instructional unit; implement unit during teacher candidate internship experience		
Construct diagnostic tools such as written and oral quizzes on tests		
Introduce study skills and strategies to learners		
Incorporate motivational elements (knowledge of results, level of concern, feeling, tone, success, interest)		
Include variety, meaning, involvement, and novelty to promote student interest		
Incorporate interdisciplinary methods (music, art, writing, drama, physical education)		
Adjust instructional activities and procedures to provide for diverse learner needs, appropriate accommodations, and learner characteristics		
Include accommodations/modifications for students with Individualized Education Plans (IEPs)		
Establish objective procedures, conduct frequent direct assessment of effectiveness of group/individual instruction, and adjust instruction as needed		

RESPONSIBILITES OF THE CLINICAL FACULTY

The responsibility of the clinical faculty is to assist the teacher candidate in understanding and assuming the role of the *Professional Educator*. This demands supportive supervision, modeling, guidance, and feedback on the part of the clinical faculty. The minimum criteria for clinical faculty include the following:

a. A "continuing contract" licensed teacher
b. Willing to participate in workshops and meetings held for clinical faculty
c. Have a valid, renewable teaching license
d. Have a minimum of three years successful teaching experience
e. Willing to accept the responsibilities of the clinical faculty position
f. True desire to mentor pre-service teachers

A successful internship experience most frequently occurs when the clinical faculty acts as a personal confidante, instructional guide, and professional advisor. Teacher candidates often learn the most through support and experiences. The following pages review and give specific examples of each of these major responsibilities:

PROFESSIONAL GUIDE

1. *Acquainting the teacher candidate with the school, staff, learners, teacher, parents, and community by:*
    - Conferring with the teacher candidate and building administrator to review division/district expectations during the workday, including the beginning and ending dates of the internship.
    - Introducing the teacher candidate to the school community and explaining the individual's role in the manner which enhances the teacher candidate's chance for success.
    - Creating an atmosphere of acceptance of the schoolteacher on the part of the learners, parents, faculty, and school community.
    - Touring the campus with the teacher candidate and providing a map of the school.
    - Reviewing school policies, regulations, and practices.
    - Sharing necessary information with the teacher candidate to help them do their job effectively and efficiently while meeting the requirements for ODU (i.e., student demographic data, etc., required for impact project).

INSTRUCTIONAL GUIDE

2. *Orienting the teacher candidate to classroom rules, organization, and management by:*
    - Sharing plans for creating a positive classroom environment and motivating learners to succeed.
    - Introducing the teacher candidate to classroom routines and rules, seating arrangements, and other organizational plans.

- Familiarizing the teacher candidate with excuse forms, hall passes, and other standard school forms.
- Reviewing and implementing the Student Handbook and the Faculty Handbook.
- Explaining and demonstrating/modeling procedures for notifying parents regarding grades and/or discipline policies including letters, phone calls, and conferences.

3. *Acquainting the teacher candidate with tasks. The clinical faculty should:*
    - Make the teacher candidate aware of the school calendar, announcements, schedules, or changes in the daily routine.
    - Schedule the teacher candidate for assistance with lunch, recess, assembly, detention duties, clubs, sports, etc.
    - Provide teacher candidates with information and skills to complete the range of routine tasks such as lunch counts, tardy students, hall passes, signed excuses, bathroom procedures, etc.
    - Review division/district, school, and department policies regarding; attendance, lunch, playground, nurse, counselor, lockers, phone and leaving/returning to school.
    - Define authority and legal requirements of the teacher candidate in emergency situations (i.e. acts of violence, bomb threat, fire).

4. *Providing a desk or workplace, necessary instructional materials, resources, supplies and equipment. The clinical faculty should:*
    - Supply copies of textbooks, curriculum guides, charts, planning book, etc.
    - Explain the school's policy of the use of copiers and paper allotments.
    - Take time to teach the teacher candidate how to use copiers, media equipment and other machines including computers.

5. *Guiding lesson plans and material development. The clinical faculty should:*
    - Explain goals and objectives in relation to scope and sequence.
    - Assist the teacher candidates in examining the Standards of Learning for the grade level they are assigned.
    - Assist the teacher candidates in examining and discussing the clinical faculty's plans and the reasons for choice of methods, materials, and activities.
    - Give specific help in the selection of instructional materials, including outside resources.
    - Assist the teacher candidate in developing his/her/their own teaching plans.
    - Demonstrate how to provide for individual learner differences.
    - Identifying and demonstrating methods to check for learner understanding and model how to monitor and adjust teaching.
    - Give constructive feedback on lesson plans **before and after lesson.**
    - Assist the teacher candidate in preparing a substitute folder.

6. *Providing for positive learning experiences. The clinical faculty should:*
    - Offer specific suggestions through various models (oral, written, and modelling) for developing effective teaching techniques. Provide both positive feedback and constructive feedback. Limit suggested changes to two or three at any one specific time. Monitor progress on the teacher candidate growth in the suggested areas.

- **Gradually** increase teaching responsibilities for teacher candidate until full-time responsibility for the classroom is achieved. Then, **gradually decrease** them at the end of the semester, allowing for a maximum amount of full-time teaching.
- **MODEL** effective teaching techniques when appropriate, even near the end of the internship experience.

7. *Modeling assessment of students' performance, grades, records, diagnostic tests, and placement. The clinical faculty should do the following:*
    - Train the teacher candidates to document and maintain records of learners' progress.
    - Identify learners with special needs, discuss and demonstrate appropriate instructional adjustments, and review legally required accommodations identified in the IEP.

PROFESSIONAL GROWTH

8. *Providing continuous support, conferences, and feedback. The clinical faculty will:*
    - Provide for continuous evaluation through daily/weekly conferences, report sheets, logs and self-evaluation shared by the teacher candidate (i.e., audio/video tapes).
    - Provide for unsupervised teaching yet is still be found in close proximity and can be contacted at all times should help be needed.
    - Maintain a frank, helpful and professional attitude when discussing the teacher candidate's strengths and areas in need of improvement.
    - Attempt to immediately resolve any conflicts; if no resolution is possible, refers the problem first to the university supervisor and school administrator, and second to the Director of Clinical Experience.
    - Initiate early effective procedures for a teacher candidate in jeopardy.

9. *Afford opportunities for observation/participation in related activities. The clinical faculty should:*
    - Invite the teacher candidate to extend the teacher candidate experience beyond the immediate classroom by attending parent conferences, clubs, events, sports events, student council meeting and activities, PTA meetings and faculty meetings.

10. *Share personal/professional growth. The clinical faculty should:*
    - **Treat the teacher candidate as a co-worker rather than a subordinate**.
    - Get to know your teacher candidate.
    - Exemplify a positive, professional attitude toward teaching and all persons engaged in the business of public education.
    - Set a good example through professional behavior toward learners, school, division/district, and community.
    - Use and stress the necessity for proper language, actions, and by teachers.
    - Provide or suggest professional reading.
    - Emphasize the importance of joining/participating in professional organizations.
    - Assist in the development of the Professional Portfolio by the teacher candidate.
    - Immediately contact the university supervisor with any dispositional or instructional concerns

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor is vital to the development of a high-quality field experiences program. As the liaison representing the Darden College of Education and Professional Studies and Old Dominion University, the supervisor will observe, evaluate, and confer with teacher candidates and the clinical faculty. The minimum criteria for University Supervisors are as follows:

a. Master's Degree in Education, Administration/Supervision or Endorsement Area in which the individual is supervising.
b. Five years of experience as a teacher or an administrator or equivalent.
c. Show evidence of genuine professional interest in developing professional education and providing for positive learning environment and experiences.

This collegial team facilitates the planning, implementation, and evaluation of experiences that will increase the professional competence of the teacher candidate. University supervisors should ensure the purpose and goals of the Darden College of Education and Professional Studies Conceptual Framework, "Educator as Professional" knowledge base model is being met in the host classrooms.

SPECIFIC RESPONSIBILITES

1. ***Visitations and observations by the supervisor***
    - Explanation to clinical faculty of university's expectations.
    - Visits and observations of teacher candidates occur a **minimum of every other week** during the internship experience. More visits/observations may be required if the teacher candidate is having trouble / difficulties and needs additional support.
    - The initial visit should occur during the first week of the internship experience.
    - Two observations should be scheduled when the teacher candidate assumes partial responsibility for the learning environment.
    - Three observations should be scheduled when the teacher candidate assumes full responsibility for the learning environment.
    - **If a candidate is having difficulty, a university supervisor will model needed skills and develop a collaboratively with the clinical faculty. The Director of the Office of Clinical Experiences must be made aware of any intern concerns as soon as they arise and be updated regularly on the intern's progress.**The final observation should occur shortly before the final evaluation.
    - The university supervisor collaborates with the clinical faculty in evaluating teacher candidates by providing equal input for the mid-term and final evaluation.

- University supervisors **will** maintain a copy of all written feedback provided to candidates. For students on professional growth plans, US will share weekly updates to the Director of OCE . All written documents/e-mails will be required to be submitted for candidates recommended for no hire/fail.

2. ***Components of observation****:* Observing the teacher candidate's instructional performance is critical for professional development. The university supervisor must be able to provide specific, objective feedback. Observations consist of:
    - Review of lesson plans.
    - Observation and written documentation of the actual 45-90-minute lesson. This observation should include a discussion of the teacher candidate's progress with the clinical faculty and teacher candidate.
    - Identifying areas of strengths, specific areas of weakness, and strategies to improve area(s) for refinement.
    - A review and feedback of the Assessment of Instructional Environment.
    - A review of reflection journal and time record.
    - If a teacher candidate has a specific area of weakness, the university supervisor will provide a variety of assistance. This could include verbal, written, demonstration of strategies, videotaping, etc.
    - The university supervisor will report progress on the university supervisor report form.

3. ***Seminars:***

- Supervisors are required to provide a minimum of four seminars scheduled throughout the internship experience.
- Supervisors will announce the times and places for seminars early in the semester.
- Content of seminars should address the specific needs of the teacher candidates.
- Review and set due dates for the Professional Portfolio and Impact on Student Learning projects.

4. ***Establishing rapport with clinical faculty and administration:***

- Meets clinical faculty and exchanges telephone numbers the first week to facilitate communication daily.
- Is sensitive to the needs and concerns of the clinical faculty.
- Meets with school administration to share the ODU philosophy and ensure awareness of student teachers in the building.

5. ***Relationship with the Director of Clinical Experiences:***

- Attends an orientation meeting prior to the start of the teacher candidate internship.
- Complete the assigned Reliability in Educator Assessment Practices module located in Canvas once an academic calendar year.
- Is required to inform the Director immediately of any candidate who is at risk, for any reason, of not successfully completing the internship and works collaboratively with the Director to support struggling candidates.
- Submits a grade for each student prior to the last day of each semester.

RECOMMENDED TIMELINE

The internship semester is the most important semester in the professional teacher preparation program. The internship semester demands and should receive full attention. Unlike practicum experiences, the internship / student teaching experience will require the candidate to be a teacher five days a week, six and a half hours a day at minimum, for the length of the experience. However, it will soon be discovered that **the teacher's day does not end at 4:00 p.m**. Lesson plans, preparation and grading may require continued work far beyond an eight-hour day. To be successful in the teaching internship semester, the teacher candidate may need to sharply curtail other activities, including employment. It is wise to remember that the final evaluation, written by the clinical faculty and university supervisors, **will be reviewed by all potential employers**. The faculty in the Darden College of Education and Professional Studies request that your time and energy be focused on this demanding, but exciting and rewarding experience. Teacher candidates are required to be on duty at their assigned school for the complete school day during the entire experience. The complete school day is defined as the duty for teachers in the building where the assignment is made. For example, if teachers are expected to be on duty from 7:30 a.m. to 3:30 p.m., that is the teacher candidate's teaching day. The professional day includes in-services, parent conferences, and attendance in all professional meetings. Plan to be available for these as necessary.

	Recommended Experience Time Frame- Will vary by individual candidate
Phase I	1 ½ weeks - Observation/participation
Phase II	1 ½ weeks - Begin assuming partial responsibility
Phase III	4th week- Assuming full responsibility

The following pages will detail the activities and responsibilities for the teacher candidate, clinical faculty, and university supervisor during each phase of the teacher candidate experience.

PHASE-IN SCHEDULE

PHASE I: ORIENTATION/INTENSE PARTICIPATION

Teacher Candidate

- Responsible for getting to know Clinical Faculty and University Supervisor.
- Becomes familiar with rules, regulations, and procedures of the classroom. Develops skill in communicating rules to pupils.
- Becomes familiar with physical features of the building/s.
- Becomes acquainted with and learns names of pupils. Becomes aware of friendships and sub-groups and with unique needs of the individuals.
- Observes instruction, following lesson plans prepared by clinical faculty.

- Participates in classroom routine (i.e., roll taking, recording grades, handing out/collecting material, supervision outside classroom) and learns daily schedule.
- Provides limited instruction (i.e., administering tests, tutoring, conducting short, informal segments of the lesson).
- Participates in related activities when appropriate (i.e., faculty meetings, athletic events, student clubs).
- Tutor individual learners or small groups as assigned by clinical faculty.
- Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
- Becomes familiar with content to be taught later in the semester.
- Keeps the reflective journal and time sheet up to date.
- Completes the Assessment of Instructional Environment.
- Updates the Professional Portfolio.

Clinical Faculty

- Responsible for getting to know Teacher Candidate and University Supervisor.
- Has responsibility for planning and conducting class but involves teacher candidate in lesson planning. Shares long-range plans for semester.
- Involves teacher candidate in observation, routine procedures, preparation of materials and interaction with students.
- Sets aside special time to discuss the rationale of what the teacher candidate is observing.
- Establishes standards for initial lesson planning
- Provides specific feedback to teacher candidate.

University Supervisor

- Responsible for getting to know Teacher Candidate and Clinical Faculty.
- Holds orientation meeting.
- Conducts seminars as scheduled.
- Discusses Assessment of Instructional Environment.
- Meets with teacher candidate and clinical faculty about the mid-term internship evaluation.
- Is readily available for the advice/support for either the teacher candidate and/or clinical faculty.

PHASE II: ASSUMING PARTIAL RESPONSIBILITY

Teacher Candidate

- Increases efforts to identify special characteristics of the learning environment and relates instruction to individual learners; meets with individual learners having problems; and determines how to utilize special learners' talents.
- Manages all routine classroom tasks.
- Assumes full instructional responsibility for part of the school day. Gradually assumes greater responsibility for instruction by accumulating teaching responsibilities, and adding one subject, or period, or preparation as teaching proficiency increases.
- Continues to develop instructions for lessons.
- Participates in faculty meeting, parent teacher conferences, PTA meetings, etc.
- Continues to keep reflective journal and time sheet up to date.
- Continues updating professional portfolio.
- Begins assessment process for Impact on Student Learning Project.
- Asks clinical faculty and university supervisor for specific feedback on instructional performance.

Clinical Faculty

- Plans cooperatively with the teacher candidate the delivery of instruction, starts with small tasks, such as directing cooperative learning groups; jointly develops evaluation instruments; re-teaches concepts to small groups; and provides enrichment activities.
- Continuously assess the teacher candidate's level of competence in instruction and of the learning environment management so that the teacher candidate can gain confidence before assuming additional responsibilities.
- Models a variety of instructional techniques so that the teacher candidate develops a comfort level for a broad spectrum of teaching activities.
- Completes and reviews with the teacher candidate and university supervisor, the Professional Attributes and Instructional Development Scales (mid-experiences).

University Supervisor

- Conducts at least three observations of the teacher candidate in a seven week placement, and at least seven observations for those in a 14 week placement.
- Conducts seminars as scheduled.
- Meets with teacher candidate and clinical faculty about the mid-term internship evaluation.
- Reviews with the teacher candidate the Professional Portfolio and Impact on Student Learning activity.
- Is readily available for advice/support for either the clinical faculty or teacher candidate.

PHASE III: FULL RESPONSIBILITY

Teacher Candidate

- Assumes primary responsibility for planning, preparing, delivering instruction, and monitoring learners' progress and evaluation.
- Implements an effective discipline plan, including contacting parents if necessary.
- Assumes primary responsibility for developing the instruments for student evaluation.
- Recommends student grade to clinical faculty.
- Completes Impact on Student Learning project.
- Provides instruction that recognizes individual learner's needs.
- Continues to keep reflective journal and time sheet up to date.
- Submit final Professional Portfolio by date established by University Supervisor.
- Asks the school principal to observe lesson and provide feedback.
- Completes university supervisor's evaluation.

Clinical Faculty

- Examines, critiques, and provides necessary approval of teacher candidate's plans for instruction and evaluation.
- Contributes to the class instruction in ways that are complementary to the general class presentation under the direction of the teacher candidate.
- Completes the final evaluation of the teacher candidate in collaboration with the university supervisor.
- Coordinates for the evaluation of teacher candidate by school administration.

University Supervisor

- Conducts at least three observations of teacher candidate.
- Conducts seminar as scheduled.

- Grades Impact on Student Learning project.
- Meets with teacher candidate and clinical faculty to discuss the final internship evaluation.
- Is readily available for advice/support for either the teacher candidate and/or clinical faculty.
- Submits final grade and internship evaluation to the Office of Clinical Experiences.

QUESTIONS FROM CLINICAL FACULTY

There are some questions that are asked commonly asked by clinical faculty. Many of these questions cannot be answered unequivocally, but perhaps some insights will help guide the clinical faculty.

How frequently should I leave the classroom? Should the teacher candidate be left on their own?

A survey of clinical faculty found that they were most critical of the clinical faculty who spent a great deal of time away from the classroom. The view of most clinical faculty is that teacher candidates should not be regarded as substitutes. Rather, they should be viewed as novice teachers placed in the classroom to learn and grow professionally with the direct help and supervision of experienced teachers. Without clinical faculty feedback, the internship experience becomes much less effective for the beginners. Yet, it is also important for the teacher candidate to have a sense of managing the class on his/her/their own. Therefore, it may be advisable for the teacher candidate to "solo" occasionally for the short periods of time. However, the clinical faculty should be in proximity. In the final analysis, the clinical faculty retains the responsibility for the classroom, the students, and the teacher candidate.

What should I do when the university supervisor comes to visit?

The university supervisor does not wish to disrupt the class. Therefore, go on with whatever has been planned. Each supervisor's visit should include a discussion with clinical faculty and the teacher candidate. This discussion should not interrupt the regular classroom schedule and may be conducted after school hours, or virtually with all in attendance.

What should be done when either the teacher candidate or the clinical faculty fails to assume responsibilities?

Realizing that each partner may have a different perception of a situation, both parties should try to **communicate** with the other on a one-on-one basis. If this approach fails to produce the needed results, one or both should contact the university supervisor who can then communicate with them individually and/or jointly to resolve the problem. If this does not resolve the problem, the Director of Clinical Experiences for Old Dominion University should be contacted immediately.

What do teacher candidates want clinical faculty to do?

When surveyed, teacher candidates' rate ***"being observed and receiving feedback on a regular basis from their clinical faculty"*** as their greatest need. It is difficult to imagine that a clinical faculty and teacher candidate can spend many hours each week in the same classroom without communicating about the teacher candidate's performance. But the fact is, this is the most serious problem in the teacher candidate experience. Clinical Faculty should make sure that the feedback given is understood and that the teacher candidate acknowledges the next steps to take to grow as a professional educator.

Here is a list of reasons that appear to deter effective communication/feedback:

- Overly concerned about "hurting the feelings" of the teacher candidate.
- Lack of time before or after school due to the demands of preparation, lunchroom, or playground supervision.
- No time during the school day since one or both of the parties must be working with pupils.

For the teacher candidate to be able to grow professionally, these obstacles must be overcome.

What can be done about teacher candidates with glaring educational problems, such as inability to use standard written or oral language?

One of the mysteries of the internship experience is how an individual can be in the last semester of a professional preparation program and lack these skills. One explanation may be that these inadequacies are only apparent when the teacher candidate must write on the board or give oral instruction before the class. These difficulties **must** be corrected and require attention of the university supervisor, clinical faculty, and the teacher candidate. Some of them can do it quite rapidly, while others might have to repeat or extend the internship experience. The teacher candidate should be open to these suggestions and take them as part of the learning process.

What if my teacher candidate is failing?

Teacher candidates experiencing difficulties typically receive many more hours of help than do more successful teacher candidates. In addition to the clinical faculty, the university supervisor, building principal, and Director of Clinical Experiences are involved in the remediation process. Teacher candidates who are in jeopardy of not successfully completing their internship experiences are placed on a professional growth plan. The purpose of the plan is to identify specific areas that require improvement and to outline a plan of action for remediation. **If a clinical faculty observes inadequate performance, the university supervisor should be notified immediately.** The supervisor will contact the Director of the Office of Clinical Experiences and a conference will be scheduled. During the conference, the content of the professional growth plan will be formulated, with input from the teacher candidate, the clinical faculty, the supervisor, and the Director. In some cases, multiple meetings to check growth are necessary.

PART TWO

TEACHER CANDIDATE ASSIGNMENTS

Assessment of The Instructional Environment, Impact on Student Learning, and Professional Portfolio

ASSESSMENT OF THE INSTRUCTIONAL ENVIRONMENT

The **Assessment of the Instructional Environment** is completed during the first week of student teaching. The purpose of this assessment is to provide the teacher candidates with contextual information for planning and implementing effective instruction. The information shared will only be used for these purposes; student names are not required to complete the form. The objective is to gather information about individual learners in the classroom, their diverse learning needs, the classroom organization, possible interruptions/disruptions to the learning environment, and available educational resources. Teacher candidates are to complete the assessment form and narrative statement and discuss the implications for instruction with the university supervisor during the first visit.

Teacher Candidate Name_____

University Supervisor _____

Clinical Faculty_____

School/Division/District_____

Subject_____ **Grade** _____ **Semester**_____

Date	***General Information***
	Grade Level(s)
	Ages
Number	***Student Information***
	Total Typically Present
	Male
	Female
	Total Race
	Hispanic
	Asian
	African American
	Native American
	Hawaiian/Pacific Islander
	White
	Two or more races
	Total English Language Learners (ELL)
	ELL Receiving Services
	ELL Not Receiving Services
	Learners with 504 Plans
	Learners Involved in Child Study Process
	Learners Involved in Eligibility Process
	Learners Identified as Eligible for Special Education Services
	Learners with Learning Disabilities
	Learners with Emotional and Behavioral Disabilities
	Learners with Autism Spectrum Disorder

	Learners with Other Health Impairments
	Learners with Physical Disabilities
	Learners with Speech and Language Disabilities
	Learners with other disabilities (please identify)
	Total Learners in Pull-out or Supplementary Programs
	Specify Programs in your narrative statement
	Learners who are unusually demanding of time or energy not identified in other categories (e.g., disruptive, withdrawn, dependent, etc.)
	Learners with excessive absences and/or tardiness
Rating	***Levels of Diversity by Category (Rating L=Low, M=Medium, H=high)***
L M H	Ages
L M H	Languages
L M H	Development Levels
L M H	Cultures
Check one	***Teaching Interruptions***
	Few Interruptions
	Some Interruptions (describe in narrative)
	Many Interruptions (describe in narrative)
Check one	***Room Organization***
	Well Organized
	Adequately Organized
	Poorly Organized
Check One	***Resources: Equipment and Supplies***
	Well Equipped and Supplied
	Adequately Equipped and Supplied
	Poorly Equipped and Supplied
Time	***Time On Task***
	Time spent each day on instruction
	Time spent each day on transactions
	Time spent each day on "non-academic activities" (free time, waiting, trying to start class or redirect inappropriate behavior, etc.)

NARRATIVE

Describe your practicum classroom and students. Review the composition of your students and their learning needs and discuss their implications for instruction. What group(s) might you need to learn more about, differentiate instruction for, or give a little more special attention? Why? Discuss the average number of disruptions in the classroom per day and the types of disruptions. How will these disruptions and how well the classroom is equipped and supplied impact how you will plan and deliver your instruction? Describe the instruction that occurs in the classroom. Is instruction student-centered or teacher-centered? Specifically discuss differentiation, grouping (flexible, whole group, small group, independent, partner, etc.), and integrated instruction. Please do not exceed 600 words. These items should be reviewed with your university supervisor as one of your first journal assignments.

IMPACT ON STUDENT LEARNING

Like the clinical faculty they will be working with, teacher candidates will be responsible for student learning. For teacher candidates to determine the impact they are having on the students they are teaching, they must have knowledge and skills in planning and assessment.

Teacher candidates must complete the Impact on Student Learning Project. Completion of this culminating activity demonstrates expertise both in content and pedagogy, as well as reflection on clinical and classroom experiences. The purpose of these products is to demonstrate evidence of professional competence in university, state, and national professional teacher preparation standards.

Members of the DCEPS faculty will evaluate the product to determine whether a teacher candidate has successfully met the learning targets of this activity. The Impact on Student Learning Project is submitted through LiveText.

The Impact on Student Learning Project consists of seven sections: educational context; development, administration and analysis of pre-test; unit learning goals, standards, and objectives; development, administration and analysis of post-test; and reflection on teaching and learning. Each of these is detailed below.

1. Educational context
2. Pre-test
3. Analysis of pre-test data (graphic and narrative)
4. Planning & Instruction
5. Post-test
6. Analysis of post-test data (graphic and narrative)
7. Professional Learning & Reflection

Educational Context

Teacher candidates should clearly and thoroughly understand the contextual factors relevant to instructional planning. Data collection begins with the Assessment of the Instructional Environment Teacher candidates should demonstrate knowledge of students' varied approaches to learning, students' skills and prior learning, and classroom, school and community factors affecting student learning. There should be a logical connection between the relevant factors described and your instructional planning.

Pre-Test

Teacher candidates must align learning objectives directly with their pre-test. A description of how the pre-test was developed or selected must include the connection to instruction and alignment with standards of learning. A copy of the pre-test is to be submitted as an artifact.

Analysis of Pre-Test Data (graphic and narrative)

Teacher candidates should provide the data from the results of the pre-test. The pre-test data should be disaggregated by individual student. An analysis of the data from the pre-test should include reviewing class means, individual student scores (no names when reporting data), sub-group comparisons (gender, age, ethnicity, and diverse learners), range, and percentages and be presented in both graphic (charts, graphs etc.) and narrative formats. Analysis should also include suggestions for making instructional decisions for the different sub-groups. Provide information of how the teacher candidate will use this data to make instructional decisions associated with the requirements of the content and the needs of students.

Planning & Instruction

Teacher candidates will use the DCEPS lesson plan for their program to create a series of lessons. The plans MUST provide developmentally appropriate learning goals aligned with state standards, specific learning objectives, plans for communicating clear expectations to students, overall methods of instruction, and how to plan to assess student learning during the process (include pre-tests, formative assessments, and post- tests). Effective use of technology must be represented in the series of lessons, so consider opportunities to include technology-enhanced activities for extension or differentiation of learning. Provide a copy of the lesson plans with this assignment. Teacher candidates should ask their University supervisor or clinical faculty for feedback on plans. Use the results from the pre-test to modify instruction to better meet student needs. Provide instruction and monitor student progress toward meeting the learning expectations. Deliver instruction to students and carefully monitor the progress of each student through the learning process. Make additional modifications for individual students or the whole class as needed based on this monitoring and provide learner feedback.

Post-Test

Teacher candidates should provide a description of the post-test given to the class. Include teacher candidate expectations, and specific
learning objectives considered when creating or selecting the post-test. A copy of the post-test is to be submitted as an artifact.

Analysis of Post-Test Data (graphic and narrative)

Teacher candidates should provide the data from the results of the post-test. The post-test should be disaggregated by individual student. An analysis of the results of the post-test should include reviewing class means, individual student scores (use a student variable -not name - when reporting data), sub-group comparisons (gender, age, ethnicity, and diverse learners), range, and percentages and be presented in both graphic (charts, graphs etc.) and narrative formats. Analysis should also include suggestions for making instructional decisions for the different sub-groups. Provide information of how the teacher candidate will use this data to make instructional decisions associated with the requirements of the content and the needs of students.

Professional Learning & Reflection

Based on the evidence of student learning, teacher candidates should identify insights on effective instruction and assessment. Teacher candidates should draw conclusions based on the tests and analysis of learning results, as well as research and theory. In the discussion of student learning and effective instruction, teacher candidates should make logical connections between the learning goals and learning objectives, instruction, and assessment results. Consider including in reflection reasons for the levels of performance on your post-test (e.g., Were there items on which students performed better or worse? Were the learning objectives appropriate given students' prior knowledge, motivation, learning preferences?) Teacher candidates should reflect on the implications for future teaching, as well as implications for professional development.

ODU-DCEPS Core Instructional Lesson/Unit Plan

By Old Dominion University College of Education and Professional Studies

Teacher Candidate:		**Date Taught:**	
Cooperating Teacher:		**School / District:**	
Grade:		**Field Supervisor:**	
Unit / Subject:			
Lesson Title / Focus:			

PLANNING AND PREPARATION

Content Knowledge How was this lesson developed based on your research and knowledge of content and the discipline?

Learner Differences How did this lesson develop because of your examination of research and data about student learning needs, how diverse students learn your content/lesson topic and how you can employ culturally sustaining pedagogies, difficulties students might have, gaps in their knowledge, assets they have, and so on?

Outcomes/Goals What will students be expected to know or do because of this lesson? Are these learning target(s)/outcome(s) appropriate based on your prior assessment/knowledge of students' understandings? Are your targets/outcomes observable and measurable? What are your essential questions that align with the outcomes? List all outcomes associated with this lesson.

Standards Which content, state, and national standards connect with your outcomes? List the state, content, and national standard or standards that are being addressed.

Resources and Materials What resources and other materials will be incorporated and how will they promote active learning? Be specific. List all materials and resources needed for the lesson.

Technology Does technology enhance the design and delivery of your lesson? Does the use of technology promote active learning? Be specific. List all technology needed for both students and teacher.

INSTRUCTIONAL DELIVERY

Learning Environment How will you support individual and collaborative learning and foster positive interaction in the classroom?

Introduction/Activating Strategies How will you engage learners in the lesson and learning? How will you launch the lesson? How will you activate prior knowledge?

Instructional Strategies What learning activities do you have planned for the students? Include a variety of *teaching strategies (methods*). Activities are to be *learner-centered* (e. g. solve problems, construct models, design and perform experiments, read authentic resources, answer open-ended questions, support ideas with evidence, compose, analyze and interpret maps, draw conclusions.) Include *guided process* of

learning. Include the opportunities learners will have to expand and solidify their understanding of the concept and/or apply it to a real-world situation. List any *independent practice* activities.

Closure How will you bring closure to the lesson?

Differentiation How will you adjust instruction, including incorporating technology, to meet the needs of a diverse set of learners?

Assessment: How will you measure understanding of the outcomes and standards? What type(s) of formative and summative assessment tasks/instruments (e.g., test, paper) and rubrics will be used?

PROFESSIONAL LEARNING

Reflection How will you evaluate your practice? Where did learners struggle in the lesson? How can the lesson be strengthened for improved student learning? Did the lesson reflect culturally sustaining pedagogies?

Impact on Student Learning Rubric

	Exceeds Expectations	**Meets Expectations**	**Developing**	**Does Not Meet Expectations**
Assessment				
Pre-test Candidate designs and/or selects a pre-test to gauge students' levels of understanding.	Candidate develops or selects a pre-test that is highly correlated with lesson objectives. The alignment between assessment and lesson objectives is strong and clear.	Candidate develops or selects a pre-test that is correlated with lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects a pre-test that has limited alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects a pre-test with little thought given to alignment with lesson objectives; assessment is not appropriate for the knowledge and/or skills being assessed.
Graphic Representation of Data- Pre-Test Candidate creates a graphic representation of data in order to meaningfully demonstrate understanding of students' learning.	Candidate includes multiple, varied representations of pre-test data to include charts and graphs that contain individual student scores, class mean, and sub-group means, and percentiles that fully describe the results from the data in a meaningful and accurate manner.	Candidate includes multiple representations of pre-test data to include charts and/or graphs that contain individual student scores, class and sub-group means and percentiles that describe the results from the data in a meaningful manner.	Candidate includes appropriate charts or another representation of pre-test data that contains individual student scores and class means but is missing or has inaccurate reporting of some data. Graphic information is not described or is incomplete.	Candidate includes appropriate or misleading charts of pre-test data that contain class means and individual student scores but is missing or has inaccurate reporting of sub-groups and percentiles. Graphic information is not described.

Narrative Analysis of Pre-Test Data Candidate writes a narrative analysis of pre-test data that helps them make decisions about planning and instruction.	Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups. Accurate conclusions concerning student's prior knowledge are drawn. Interpretations delineate instructional decisions that will influence instruction during the lesson.	Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups. Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about student's prior knowledge or directions for future instructional decisions.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.
Planning				
Content Knowledge Candidate develops a lesson plan informed by research and knowledge of content and discipline.	Candidate plan reflects extensive research and knowledge of the content, relations between important concepts, and of multiple instructional practices specific to that discipline.	Candidate plan reflects research and knowledge of the content and relations between important concepts, and of instructional practices specific to that discipline.	Candidate reflects some awareness of the important concepts in the discipline, relations between them and of the instructional practices specific to that discipline.	Candidate displays little knowledge of the content, relationships between different aspects of the content, or of the instructional practices specific to that discipline.
Learner Differences Candidate develops a lesson plan informed by pre-test results and knowledge of learner differences.	Candidate demonstrates an understanding of each student's background, culture, skills, language use, interests, and special needs from a variety of sources. Candidate uses this knowledge and the pre-test analysis to design instruction that is creative, effective, and maximizes learning for all students.	Candidate demonstrates an understanding of students' backgrounds, cultures, skills, language use, interests, and special needs, and uses this knowledge and the pre-test analysis to design instruction.	Candidate demonstrates an understanding of the students' backgrounds, cultures, skills, language use, interests, or special needs, but does not use this knowledge or the pre-test analysis to design instruction to meet the needs of all students.	Candidate demonstrates little or no knowledge of students' backgrounds, cultures, skills, language use, interests, and special needs or consideration of these differences for instruction.
Technology Candidate makes effective use of technology that supports student learning.	Candidate designs authentic learning activities that align with content area standards and use digital tools to maximize active, deep learning. Technology is used to create, adapt, and personalize learning	Candidate designs learning activities that align with content area standards and use digital tools to engage in active learning. Technology is used to create, adapt, and personalize learning experiences that foster independent learning and	Candidate is utilizing technology, but with a predominant focus on teaching, but does not engage students in active learning. Technology does not accommodate for learner differences and needs.	Candidate offers little or no evidence of designing instruction enhanced with the use of technology.

	experiences that foster independent learning and accommodate learner differences and needs, which promotes critical and/or creative thinking.	accommodate some learner differences and needs.		
Instruction				
Learning Environment Candidate develops a lesson plan sequence that fosters interactions guided by respect and rapport.	Candidate develops a plan that encourages activities that establish positive interactions among students and fosters a respectful relationship between the teacher and individual students, reflecting sensitivity to students' cultures and levels of development.	Candidate develops a plan that encourages interactions steeped in civility and respected characterized between teacher and students and among students. These reflect general caring and are appropriate to the cultural and developmental differences among groups of students.	Candidate develops a plan that encourages interactions, both between the teacher and students and among students, that reflects only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Candidate develops a plan that fosters negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs between teacher and students, and among students.
Instructional Strategies Candidate plans a series of learning experiences aligned with instructional outcomes presented in a coherent structure.	Candidate uses a plan that reflects a coordination of knowledge of content, of students' cultural heritage and its importance, and of resources to design a series of learning experiences aligned to instructional outcomes that are likely to engage students in significant learning. The structure of the strategies is clear and allows for different pathways according to student needs.	Candidate uses a plan that reflects knowledge of content, of students' cultural heritage and its importance, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for students. The strategies encourage students to develop an understanding of content.	Candidate uses a series of learning experiences that demonstrate partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The structure of the strategies is recognizable and reflects partial knowledge of students, including their cultural heritage and its importance, and resources.	Candidate uses a series of learning experiences that are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.
Differentiation Candidate identifies methods to differentiate instruction to engage and challenge a variety of learners.	Candidate includes a variety of teaching strategies, methods, and assessments developed to meet the needs of individual learners that engage and challenge all students.	Candidate includes appropriate teaching strategies, methods, and assessments that are differentiated and can engage and challenge all students.	Candidate displays an awareness of appropriate teaching strategies, methods, and assessments with differentiation for different students that can engage and challenge all students.	Candidate does not include teaching strategies, methods, or assessments that can engage and challenge all students.
Assessment				
Post-test Candidate designs and/or selects a post-test	Candidate develops or selects a post-test that is highly correlated with lesson objectives.	Candidate develops or selects a post-test that is correlated with lesson objectives.	Candidate develops or selects a post-test that has limited alignment with lesson objectives.	Candidate develops or selects a post-test with little thought given to alignment with lesson objectives; assessments

to gauge students' levels of understanding.	The alignment between assessment and lesson objectives is strong and clear.	There is evidence of alignment between assessment and lesson objectives.	The alignment between assessment and lesson objectives is not clear.	are not appropriate for the knowledge and/or skills being assessed.
Graphic Comparison of Pre/Post-test Data Candidate reports graphically on student-learning data in order to meaningfully demonstrate understanding of each student's learning.	Candidate includes multiple, varied representations of pre- and post-test data, to include charts and graphs. Individual student scores, class means, and sub-group scores, including percentiles and paired pre- and post-test data, are accurate and displayed. Graphic information from the data is fully described in a meaningful and accurate manner.	Candidate includes multiple representations of pre- and post-test data, to include charts and/or graphs. Individual student scores, class means, and sub-groups scores including percentiles and paired pre- and post-test data, are accurate and displayed. Graphic information from the data is described.	Candidate includes basic representation of pre- and/or post-test data. Individual scores, class means, and/or sub-groups scores are included, but paired data or percentiles are misrepresented. Graphic information from the data is not described or is incomplete.	Candidate includes inadequate representation pre- and/or post-test data. Charts and graphs are missing, or they are present but not meaningful or accurate. Individual scores and/or class means and/or sub-groups scores are included, but lack or misrepresent paired data or percentiles. Graphic information from the data is not described.
Narrative Analysis of Comparison of Pre/Post-Test Data Candidate provides a narrative analysis of post-test data for making decisions about planning and instruction.	Candidate analysis uses data to describe trends and patterns among identified subgroups. Pre- and post-test data is compared using dependable and accurate methods and is summarized to draw meaningful conclusions concerning impact on student learning. Interpretations delineate instructional decisions that will influence future instruction.	Candidate narrative analysis uses data to describe trends and patterns among all learners, including meeting instructional needs of diverse populations. The comparison of pre- and post-test data uses multiple, dependable methods and results that are analyzed to determine the significance of pre- and post-test data.	Candidate narrative analysis does not use data to describe trends and patterns among all learners, including meeting instructional needs of diverse populations. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not suggest impact on student learning or imply a direction for improvement for future learning	Candidate analysis lacks appropriate analysis of data required to describe trends and patterns in student learning for the lesson series or to develop suggestions for improvement.
Professional Learning				
Reflection Candidate engages in self-reflection of teaching practice.	Candidate's reflection on lesson is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points. Thoughtful consideration is given to reflecting on meeting the needs of diverse learners.	Candidate provides an accurate and objective description of the lesson, citing specific evidence. Teacher candidate makes some specific suggestions as to how the lesson might be improved.	Candidate provides a partially accurate and objective description of the lesson but does not cite specific evidence. Teacher candidate makes only general suggestions as to how the lesson might be improved.	Candidate does not self-reflect, or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse learners.

	Teacher candidate draws on an extensive repertoire to suggest specific alternative actions and predict the likely success of each.	Teacher candidate engages in self-reflection of teaching practice but does not articulate adjustments needed to improve personal practice and its impact on diverse learners.		

INTRODUCTION TO THE PROFESSIONAL PORTFOLIO

WHAT IS A PROFESSIONAL PORTFOLIO?

A professional portfolio is a tool judiciously and carefully crafted to approximately showcase the work of a *professional educator* while providing evidence of career growth. It is NOT simply a gathering of all the lesson plans, papers, and assignments completed during a designated period that has been placed in a notebook/scrapbook. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) defined a portfolio as being an organized goal-driven exhibit providing evidence of understanding and performance.

As a candidate in Darden College of Education and Professional Studies' teacher preparation program, the portfolio you develop is an evolving structure that will help document growth over time. It promotes self- reflection and critical analysis in ways that help you understand the complexities of teaching. Serving as a thread that weaves all parts of the teacher preparation program together, the portfolio helps you integrate knowledge and basic skills from across diverse courses and experiences during your years of study. The portfolio process allows you, as well as your instructors, to visualize the entire conceptual framework of teacher as professional educator with all the diverse theoretical and practical activities that shape learning.

A professional teaching portfolio offers you a means of presenting your case coherently. It shows school officials why your candidacy is worthy of special notice and gives them the opportunity to view materials beyond those in the professional credentials file you submit to a school division as part of your application for employment. Your portfolio design can showcase your strengths and abilities in a way that is both professional and uniquely your own.

It includes a variety of documents to highlight your professional achievements in a cohesive manner and may be in paper or electronic format. You are encouraged to consider an electronic format because it offers the distinct advantages of portability, accessibility, and connectivity. Additionally, it can easily be updated and revised and provides unique opportunities for demonstrating technological expertise.

WHAT IS THE PORTFOLIO PROCESS?

Your portfolio can be a perpetual workspace in which to examine and evaluate various aspects of your teacher preparation program. While initially you will want to collect everything that might be of interest, from recordings of teaching to informal learner evaluations to papers on relevant topics, your portfolio will be more than just a scrapbook collection.

The key to the portfolio process is in understanding the relationship between the portfolio organization, material collection, selection of material, and reflection of growth. A portfolio only begins to take shape as you select and arrange the evidence contained in your collection with a particular audience or purpose in mind. Then, when you go on to compose reflections exploring the meaning of the evidence, your work

folder is transformed into a potentially powerful document- your professional portfolio- representing a self-aware professional.

PORTFOLIO GUIDELINES

Organization

The portfolio is organized into four (4) sections – ***Portfolio Overview Statement, Professional Preparation, Pre-service Teaching Competencies***, and ***Reflective Behavior and Strategies to manage the learning environment***.

Collection

Each section identifies specific artifacts to be included in the portfolio. You may want to become a "pack rat", collecting everything related to your work as a teacher. Read the definition for each artifact and include only the best representation for that artifact. Example artifacts may include items such as:

- Lesson plans
- Unit plans
- Journal reflections
- Curriculum materials
- Field experience evaluation forms
- Samples of learner work stemming from lessons you have taught
- Video & audio recordings
- Curriculum maps
- Photographs
- Papers &/or reviews of professional readings
- Administrator feedback
- Letters of recommendation and appreciation
- Activities in professional organizations
- Certificates
- Honors and awards
- Written reflections on the meaning of teaching

Keep journals and write regularly about your thinking, what you are reading, and what you are doing. What did learners do that excited you as a teacher? What did learners bring with them that allowed you personally to learn?

Selection

Three general rules can help you select those items from your collection that will show who you are as a teacher:

1. Explain the artifacts. Orient your supervisor to the connection you see between the standard and the artifact.

2. Consider variety and flexibility when selecting artifacts.

3. Include no less than the minimum requirements for the portfolio

1) Explain the artifacts.

Through detailed descriptions in Section II, you will show the reader how each artifact illustrates the multiple competencies you have addressed as a teacher. Include specific examples from the artifacts when you refer to them to draw out their unique features. Artifacts should be related to the ODU conceptual framework and to your professional organization. Your written explanation of the artifacts will demonstrate how you have grown in understanding over time.

2) **Consider variety and flexibility when selecting artifacts.**

Include as many kinds of artifacts as possible to make the portfolio interesting and to show your diversity. Different types of lesson plans, pictures, and assessments will mostly come from your **impact on student learning project and unit plan**. In addition, it will come from the behavior reflection and learner work.

3) **Include no less than the minimum requirements for the portfolio.**

Ensure all items are included.

Requirements for the portfolio are found in the portfolio checklist. See the details in each section from I and II.

Final Note

Please note that since your portfolio is an evolving document, it is beneficial to select items that give evidence of growth and change in your philosophy and understanding of the interrelationships of the coursework and classroom experiences as you progress through the program. Since portfolio assessment for teachers as professionals is being endorsed at state and national levels in the United States, you will want to continue to develop your portfolio as you move through your teaching career.

Portfolio Overview Statement

Submit a one-page statement that provides an overview of your portfolio. In this overview summarize YOUR GROWTH throughout your program and student teaching semester to include professional preparation, teaching competencies, and strategies to manage the learning environment.

CHECKLIST FOR PROFESSIONAL PORTFOLIO (PRESERVICE)

I. Professional Preparation (All elements required.)

	A	Candidate's Information (see below)
	B	Statement of personal teaching philosophy
	C	Resume
	D	Graduate and undergraduate transcripts
	E	Professional Assessments score reports, Praxis II, VCLA, Praxis Teaching Reading: Elementary (previously RVE/VRA)
	F	Certificates in :Dyslexia, Restraint and Seclusion, Cultural Competency, Child Abuse and Neglect and First Aid, CPR, AED training.
	G	Letters of recommendation (3-5)
	H	Copies of all teaching certifications and licenses
	I	Evaluations (Observation, Practicum, Teacher Candidate Internship)

A. Candidates Information

- Candidate's First Name
- Candidate's Last Name
- UIN
- Candidate Status (UG, GR, Post-baccalaureate endorsement)
- Academic Year
- Semester
- Program/Endorsement Area

B. Statement of Personal Teaching Philosophy

2-4-page discussion of your personal teaching philosophy as a professional educator in your specific discipline. Be sure to discuss your philosophy in terms of the Darden College of Education and Professional Studies Conceptual Framework.

C. *Resume* – The resume should be no more than two pages long and should highlight educational experience.

D. Graduate and undergraduate transcripts – Unofficial transcripts are appropriate until the end of approved program experience.

E. Professional Assessments score reports (Praxis II, VCLA, Praxis Teaching Reading: Elementary(previously RVE)– All licensure tests should be included. They will be required wh**en applying for positions. Institutions of higher education will not be able to provide copies.**

F. Dyslexia, Restraint and Seclusion, Cultural Competency, Child abuse and neglect recognition reporting certificate and First Aid, CPR, AED training. These items will be required when applying for a Virginia teaching license. Each item must be current.

G. Letters of recommendation (3-5). Letters of recommendation must be professional in nature. Letters from parents and friends are not appropriate.

H. Copies of all testing certifications and licenses. Include any type of certificate or license that may assist you in obtaining a position. This could include physical training, lifeguard, sign

language, driver's license, etc.

Evaluations – Observation, practicum, and teacher candidate internship.

II. Pre-service teaching Competencies (All elements required.) The Professional Portfolio Committee devised a common core of competencies which were inspired by those standards recommended by professional organizations and utilized by NCATE/CAEP for purposes of accreditation. The professional education organizations included: Association for Childhood Education International (ACEI), International Technology Education Association/ Council on Technology Teacher education (ITEA/CTTE), National Association for the Education of Young Children (NAEYC), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Middle School Association (NMSA), National Science Teachers Association (NSTA) and National Council for the Social Studies (NCSS).

While the process of developing a portfolio may seem like a daunting task at first, the key to making this task manageable is to follow the guidelines provided for developing the portfolio. These guidelines will define expectations for each section of your portfolio. They have been provided to help you as you begin your portfolio preparation and are required components of your portfolio; however, you are encouraged to extend beyond these requirements so that your portfolio becomes a document that reflects your creativity and individuality. Remove from artifacts all reference to K-12 school names, and learner names. Use aliases if necessary.

These artifacts should come from the unit in the "Impact in Student Learning Assignment", and other supplemental materials from your program of study. Per competency, write a one-half to one-page reflection addressing your growth as supported by reference to 2-4 artifacts. Be sure to clearly describe in what ways each referenced artifact illustrates your growth. For each of the following indicators the candidate will provide evidence of growth in knowledge, understanding and disposition, including design and appropriate use of:

A	Learner-centered and/or differentiated instruction providing for special needs learners and individual learner needs
B	Instructional and curricular adaptions for multicultural, ethnic, socio-economic, and linguistic diversity, and gender equity
C	Developmentally appropriate instruction
D	Standards-based instruction
E	Candidates will demonstrate the essential knowledge, skills, and processes in the content area they will be endorsed and demonstrate the ability to deliver instruction that uses inquiry, critical thinking, and problem-based learning within and across various disciplines
F	Engagement of learners in studies of the nature of the respective disciplines
G	Authentic learning experiences providing for connections to human values and endeavors as well as the personalities, needs, and interest of learners
H	Integration of technology and media resources for instruction, classroom organization, and pupils learning
I	Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning.

Candidates are required to collect artifacts during the completion of the "impact on student learning unit", or other supplemental materials which will support the following standards-based competencies.

A. Learner-centered and/or differentiated instruction providing for special needs learners and individual learner needs.

Candidates provide evidence that they:

- Honor individual differences among learners by utilizing multiple approaches to thinking and learning
- Develop and implement an integrated curriculum that focuses on children's needs and interests.

B. Instructional and curricular adaptions for multicultural, ethnic, socio-economic, and linguistic diversity, and gender equity.

Candidates provide evidence that they:

- Plan instructional activities appropriate to the needs of culturally, ethnically, economically, and linguistically diverse learners and those with exceptional learning needs.
- Use their knowledge of learner diversity to affirm and support full participation of all learners.
- Use a variety of approaches to instruction in diverse settings and with learners with diverse backgrounds, interests, and abilities.

C. Developmentally appropriate instruction

Candidates provide evidence that they:

- Know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents.
- Consider, accommodate, and integrate the cognitive, linguistic, physical, social, and emotional development characteristics of children and young adolescents.
- Plan and implement developmentally appropriate/responsive curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.

D. Standards-based instruction

Candidates provide evidence that they:

- Know and understand the major concepts and principles of their teaching discipline(s) as defined by educational state and national standards.
- Relate plans and resources to professionally developed state and national standards.

E. Candidates will demonstrate the essential knowledge, skills, and processes in the content area they will be endorsed in and demonstrate the ability to deliver instruction that uses inquiry, critical thinking, and problem-based learning within and across various disciplines.

Candidates provide evidence that they:

- Know, understand, and use the central concepts, structures of content and tools of inquiry for learners across the grades.
- Know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate learners and build understanding.
- Teach the basic concepts and skills of inquiry and communication as integral to all learning.
- Cultivate skills in recognizing and solving problems.

- Help learners develop lifelong habits of critical thinking and judgement.

F. Engagement of learners in the studies of the nature of the respective disciplines

Candidates provide evidence that they can define the values, beliefs, and assumptions inherent to the creation of knowledge within their respective fields and contrast that knowledge to other ways of knowing. Nature of the discipline refers to characteristics distinguishing the discipline from other ways of knowing; i.e., characteristics distinguishing basic science, applied science, and technology; processes and conventions of science as a professional activity; and standards defining acceptable evidence and scientific explanation. Candidates engage K-12 learners effectively in studies of the nature of science and conventions of scientific explanation. Candidates should think of this standard to connect students to the things "real scientists" or "real authors" or "real artists" do, for example.

G. Authentic learning experiences providing for connections to human values and endeavors, as well as the personalities, needs, and interests of the learners.

Candidates provide evidence that they:

- Encourage the application of knowledge, skills, tools, and ideas to real world issues.
- Help learners realize how knowledge, skills, and ideas relate to their lives and to other real-world situations.
- Know and understand the relationship of various disciplines to other human values and endeavors.

H. Integration of technology and media resources for instruction, classroom organization, and pupil learning.

Candidates provide evidence that they:

- Know that technology includes, but is not limited to, devices including cell phones, tablets and laptops, web applications and apps, software, learning management systems, and a variety of relevant multimedia.
- Use a variety of resources, including technology, and nonprint materials.
- Understand and use appropriate technology to help learners become capable technology users through communication.
- Develop the ability of the learners to apply technological knowledge and skills.
- Select appropriate instructional technologies to effectively teach all learner populations

I. Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning.

Candidates provide evidence that they:

- Use assessment as an integral part of instruction and learning
- Align their instructional and assessment practices.
- Use formative and summative methods to determine learners' understanding and to monitor their own teaching effectiveness.
- Use a variety of formal and informal assessment techniques (e.g., observation, portfolios of learner work, teacher-made tests, performance tasks, projects, learner self-assessments, peer assessment, and standardized tests.)

III. Reflective behavior and strategies to manage the learning environment *(All elements required)*

Reflect on a behavior encountered during student teaching that was challenging. Document how you handled the situation. Answer the following questions:

A	Reflect on an individual learner behavior or a classroom behavior encountered during student teaching that was challenging
B	Document how you handled the situation.
C	What type of strategies did you use?
D	What was the outcome (successes and frustrations)?
E	Did you believe the overall outcome of your strategies was successful (why or why not)? Please explain.
F	What areas of growth did you experience from implementing this plan and working with this learner and/or group?

Behavior is one of the greatest challenges today's teacher faces, especially when students getting special education services are in inclusive classrooms. This section is designed to provide the candidate with the opportunity to observe and practice strategies to support their students. The goal is to create an instructional environment that increases the likelihood of increased student success.

A. Observe and practice principles of effective classroom management.

Candidates provide evidence in their reflective journal that they:

- Establish effective classroom expectations.
- Develop and maintain predictable classroom schedules and routines.
- Consider learner's needs in establishing group strategies.

B. Observe and practice the principles of effective behavior management.

Candidates provide evidence in their reflective journal that they:

- Use reinforcement strategies to promote positive learners' responses.
- Collect and analyze data to assist in the decision-making process.
- Apply behavior change procedures as consistently and immediately, as possible.

C. Use a range of strategies to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.

Candidates provide evidence in their reflective journal that they:

- Implement and monitor research-based strategies.
- Work as a member of the instructional team.

D. Create learning communities in which learners assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

Candidates provide evidence in their reflective journal that they:

- Teach and reinforce individual accountability in the classroom.
- Provide opportunities for students to work cooperatively on various tasks.

E. Understand and use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment.

Candidates provide evidence in their reflective journal that they:

- Use effective interpersonal communication strategies to communicate with learners, colleagues, and parent/guardians.
- Teach learners skills that will increase their ability to communicate effectively.

F. In reviewing items, A-E above, explain how you grew as a professional.

Candidates provide evidence in their reflective journal that they:

- Use effective strategies to develop individual learner behavior and/or classroom behavior encountered during the student teaching experience.
- Provide evidence of successes and/or frustration of strategies used to work with individual learner behavior and/or classroom behavior.

Teacher Candidate Portfolio Rubric

	Meets Standards (2 pts)	Needs Improvement (1pt)	Unacceptable (0 pts)
Portfolio Overview 3/20 (15%)	Personal teaching philosophy is written in a complete and cohesive manner. Professional growth statement fully addresses transition from early field experience to student teaching. The professional growth statement clearly incorporates the Conceptual Framework, Educator as Professional.	Personal teaching philosophy is written in a manner that is partially complete. Professional growth statement partially addresses transition from early field experience to student teaching. The professional growth statement fails to clearly incorporate the Conceptual Framework, Educator as Professional.	Personal teaching philosophy is incomplete. The statement regarding growth in the profession is not present or disorganized and poorly presented. Professional growth statement does not address transition from early field experience to student teaching. The professional growth statement fails to incorporate the Conceptual Framework, Educator as Professional.
Professional Preparation Attachments/ Information 3/20 (15%)	All attachments included for Resume, Transcripts, Test Scores, Certifications, and Letters of Recommendations.	More than half of the required professional attachments are provided.	Less than half of the required professional attachments are provided.
Resume 2/20 (10%)	Resume is limited to 1-2 pages, contains personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities.	Resume is limited to 1-2 pages, contains partial personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities.	Resume is limited to 1-2 pages, contains less than half of the required personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities.
Pre-Service teaching Competencies 6/20 (30%)	Teacher candidate attached 2-4 artifacts for all 9 competency areas (A-I). Each competency has a well written half-page reflection explaining the artifact.	Teacher candidate only provided artifacts for 6 competencies out of 9 (A-I). Each competency had a written reflection. The reflection explained the artifact.	Teacher candidate provided artifacts for less than 6 competencies (A-I). The reflections are poorly written.
Behavior Reflections 4/20 (20%)	Teacher candidate included reflection for each question A-F (6 questions). Each question has a well written half-page reflection explaining the outcome.	Teacher candidate included 4 out of 6 reflections (4 questions). Each question has a written reflection. The reflection explains the outcome.	The written reflection did not explain the outcome.
Writing and Grammar 2/20 (10%)	All written statements are free of spelling and/or grammatical errors.	Written statements contain up to three spelling and/or grammatical errors	Written statements contain more than three spelling and/or grammatical errors.

PART THREE

EVALUATION PROCEDURES

EVALUATION: ROLES OF THE CLINICAL FACULTY AND UNIVERSITY SUPERVISOR

The purposes for evaluating teacher candidates parallel those of teacher evaluations.

- To improve instruction by providing constructive feedback regarding strengths and weakness.
- To provide documentation to the university.
- To provide documentation to prospective employers regarding the progress the teacher candidate has demonstrated during the internship experience.

In any evaluation process, the purposes are best served when the evaluator has frequent and regular opportunities to observe and coach. Therefore, the clinical faculty maintains the primary role as evaluator of the teacher candidate's daily performance in the classroom.

The role of the university supervisor has been defined as that of a student advocate, a supporter, collaboration with clinical faculty, and a link between the public school and the university. During the university supervisor's visits, she/he/they will observe the teacher candidate's instructional skills, management skills, professional attributes and provide feedback. During conferences with both the clinical faculty and the teacher candidate, the university supervisor will facilitate discussion about the teacher candidate's classroom performance. Because of the frequency of the visits by the university supervisor, she/he/they can determine early in the semester whether a recommendation to the Director ought to be made concerning a placement in an alternative setting. If there are concerns during the placement, or as soon as there is indication the intern's ability to pass the internship is in question, it is the responsibility of the University Supervisor to:

- contact the Director of Clinical Experiences **immediately** to determine a plan of action;
- work collaboratively with the clinical faculty to develop and implement a professional growth plan;
- facilitate a meeting with the clinical faculty, university supervisor, and intern to discuss the professional growth plan;
- keep the Director informed of progress for the duration of the semester.

Otherwise, assuming the placement is appropriate, the university supervisor's primary role is to facilitate success.

The clinical faculty and the university supervisor jointly evaluate the teacher candidate at the mid-point and at the end of the internship experience. Then together present the evaluation to the teacher candidate. If there is a discrepancy in perceptions between the clinical faculty and the university supervisor regarding the teacher candidate's performance both a school administrator and the Director of Clinical Experiences will attempt to mediate. If mutual agreement cannot be reached, the university supervisor may attach his/her/their own evaluation of the teacher candidate for the placement file indicating his/her/their perceptions of the teacher candidate's strengths.

TEACHER CANDIDATE PROFESSIONAL ATTRIBUTES AND INSTRUCTIONAL DEVELOPMENT SCALES

Teacher Candidate: _____ Semester/Year _____

UIN:_____Undergraduate ☐ Graduate ☐ Post-Baccalaureate ☐

Endorsement Area Student is Seeking: _____

Clinical Faculty:_____ Clinical Faculty Email: _____

University Supervisor: _____ University Supervisor Email: _____

School Division /District: _____Assigned School: _____

Signatures (*following review of each evaluation*): ☐ Mid-term Evaluation ☐ Final Evaluation

Teacher Candidate: _____ Date:_____

Clinical Faculty : _____ Date: _____

University Supervisor:_____ Date: _____

DIRECTIONS:

The purpose of the Framework for Teaching Evaluation Instrument is to provide the Darden College of Education and Professional Studies, The College of Arts and Letters, and the College of Sciences faculty with specific, relevant information regarding a teacher candidate's progress. It is designed to assess beginning teacher performance on 4 different domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. The scale is based on CAEP Standards, INTASC standards, and Virginia Department of Education Guidelines for the Evaluation of Teachers.

Each area is comprised of specific elements that measure the teacher candidate's performance. The elements are measured with a four (4) point rubric with leveled criteria. For each element, please rate the behavior the teacher candidate typically displays. The selection "Did Not Observe" is available for the midterm evaluation. For the final evaluation, teacher candidate should not receive any "Did Not Observe." Please elaborate further in the comment section with additional feedback that will help the teacher candidate continue to progress. If "Does Not Meet Expectations" or "Developing" is selected, you must provide concrete reasons and examples of how or why the student has received the score in the comments at the end of the section. If additional information is not provided, the evaluation will be returned for additional documentation.

1. Planning and Preparation					
Criterion	**Exceeds Expectations**	**Meets Expectations**	**Developing**	**Does Not Meet Expectations**	**Did Not Observe**
1a: Demonstrating Knowledge of Contentand Pedagogy	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches tothe discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher candidate did not have the opportunity to demonstrate skills.
1b: Demonstrating Knowledge of Students	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning,	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and	Teacher candidate did not have the opportunity to demonstrate skills.

	knowledge and skills, special needs, and interests and cultural heritages.	knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	skills, special needs, and interests and cultural heritages, yet may applythis knowledge not to individual students but to the class as a whole.	cultural heritages—and does not indicate that such knowledge is valuable.	
1c: Setting Instructional Outcomes	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups ofstudents.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Teacher candidate did not have the opportunity to demonstrate skills.
1d: Demonstrating Knowledge ofResources	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school ordistrict, in the community, through professional organizations and	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's	Teacher candidate did not have the opportunity to demonstrate skills.

	universities, and on the Internet.	one's professional skill, and seeks out such resources.	seek to expand this knowledge.	own professional skill.	
1e: Designing Coherent Instruction	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Teacher candidate did not have the opportunity to demonstrate skills.
1f: Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Teacher candidate did not have the opportunity to demonstrate skills.

	formative assessment is well designed and includes student as well as teacher use of the assessment information.	clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	some of the instructional outcomes.		
Comments:					
2. The Classroom Environment					
2a: Creating an Environment of Respect andRapport	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectualrisks.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Teacher candidate did not have the opportunity to demonstrate skills.
2b: Establishing a Culture for	The classroom culture is a cognitively busy	The classroom culture is a place	The classroom culture is	The classroom culture is	Teacher candidate did

Learning	place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one ortwo students.	not have the opportunity to demonstrate skills.
2c: Managing Classroom Procedures	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to theclass.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students	Teacher candidate did not have the opportunity to demonstrate skills.

		classroom routines, volunteers and paraprofessionals contribute to the class.	of learning. With regular guidance and prompting, students follow established routines, volunteers and paraprofessionals perform their duties.	know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	
2d: Managing Student Behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Teacher candidate did not have the opportunity to demonstrate skills.
2e: Organizing Physical Space	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	Teacher candidate did not have the opportunity to demonstrate skills.
Comments:					

3. Instruction					
3a: Communicating with Students	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher candidate did not have the opportunity to demonstrate skills.
3b: Using Questioning	The teacher uses a	While the	The teacher's questions lead	The teacher's questions are of	Teacher candidate did

and Discussion Techniques	variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	teacher may use some low-level questions, he /she/they poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	not have the opportunity to demonstrate skills.
3c: Engaging Students in Learning	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that requirecomplex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely	The learning tasks/activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The	Teacher candidate did not have the opportunity to demonstrate skills.

	contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	
3d: Using Assessment in Instruction	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedbackis absent or of poor quality. Students do not engage in self- or peer assessment.	Teacher candidate did not have the opportunity to demonstrate skills.
3e: Demonstrating Flexibility and	The teacher seizes an opportunity to enhance	The teacher successfully accommodates	The teacher accepts responsibility for	The teacher ignores	Teacher candidate did

Responsiveness	learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	not have the opportunity to demonstrate skills.
Comments:					
4. Professional Responsibilities					
4a: Reflecting on Teaching	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried anothertime the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, orthe teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	Teacher candidate did not have the opportunity to demonstrate skills.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning,	The teacher's system for maintaining information on student	The teacher's system for maintaining information on	The teacher's system for maintaining information on student	Teacher candidate did not have the opportunity to

	and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	completion of assignments, student progress in learning, and noninstructional records is fully effective.	student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	demonstrate skills.
4c: Communicating with Families	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families inthe instructional program.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	Teacher candidate did not have the opportunity to demonstrate skills.
4d: Participating in theProfessional Community	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.	Teacher candidate did not have the opportunity to demonstrate skills.

	in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher avoids becoming involved in school events or school and district projects.	
4e: Growing and Developing Professionally	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher candidate did not have the opportunity to demonstrate skills.
4f: Showing Professionalism	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive inserving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students,	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher	Teacher candidate did not have the opportunity to demonstrate skills.

	particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	makesdecisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	
Comments:					

Areas of Strength: Enter your comments and observations pertaining to the Teacher Candidate's areas of strength:

Areas to be Developed: Enter your comments and observations pertaining to the Teacher Candidate's areas that need to be developed:

Midterm Evaluation: Recommended to continue placement: **Yes** **No**

Final Evaluation: Recommend for Hire: **Yes** **No**

Reference: Danielson, Charlotte. Rubrics from The Framework for Teaching, Evaluation Instrument, 2013 Ed.

A Guide for the Assessment and Evaluation of Teacher Candidate Interns- Endorsement SPECIFIC QUESTIONS

While candidates in the approved teacher education programs must exhibit professional dispositions and effective teaching skills, they must also demonstrate dispositions and skills that are specific to their teaching areas. There are unique knowledge, skills, and dispositions a candidate in the area of Elementary Education will need to demonstrate that will be different from that of a candidate in the area of health and physical education or even biology. For that reason, the faculty, university supervisors, clinical faculty, and teachers, in the field have developed a set of "Endorsement Specific Questions" to accompany the candidate evaluation. These additional questions provide in-depth evaluation form each national organization to determine if the candidate has mastered the unique skills in their specialty area based on their standards.

OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

EVALUATION OF TEACHER CANDIDATE BY SCHOOL ADMINISTRATOR

Teacher Candidate _____ UIN _____

Year_____ Semester _____ Student Status _____

Name of School Administrator_____

School Division _____School_____

Judging the teacher candidate as a developing professional, please rate him/her on each item using the following scale:

3= Meets Expectations- Teacher candidate typically and routinely displays behavior requested with quality
2= Needs Improvement – Teacher candidate requires assistance displaying behavior or is inconsistent with demonstrating behavior.
1= Unacceptable – Teacher candidate does not perform expected behavior
0= Not Observed – Teacher candidate has not had the opportunity to demonstrate behavior during observation period.

	3	2	1	0
1. Professional Demeanor				
2. Knowledge of Rules and Procedures				
3. Responsiveness/Self-Improvement				
4. Parent/Guardian Relations				
5. Student Relations				
6. Teaching Plans and Materials				
7. Classroom Management				
8. Classroom Instruction				
9. Assessment and Feedback				
10. Student responses to Instruction				

Comments:

*Recommend for hire: ☐ Yes ☐ No

Signature of School Administrator _____ Date _____

Position _____

Signature of Teacher Candidate _____ Date _____

**Only complete if observed after the mid-term point.*

PART FOUR

FORMS

Timeframe Guide for Completion of Teacher Candidate Forms

FORM	WHEN TO COMPLETE	COMPLETED BY
Report of University Supervisor Observation and Conference	During Classroom Observations/Visits	University Supervisor
Weekly Feedback Guide	Weekly	Clinical Faculty
Professional Attributes and Instructional Development Scales/Midterm	In the middle of EACH placement	Clinical Faculty in collaboration with University Supervisor
Evaluation of Teacher Candidate/Final	Toward the end of EACH placement	Clinical Faculty in collaboration with University Supervisor
Evaluation of Teacher Candidate by School Administrator	Toward the end of EACH placement	School Administrator
Weekly Journal	Each Week	Teacher Candidate
Time Record	Weekly	Teacher Candidate
Professional Disposition Self-Assessment	Toward the end of your FINAL placement	Teacher Candidate
Professional Disposition Assessment	Toward the end of your FINAL placement	University Supervisor
Educational Benchmark Instrument	Near the end of the semester, upon receipt of the email link	Teacher Candidate.

FOR SUPERVISORS

Form Distribution:

University Supervisor Observation and Conference - completed by the University Supervisor

1. one copy is submitted at the end to be placed in the candidate's file

Weekly Feedback Guide – completed by the clinical faculty and reviewed by the university supervisor. The candidates keep these for their records.

Teacher Candidate Professional Growth Plan – completed by the university supervisor in collaboration with the clinical faculty. This plan is developed when the teacher candidate is having difficulties in succeeding in specific areas. Documentation of how to help the teacher candidate succeed is necessary. A timeline must be included. A copy is provided to the Office of Clinical Experiences at Old Dominion University.

Assessment of Instructional Environment – this evaluation is completed by the teacher candidate. This is the candidate's evaluation of the instructional environment and how to effectively plan for each student in the provided environment. This evaluation is reviewed with the University Supervisor. It should be completed for each classroom the student teacher interacts with.

Professional Attributes and Instructional Development Scales – this is completed at the mid-term and final. If a candidate is in two seven-week placements, a mid-term and final is completed in each setting. The clinical faculty completes the evaluation. The supervisor reviews the evaluation prior to administering the evaluation to the candidate. They should complete the evaluations with feedback from the university supervisor. The teacher candidate, university supervisor, and clinical faculty will receive an email links to confirm that an electronic copy has been received. All midterms/finals should be recorded through Qualtrics by the University Supervisor. Documents should be given to the university supervisor to return to the university. A copy of the completed electronic evaluation will be sent to the student, clinical faculty and university supervisor .

Evaluation of the Teacher Candidate by School Administrator – this is completed by the Assistant Principal or Principal at each placement. The Evaluation of the Teacher Candidate by School Administrator needs to be completed on the official ODU form for each placement and submitted to OCE for final grades to be processed. The

Weekly Journals – reviewed with the candidates during visits and seminars.

Impact on Student Learning Rubric – this is completed by the University Supervisor after the teacher candidate has completed and submitted to the University Supervisor his/her/their Impact

of Student Learning Project. The project must be completed in the LiveText and the supervisors will grade in LiveText. To award a final PASSING grade, the teacher candidate must have completed this assignment prior to the University Supervisor completing this form. In programs such as art and music, a copy of the LiveText Rubric will be provided.

Teacher Candidate Portfolio Evaluation Rubric – this is completed by the University Supervisor at the end of the semester. Must be completed in the LiveText and the supervisors will grade in LiveText. To award a final PASSING grade, the teacher candidate must have completed this assignment prior to the University Supervisor completing this form. In programs such as art and music, a copy of the LiveText rubric will be provided.

Time Record – this is a record of how the candidates spend their time at school.

Teacher Candidate Evaluation of Clinical Faculty – the candidate has the opportunity to evaluate the clinical faculty with anonymity. Candidates complete this form on the LiveText link forwarded by the Office of Clinical Experiences.

Teacher Candidate Evaluation of University Supervisor – the candidate has the opportunity to evaluate the University Supervisor with anonymity. Candidates complete this form on the LiveText link forwarded by the Office of Clinical Experiences.

Clinical Faculty Evaluation of University Supervisor – the clinical faculty has the opportunity to evaluate the university form on the LiveText link forwarded by the Office of Clinical Experiences.

University Supervisor Evaluation of Clinical Faculty – the University Supervisor has the opportunity to evaluate the clinical faculty on the LiveText link forwarded by the Office of Clinical Experiences.

Grade Sheet – please check off each item, then submit the grade sheet to the Office of Clinical Experience. Please enter the final grade as a P (pass) or F (fail).

Old Dominion University
Darden College of Education and Professional Studies

Report of University Supervisor Observation and Conference

Teacher Candidate _____ Clinical Faculty_____

School_____Bell _____Date _____

Subject/Grade Level _____ Date/Time of Next Visit_____

Lesson Plan comments:

Weekly journal review:

Observations:

Reinforcement/Strengths:

Refinement/Improvement:

Focus for next observation:

Thought-provoking questions for teacher candidate to reflect upon:

_____ _____

Signature of Teacher Candidate *Signature of University Supervisor*

Darden College of Education and Professional Studies

TEACHER CANDIDATE PROFESSIONAL GROWTH PLAN

Teacher Candidate _____ Clinical faculty_____

School_____ Date _____ Subject/Grade Level_____

Strengths:

Give Specific examples of candidate's strengths (identify a minimum of three)

Areas of Improvement:

Give specific examples- use behavioral terms (identify no more than two or three)

Plan of Actions:

a. Teacher Candidate Responsibilities:

Specify what the candidate should do to be successful. Provide a detailed time frame with dates. Use behavioral statements – MOO – (Measurable, Observable, Objective)

What will the university supervisor do to help the teacher candidate be successful? (Observe more frequent, Communication, Model)

b. Clinical faculty responsibilities:

What will the clinical faculty do to assist the teacher candidate be successful. (Model for candidate and Debrief)

c. University Supervisor Responsibilities:

Teacher Candidate's Status in Internship:

Completed by university supervisor in collaboration with clinical faculty (Progressing, In jeopardy)

Signature of Teacher Candidate	*Date*
Signature of Clinical Faculty	*Date*
Signature of University Supervisor	*Date*
Signature of Director of OCE	*Date*

TEACHER CANDIDATE	CLINICAL FACULTY	DATE

WEEKLY FEEDBACK GUIDE

This form has been designed to help clinical faculty give teacher candidates frequent specific feedback. After checking items in each area, please turn page and provide more specific information.

PROFESSIONAL ATTRIBUTE SCALE

1. Attendance

- ☐ Frequently absent
- ☐ Rarely absent
- ☐ Exemplary attendance

2. Punctuality

- ☐ Frequently late
- ☐ Generally punctual
- ☐ Always on time

3. Professional Appearance

- ☐ Appearance not appropriate for educational setting
- ☐ Appearance is neat
- ☐ Appearance is professional

4. Parent/Guardian Relations

- ☐ Is sometimes antagonistic towards parents/guardians
- ☐ Shy: hesitant to work with parents/guardians
- ☐ Is sensitive to parent/guardians needs and concerns
- ☐ Treats parents/guardians with respect

5. Tact/Judgment

- ☐ Thoughtless: Insensitive to others' feelings and opinions
- ☐ Limited sensitivity and diplomacy
- ☐ Perceives what to do or say in order to maintain good relations with others and responds accordingly
- ☐ Highly sensitive to others' feelings and opinions: Diplomatic

6. Reliability/Dependability

- ☐ Sometimes fails to complete assigned tasks and duties
- ☐ Sometimes needs to be reminded to attend to assigned tasks or duties
- ☐ Responsible: Attends to assigned tasks or duties
- ☐ Self-starter: Perceives needs and attends to them immediately

7. Self-Initiative/Independence

- ☐ Passive: Depends on others for direction, ideas and guidance
- ☐ Has good ideas, works effectively with limited supervision
- ☐ Creative and resourceful: Independently implements plans

8. Collegiality

- ☐ Prefers to work in isolation
- ☐ Reluctant to share ideas and materials
- ☐ Prefers being part of a team
- ☐ Willingly shares ideas and materials

9. Interaction with Peers

- ☐ Is sometimes antagonistic towards peers
- ☐ Shy: Hesitant to work with peers
- ☐ Relates easily and positively with peers
- ☐ Outgoing: Actively seeks opportunities to work with peers

10. Response to Feedback/Self-Improvement

- ☐ Defensive: Unreceptive to feedback
- ☐ Receptive - BUT doesn't implement suggestions
- ☐ Receptive - AND adjusts performance accordingly
- ☐ Solicits suggestions and feedback from others

11. Interaction with Students

- ☐ Is sometimes antagonistic towards students
- ☐ Shy: Hesitant to work with students
- ☐ Relates easily and positively with students
- ☐ Outgoing: Actively seeks opportunities to work with students
- ☐ Accepts responsibility for student leaning - believes all students can learn

INSTRUCTIONAL DEVELOPMENT SCALE. Summarize the proficiency level for each area listed

Identify at least two areas of instructional strength your teacher candidate demonstrated this week (Indicate with a "+"). Then identify at least two areas that the teacher candidate needs to focus on for the next week (Indicate with a "✓"). After checking items in each area, please turn page and provide more specific information.

Area	Area

Teaching Plans		13. Reviews homework and ties to instructional objectives	❑
1. Plan has objectives for current lesson	❑	14. Begins lesson on schedule	❑
2. Plan has objectives related to appropriate SOL	❑	15. Presents concrete and/or visual models when appropriate	❑
3. Plan has group/individualized for diverse learners	❑	16. Uses effective question techniques	❑
4. Plan has procedures for assessing student progress	❑	17. Uses appropriate wait time for students after asking questions	❑
5. Plans are given to clinical faculty three days in advance	❑	18. Uses effective closure or summarization techniques	❑
Classroom Management		19. Uses instructional time effectively	❑
6. Provides clear academic and behavioral expectations at beginning of lesson		20. Uses instructional pacing that is appropriate for student performance levels	❑
7. Reinforces appropriate student behavior	❑	21. Maximizes instructional time	❑
8. Enforces classroom expectations/rules consistently, firmly, and fairly	❑	22. Provides students the opportunity to demonstrate understanding	
9. Positions self to see majority of students	❑	**Assessment and Feedback**	
10. Scans class regularly to proactively address student behaviors	❑	23. Provides feedback in timely manner	❑
11. Communicates enthusiasm for teaching	❑	24. Assists students in evaluating their own performance	❑
Classroom Instruction		25. Uses assessment data to routinely differentiate instruction	❑
12. Provides objectives and establishes student's prior knowledge	❑		

WEEKLY FEEDBACK GUIDE

If there are elements of professional development or Instructional Development competencies that need more attention, please provide specific examples of how the teacher candidate may strengthen this area.

In the space below, the teacher candidate will briefly outline plans to strengthen or improve areas noted by the clinical faculty.

OLD DOMINION UNIVERSITY

CLINICAL FACULTY INFORMATION SHEET

(Emailed to Clinical Faculty during the semester)

Name of Clinical Faculty:_____ Semester: _____
(Last) (First)

Name of Teacher Candidate Assigned to Supervise: _____ UIN: _____

School Division/district:_____
School:_____

Grade Level Currently Assigned:_____ *(See Attached Sheet)*
Type of Teaching License: Collegiate Professional:(1)_____ Postgraduate Professional:(2)_____
National Board Certification:(3)_____ Technical:(4) _____
Provisional:(5) _____ Conditional:(6) _____

Years Teaching at Current Grade Level:_____Total Years Teaching:_____
Number of Semesters Served as a Clinical Faculty:_____

Level of Education: < Bachelor's Degree:(1) ____ Bachelor's Degree:(2) _____ Master's Degree:(3) _____
Educational Specialist:(4) _____ Ph.D./Ed.D.:(5) _____ Other:(6) _____
Endorsement areas on Teaching License: _____
Please Indicate State Where License was Issued: _____ *(Check all endorsement areas that apply)*

Pre-3: (1) _____
NK – 4: (2)_____
Prek-6: (3)_____
Elementary/Middle School 4-8: (4)_____
Middle School Education 6-8: (5) _____
English: (6) _____
Mathematics: (7) _____
Algebra I add-on: (8)_____
Biology: (9) _____
Chemistry: (10)_____
Earth science: (11) _____
Physics: (12) _____
Art prek-12: (13) _____
Dance prek-12: (14) _____
English as a Second Language prek-12: (15)___
Foreign Language prek-12 Spanish: (16)_____
Foreign Language prek-12 French: (17)_____
Foreign Language prek-12 German: (18)_____
Health and Physical Education prek-12: (19)_____
Library Media prek-12: (20) _____
Gifted Education add-on: (23) _____
Computer Science: (22)_____
Driver Education add-on: (23)_____
Journalism add-on: (24) _____

Music Education Instrumental preK – 12: (25) _____
Music Education Vocal/Choral preK-12: (26)_____
Theatre Arts preK – 12: (27) _____
Special Education Early Childhood: (28)_____
Special Education Hearing Impairments prek-12: (29) _____
Special Education Emotional Disturbance K-12: (30)_____
Special Education Learning Disabilities K-12: (31)_____
Special Education Intellectual Disabilities K-12: (32)___
Special Education Severe Disabilities K-12: (33)_____
Special Education Speech-Language Disorders prek-12: (34)_____
Special Education Visual Impairment prek-12: (35)_____
Vocational Education Agriculture: (36)_____
Vocational Education Business: (37)_____
Vocational Education Health Occupations: (38)_____
Vocational Education Industrial Cooperative Training:(39)_____
Vocational Education Marketing: (40)_____
Vocational Education Technology: (41)_____
Vocational Education Trade and Industrial: (42) _____
Vocational Education Vocal Special Needs: (43)_____
Vocational Education Work and Family studies:(44) _____
Adult Education: (45) _____
Adult English as a Second Language: (46)_____
History and Social Science: (47)_____
Keyboarding add-on: (48) _____
Other (specify): _____

Gender: Male _____ Female_____

Race: AA- African American: (1)_____ AI- American Indian/Alaskan Native: (2)_____
AP- Asian/ Pacific Islander: (3)_____ HS- Hispanic: (4)_____
WH- White-non K=Hispanic: (5)_____ OT- Other: (6) _____

CLINICAL FACULTY INFORMATION SHEET *(continued)*

Membership in National Professional Organizations: *(check all that apply)*
AASA, American Association of School Administrators: (1)_____
AASL, American Association of School Librarians: (2)_____
ACTFL, American Council on the Teaching of Foreign Languages, Inc.: (3)_____
AECT, Association for Educational Communications and Technology: (4)_____
AFT, American Federation of Teachers: (5)_____
ALA, American Library Association: (6)_____
ASCA, American School Counseling Association: (7)_____
ASCD, Association for Supervision and Curriculum Development: (8) _____
ASHA, American Speech-Language-Hearing Association: (9) _____
CEC, Council for Exceptional Children: (10)_____
CTTE, Council on Technology Teacher Education: (11)_____
ELCC, Educational Leadership Constituent Council: (12)_____
IRA, International Reading Experience: (13)_____
ITEA, International Technology Education Association: (14)_____
NAEYC, National Association for the Education of Young Children: (15)_____
NAME, National Association for Multicultural Education: (16)_____
NASPE, National Association for Sport & Physical Education: (17)_____
NCSS, National Council for the Social Studies: (18)_____
NCTE, National Council of Teachers of English: (19)_____
NCTM, National Council of Teachers of Mathematics: (20)_____
NEA, National Education Association: (21)_____
NMSA, National Middle School Association: (22) _____
NSTA, National Science Teachers Association: (23)_____
TESOL. Teachers of English to Speakers of Other Languages: (24)_____
Other, please specify: (25)_____

Have you received "mentor" training? *(check all that apply)*
Yes, from my school division/district (1)_____ No (3)_____
Yes, from somewhere else (2) _____ *(please identify)*

Have you attended an Old Dominion University training session for clinical faculty hosted by your school division/district?
If yes, when _____
If no, what would make you more willing to attend one of the training sessions?
Please read and sign that you understand the following statement:
I understand that this information may be reviewed by the university with the human resources department in my school division/ district

_____ _____
Signature *Date*

CLINICAL FACULTY INFORMATION SHEET *(continued)*

COMMONWEALTH OF VIRGINIA SCHOOL DIVISION/DISTRICTS

Please enter the code for your school division/district in the space provided on page one of this information sheet for the question on school division.

Accomack (1)
Albemarle (2)
Alexandria (3)
Alleghany (4)
Amelia (5)
Amherst (6)
Appomattox (7)
Arlington (8)
Augusta (9)
Bath (10)
Bedford (11)
Bland (12)
Botetourt (13)
Bristol (14)
Brunswick (15)
Buchanan (16)
Buckingham (17)
Buena Vista (18)
Campbell (19)
Caroline (20)
Carroll (21)
Charles City (22)
Charlotte (23)
Charlottesville (24)
Chesapeake (25)
Chesterfield (26)
Clarke (27)
Colonial Brach (28)
Colonial Heights (29)
Covington (30)
Craig (31)
Culpepper (32)
Cumberland (33)
Danville (34)
Dickenson (35)
Dinwiddie (36)
Essex (37)
Fairfax (38)
Falls Church (39)
Fauquier (40)
Floyd (41)
Fluvanna (42)
Franklin County (43)
Franklin City (44)
Frederick (45)
Fredericksburg (46)
Galax (47)
Giles (48)
Gloucester (49)
Goochland (50)
Grayson (51)
Greene (52)
Greensville (53)
Halifax/South Boston (54)
Hampton (55)
Hanover (56)
Harrisonburg (57)
Henrico (58)
Henry (59)
Highland (60)
Hopewell (61)
Isle of Wight (62)
King George (63)
King and Queen (64)
King William (65)
Lancaster (66)
Lee (67)
Lexington (68)
Loudoun (69)
Louisa (70)
Lunenburg (71)
Lynchburg (72)
Madison (73)
Manassas (74)
Manassas Park (75)
Martinsville (76)
Mathews (77)
Mecklenburg (78)
Middlesex (79)
Montgomery (80)
Nelson (81)
New Kent (82)
Newport News (83)
Norfolk (84)
Northampton (85)
Northumberland (86)
Norton (87)
Nottoway (88)
Orange (89)
Page (90)
Patrick (91)
Petersburg (92)
Pittsylvania (93)
Pakistan (94)
Portsmouth (95)
Powhatan (96)
Prince Edward (97)
Prince George (98)
Prince William (99)
Pulaski (100)
Radford (101)
Rappahannock (102)
Richmond County (103)
Richmond City (104)
Roanoke County (105)
Roanoke City (106)
Rockbridge (107)
Rockingham (108)
Russell (109)
Salem (110)
Scott (111)
Shenandoah (112)
Smyth (113)
Southampton (114)
Spotsylvania (115)
Stafford (116)
Staunton (117)
Suffolk (118)
Scurry (119)
Sussex (120)
Tazewell (121)
Virginia Beach (122)
Warren (123)
Washington (124)
Waynesboro (125)
West Point (126)
Westmoreland (127)
Williamsburg/ James City (128)
Winchester (129)
Wise (130)
Wythe (131)
York (132)

If you teach in an alternative education program or residential hospital setting, please list the name and location of the education program: _____

_____

Name of school Division/District and State, if outside Virginia: _____

WEEKLY JOURNAL

(To be submitted each week to the Old Dominion University Supervisor)

Use this journal to describe your progress in becoming a *Professional Educator* in relation to the goals of **The Unit's Model** in the Handbook.

Name _____ Date_____

1. What was the purpose of your lesson this week?
2. How did you engage your learners with your materials?
3. Were you effective in meeting the purpose of the lessons – how are you measuring this?
4. What are the strengths of this lesson? (Identify at least two areas)
5. What areas will you seek to improve in future lessons?
6. Did you make any changes in your plans after teaching the lesson? Why or why not?
7. What do you regard as your most important personal learning experience during this week?
8. Did you have a conference this week with your clinical faculty? How many times? If not, why?
9. Tell me about something that happened this week that you are proud of.
10. Are you having problems that you feel require attention and assistance from me?
11. When would be a good time for me to stop by your school next week?

COMMENTS:

A final journal, summarizing your weekly journals should be included in your professional portfolio.

TIME RECORD

Record activities in quarter hour increments, eg. 15 minutes = .25, 30 minutes =.50, 45 minutes= .75. Round up or down accordingly.

(After signature is obtained from Clinical Faculty each week, Scan and attach to Weekly Journal.)

Name of Teacher Candidate:							
Name of the University Supervisor:							
Date (Week)	1 Non-Teaching Activities*	2 Introductory or Assistance Types of Activities	3 Responsible for Teaching Entire Class	4 Non-class Activity**	5 Home-work and Planning	Total Hours Per Week	Verified by Clinical Faculty
TOTAL							

*Non-teaching activities include observation, conferences, bus duty, hall duty, lunchroom duty, study hall, etc.
**Non-class activities include clubs, assistance in athletics, and other extracurricular activities in which the teacher candidate has a leadership role with pupils.

Time Record Explanation Sheet

The time record should carefully account for time spent in internship. Responsibility for the accuracy of this record lies with the individual teacher candidate. The time record, along with evaluations from clinical faculty, school administrators and university supervisor, becomes a permanent part of internship files at the University.

Instructions for completing the Time Record:

1. Hours should be entered by the *week*, not daily. (A daily record can be kept informally and then entered on the time record at the end of each week.) Each candidate is responsible for completing the required number of weeks in their approved teacher education program.
2. Hours are to be verified by the *signature* of the clinical faculty.
3. Hours are to be totaled down the right hand "Total" column and across the bottom.
4. Column 1, "Non-teaching Activities", should include hours spent in observation, conferences, monitoring duties (i.e., hall duty, bus duty, study hall), and other activities not involving planned interaction with pupils.
5. Column 2, 3, and 4, "Teaching", represent various kinds of teaching activities. These include assisting activities with learners, individual instruction, small groups, responsibility for teaching the entire class, and non-classroom teaching activities in which the teacher candidate interacts with pupils in a planned leadership role (i.e., clubs, athletics, other extracurricular activities.)
6. Column 5, "Homework and Planning", should only contain those hours devoted to planning lessons, securing materials, grading tests, etc., either during planning periods or outside the school day. These hours are strictly for teaching duties, and do not reflect time spent working on your portfolio.

SUBMITTED ELECTRONICALLY

OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

CLINICAL FACULTY EVALUATION
Teacher Candidate Perspective

Clinical Faculty's Name_____ Semester/Year_____

Please indicate to what degree your clinical faculty performed the listed activities by circling the appropriate number using the following scale:

4= Exceeds Expectations 3= Meets Expectations 2= Needs Improvement 1=Unacceptable 0= Not Observed

I. SUPPORT/ COMMUNICATION

• Acquainted you with the school, staff, learners, teachers, parents and community	4	3	2	1	0
• Oriented you to classroom rules, organization, and management.	4	3	2	1	0

II. INSTRUCTIONAL GUIDE

• Provided a positive learning environment	4	3	2	1	0
• Provided a desk or workplace, necessary instructional materials resources, supplies and equipment	4	3	2	1	0
• Guided you with initial lesson plans and material development	4	3	2	1	0
• Modeled how to maintain grades, lesson plan, and assess learners	4	3	2	1	0
• Acquainted you with routine tasks	4	3	2	1	0

III. PROFESSIONAL GROWTH

• Provided opportunities for observation/participation in related school events	4	3	2	1	0

IV. ASSESSMENT

• Analyzed and critiqued teaching technique soon after observation	4	3	2	1	0
• Provided continuous support, conferences, and feedback (written and verbal)	4	3	2	1	0
• Identifies specific areas of strength and weakness	4	3	2	1	0

Comments:

_____

_____

_____

SUBMITTED ELECTRONICALLY

OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

UNIVERSITY SUPERVISOR EVALUATION
Teacher Candidate Perspective

Supervisor's name _____ Semester/Year _____

Please indicate to what degree your university supervisor performed the listed activities by circling the appropriate number using the following scale:

4= Exceeds Expectations 3= Meets Expectations 2= Needs Improvement 1=Unacceptable 0= Not Observed

I. SUPPORT/COMMUNICATION

• Advised you of the requirements at the beginning of the semester	4	3	2	1	0
• Was accessible by phone	4	3	2	1	0
• Agreed to visit you when assistance was needed	4	3	2	1	0
• Derived a workable solution if difficulties occurred	4	3	2	1	0
• Provided relevant information through seminars, workshops, counseling, etc.	4	3	2	1	0
• Conducted seminars as scheduled	4	3	2	1	0
• Reviewed weekly journal and provided feedback when needed	4	3	2	1	0
• Discussed development and implementation of lesson plans	4	3	2	1	0
• Reviewed your portfolio and provided feedback on a regular basis	4	3	2	1	0

II. SUPERVISION/ASSESSMENT

• Coordinated visit dates/times with clinical faculty	4	3	2	1	0
• Spent ample time (50-60 minutes or a full bell) for observation/assessment	4	3	2	1	0
• Analyzed and critiqued teaching technique soon after observation	4	3	2	1	0
• Helped you to identify specific areas of strength and weakness	4	3	2	1	0
• Previewed and discussed the purposes of each evaluation form	4	3	2	1	0
• Reviewed with you the results of each evaluation	4	3	2	1	0
• Conducted a three-way conference with teacher candidate intern and clinical faculty	4	3	2	1	0
• Conducted all conferences in a positive and constructive manner.	4	3	2	1	0

Number of visits for each placement: _____
Comments:

_____

_____

_____

SUBMITTED ELECTRONICALLY

OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

UNIVERSITY SUPERVISOR EVALUATION
Clinical Faculty Perspective

Supervisor's Name _____ Semester/Year _____

Please indicate to what degree your university supervisor performed the listed activities by circling the appropriate number using the following scale:

4= Exceeds Expectations 3= Meets Expectations 2= Needs Improvement 1=Unacceptable 0= Not Observed

I. SUPPORT/COMMUNICATION

• Advised you of the requirements at the beginning of the semester	4	3	2	1	0
• Was accessible by phone and/or email	4	3	2	1	0
• Agreed to visit you when assistance was needed	4	3	2	1	0
• Derived a workable solution if difficulties occurred	4	3	2	1	0
• Reviewed weekly journal and provided feedback when needed	4	3	2	1	0
• Discussed development and implementation of lesson plans	4	3	2	1	0

II. SUPERVISION/ASSESSMENT

• Coordinated visit dates/times with you	4	3	2	1	0
• Spent ample time (50-60 minutes or a full bell) for observation/assessment	4	3	2	1	0
• Identifies specific areas of strength and weakness	4	3	2	1	0
• Previewed and discussed the purposes of each evaluation form	4	3	2	1	0
• Reviewed with you the results of each evaluation	4	3	2	1	0
• Conducted a three-way conference with teacher candidate intern and clinical faculty	4	3	2	1	0
• Conducted all conferences in a positive and constructive manner.	4	3	2	1	0

Comments:

_____

_____

_____

SUBMITTED ELECTRONICALLY

OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

CLINICAL FACULTY EVALUATION
University Supervisor Perspective

Clinical Faculty's Name _____ Semester/Year _____

Please indicate to what degree your clinical faculty performed the listed activities by circling the appropriate number using the following scale:

4= Exceeds Expectations 3= Meets Expectations 2= Needs Improvement 1=Unacceptable 0= Not Observed

I. SUPPORT/COMMUNICATION

• Acquainted you with the school, staff, learners, teachers, parents and community	4	3	2	1	0
• Oriented you to classroom rules, organization, and management.	4	3	2	1	0

II. INSTRUCTIONAL GUIDE

• Provided a positive learning environment	4	3	2	1	0
• Provided a desk or workplace, necessary instructional materials resources, supplies and equipment for the teacher candidate	4	3	2	1	0
• Guided the teacher candidate with initial lesson plans and material development	4	3	2	1	0
• Modeled how to maintain grades, lesson plan, and material development for teacher candidate	4	3	2	1	0
• Acquainted the teacher candidate with routine task	4	3	2	1	0

III. PROFESSIONAL GROWTH

• Provide opportunities for observation/participation in related school events	4	3	2	1	0

IV. ASSESSMENT

• Analyzed and critiqued teaching technique soon after observation	4	3	2	1	0
• Provided continuous support, conferences, and feedback (written and verbal)	4	3	2	1	0
• Identifies specific areas of strength and weakness for the teacher candidate.	4	3	2	1	0

Comments: _____
_____
_____

SUBMITTED ELECTRONICALLY

OLD DOMINION UNIVERSITY

PROFESSIONAL DISPOSITIONS

Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Professionalism				
Candidate demonstrates positive work habits and interpersonal skills including: a positive attitude, dependability, honesty, and respect for others. InTASC #3. Learning Environment	Adheres to schedules, is prepared (work is done with care and all responsibilities are met), can be trusted to take on additional responsibilities. Should an extenuating circumstance arise, seeks opportunities to display positivity and respect for all parties involved.	Adheres to schedules, is prepared (work is done with care and all responsibilities are met), can be trusted to meet responsibilities. Should an extenuating circumstance arise, maintains composure and positive attitude to complete the task. Maintains respect for all parties involved.	Adheres to schedules, is prepared, can be trusted to meet responsibilities in usual circumstances. In the event of extenuating circumstances, may struggle or resort to negative reactions or lack of respect.	Does not consistently adhere to schedules, arrive prepared, or complete assignments, duties, or tasks honestly with a positive attitude.
Candidate uses sound judgement and thoughtful decision making with written and oral communication, while considering the intended audience and consequences. InTASC #3. Learning Environment	Demonstrates sound judgment and is thoughtful in communications while considering both the intended audience and associated consequences. Shows forethought in tough situations to proactively craft a plan of action.	Demonstrates sound judgement and is thoughtful in communications while considering both the intended audience and associated consequences in alignment with school, system, and university directives.	Begins to consider intended audience before responding, however still struggles with decision making and the associated consequences of their communication.	Does not take into account intended audience or consequences associated with communicating with others and does not demonstrate sound decision making.
Candidate exhibits organization skills.	Successfully plans progress toward and meets deadlines. Keeps one's own materials organized for efficiency and ease of use. Keeps material's organized for ease of access and appropriate feedback. Teaches others developmentally appropriate organizational skills to foster independence and for holistic efficiency in the learning environment.	Successfully plans progress toward and meets deadlines. Keeps one's own materials organized for efficiency and ease of use. Keeps materials organized for ease of access and appropriate feedback.	Does not consistently meet deadlines; however, while on task, uses time well and begins to keep one's own work organized, but records and materials are difficult to access/locate.	May struggle to meet deadlines. Time is not used well, materials are difficult to access/locate.

Candidate exhibits emotional maturity and expresses concerns properly and professionally.	Maintains emotional composure even in unforeseen circumstances. Is responsive to others' emotions and needs. Accepts responsibility for	Maintains emotional composure even in stressful circumstances. Is responsive to others' emotions and needs.	Loses control of emotions in particularly stressful circumstances. Accepts personal responsibility for his/her/their actions and works toward developing	Demonstrates a pattern of losing control of emotions, showing outbursts. May not take responsibility for one's own emotions

Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
InTASC #3. Learning Environment	actions, employing effect conflict resolution strategies and navigating stress calmly.	Accepts responsibility for actions, employing effective conflict resolution strategies.	more appropriate responses to stress/challenges.	and behaviors, blaming others or external stimuli.
Candidate maintains his/her/their position as a positive role model in the school. InTASC #3. Learning Environment	Uses exemplary model behaviors for both teachers and learners within and outside of the school. Uses self-disclosure appropriately and can self-monitor and adjust behavior accordingly. Advocates for resources for students.	Uses exemplary model behaviors for both teachers and learners within and outside of the school. Uses self-disclosure appropriately and with appropriate language. Recognizes the need for self-monitoring and seeks help if needed.	Is developing exemplary model behaviors for teachers and learners in the school setting through appropriate responses to actions/reactions, self-disclosure, and the importance of self-monitoring.	Does not demonstrate exemplary model behaviors in the school setting and is not able to identify behaviors that are not appropriate.
Respect for Diversity				
Candidate promotes social justice.	Explicitly teaches students about society's injustices and the dynamics of privilege. Advocates for, gives significant voice to, and collaborates with parents and the community in educational decisions and processes.	Explicitly asserts that students need to learn about society's injustices and the dynamics of privilege. Seeks opportunities to strengthen understanding and practice as integral to everyday practice.	Refers to or implies about society's injustices and dynamics of privilege. Participates in opportunities to broaden understanding and practice as integral to everyday practice.	Does not acknowledge that society is unjust and privilege exists.

Candidate reflects upon and addresses biases by promoting achievement of students at all levels. InTASC #9: Professional Learning and Ethical Practice	Persists in positive expectations for all students through reinforcement of critical reflection of biases amongst self and colleagues. Advocates for all learners.	Regularly considers interactions, emotions, and perceptions in interactions with students and families to consider possible biases and address them to improve future interactions. Seeks additional sources of information (experiential and academic) to broaden frames of reference and deepen understanding for improved relationships with students and families. Shares reflections with colleagues to	Considers interactions, emotions, and perceptions when working with students and families to consider possible biases and address them to improve future interactions.	Does not recognize that every human being holds unconscious biases. Conducts limited reflection or believes self to be free of bias.
Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
		encourage deepened reflection and continued learning with and from colleagues.		
Candidate exhibits community engagement InTASC #9: Professional Learning and Ethical Practice	Actively pursues information directly from students and the community regarding concerns. Actively stays informed through multiple reliable sources regarding issues and current events (local, national, global policies/issues) that affect students and works to educate others about these issues.	Actively pursues information directly from students and the community regarding concerns. Stays informed through reliable sources regarding issues and current events (local, national, and global policies/issues) that affect students.	Does not inquire about the needs and concerns of others in the community. May over-rely on colleagues or others to stay informed.	Does not show concern for those in their community.
Candidate recognizes the importance of students' unique prior knowledge, life experiences and interests as part of student learning InTASC #2: Learning Differences	Proactively integrates diverse perspectives throughout the school and society to better educate one's self and one's students to maximize student learning.	Systematically integrates diverse perspectives throughout curriculum, drawing from sources from within and outside the school, and seeking out additional materials to better educate one's self and one's students.	Sometimes supplements curriculum to be more inclusive of prior knowledge, experiences, and interests, but may not yet be effectively woven throughout curricula.	Over-relies on materials provided by employer for curriculum (traditional materials such as textbooks typically being ethnocentric, heteronormative, patriarchal, etc.). Struggles to consider prior knowledge, experiences, and interests.

Candidate values diverse cultures, identities, and perspectives, inclusive of learning exceptionalities, gender, sexual orientation, religion/worldview, race/ethnicity, SES, language, national origin, immigration status, age, family structure. InTASC #2: Learning Differences	Educates him or herself about cultures/identities and avoids the assumption that any group of people have a singular shared perspective. Fosters respect through positive verbal and nonverbal interactions with students and families. Models and fosters respect for all cultures, identities, and perspectives in words and actions. Advocates for policies and practices that foster equity.	Educates him or herself about cultures/identities and avoids the assumption that any group of people have a singular shared perspective. Fosters respect through positive verbal and nonverbal interactions with students and families. Models respect for all cultures, identities, and perspectives in words and actions.	Demonstrates respect through positive interactions with students and families but may still have limited knowledge of some identities/cultures. Respect for diverse identities and perspectives may be inconsistent across cultures, identities, or perspectives. May inadvertently reinforce misconceptions/stereotypes about one or more groups but is working to learn more and listens in order to grow.	Struggles to demonstrate respect in verbal or nonverbal interactions with students/families or takes a simplistic or tolerance-focused approach toward diverse identities, cultures, and perspectives. Examples: "colorblind" approaches to race/ethnicity or taking the perspectives that it doesn't matter how one feels toward a culture, perspective or identity since "everyone is treated the same."
Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Candidate demonstrates commitment to helping all students can learn. CAEP 1.4 InTASC #2: Learning Differences	Adapts and modifies instruction to meet the varying needs and abilities of all students while challenging the expectations and fostering an environment that enables all students to stretch their limits.	Adapts instruction to meet the varying needs and abilities of all students while maintaining high expectations and fostering an environment that enables all students to reach their full potential.	Adapts instruction to meet the needs and abilities of certain subgroups within the learning environment. Does not consistently foster an achievement-based environment.	Blatantly or furtively ignores one or more subgroups' needs and abilities within the learning environment. Does not foster an achievement-based environment.
Advocacy				
Candidate is an advocate in the broader school community. InTASC #9: Professional Learning and Ethical Practice	Reflects on actions about the way changes in schools and communities have impacted the well-being of students and what the next steps in advocacy should be.	Acts upon ways to enact positive changes in schools and communities that benefit the well-being of students.	Can articulate the ways in which positive changes in schools and communities could benefit the well-being of students.	Can articulate only limited understanding of the ways in which positive changes in schools and communities could benefit the well-being of students.
Candidate is an advocate in emerging trends and initiatives. InTASC #9: Professional Learning and Ethical Practice	Anticipates and is responsive to emerging trends/initiatives impacting their students through teaching, resources, standards, and assessments and implements them into daily practice.	Is aware of emerging trends/initiatives impacting their students through teaching, resources, standards, and assessments and implements them into practice.	Stays aware of emerging trends/initiatives impacting their students through teaching, resources, standards, and assessments.	Is not aware of trends/initiatives impacting their students through teaching, resources, standards, and assessments.

Candidate advocates for/with students and families. InTASC #10: Leadership and Collaboration	Demonstrates the abilities to advocate for and/or with students and families towards their needs and concerns, both inside and outside the school.	Demonstrates the ability to advocate for and/or with students and families towards their needs and concerns, inside of school.	Seeks to understand the broader needs and concerns of students and their families.	Does not engage with students and/or their families to better understand their broader needs and concerns inside and outside of the school.
Commitment to Student Learning				
Candidate is flexible and resourceful in meeting student learning needs. CAEP 1.4 InTASC #4: Content Knowledge	Embraces and accepts that change is necessary and seeks to incorporate adjustments for student learning while pursuing materials, research, and support to meet student learning needs.	Recognizes that change is necessary in education and makes adjustments with students' needs in mind. Seeks tools needed for success for student learning.	Recognizes that change is necessary in education and attempts to adjust, however, may not consider student needs effectively or may rely on others to provide necessary tools for change.	Shows frustration or intense stress during change, but passively awaits assistance when in need of support or assistance.
Candidate recognizes the importance of accepting responsibility for what occurs school-wide, especially responsibilities that contribute to student	Proactively maintains order and safety in the learning environment. Accepts and reflects on personal responsibility in conflict or problem situations and seeks involvement in	Maintains order in learning environment and acts in a manner that protects students while identifying and accepting personal responsibility in all	Acknowledges the importance of order and safety, however, is reactive to normal situations. Acknowledges, but does not assume personal responsibility for their	Fails to understand the importance of order or safety. Does not assume personal responsibility for outcomes or school-wide responsibilities.
Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
learning and a safe, orderly environment InTASC #3. Learning Environment	additional school-wide responsibilities.	situations. Supports school-wide assignments and responsibilities.	learning environment, actions, or involvement in school-wide responsibilities.	
Candidate understands and involves a wide variety of resources in the school, family, culture, and community to facilitate student learning. InTASC #8. Instructional Strategies	Celebrates the unique community culture and provides materials and opportunities for students of different cultures. Welcomes involvement of family and community members while utilizing additional assets from within the community.	Appreciates the unique community culture. Provides materials for students of differently cultures, and recognizes, values and utilizes assets from families and community to facilitate student learning.	Recognizes that the community has resources available to facilitate student learning but does not actively engage to involve these in student learning.	Does not acknowledge the school, communities, or families have a unique culture and can provide valuable student resources.
Candidate collaborates with other professionals to improve the overall learning of students. InTASC #10: Leadership and Collaboration	Initiates conversations and contributes collaboratively with other professional to share ideas regularly that will enhance student learning.	Early and effectively collaborates and cooperates with colleagues and other professionals in ways that positively impact student learning.	Willingly collaborates with colleagues in ways that positively impact student learning.	Does not effectively collaborate/cooperate with colleagues.
Commitment to Professional Growth				

Candidate sets and pursues short and long-term professional goals. InTASC #9: Professional Learning and Ethical Practice	Has a plan in place to reflect upon professional short and long-term goals and can adjust course or re-set goals if/and when needed.	Avoids complacency in professional life. Does not embrace the notion that if it isn't "broken" it shouldn't be improved. Can articulate short-term and long-term goals, as well as plans for meeting them. Is carrying out steps to meet those goals.	Can articulate short-term and long-term goals, as well as plans for meeting them, however, lacks the follow through in achieving them.	Can express goals but has no clear plan in place for how to reach them.
Candidate participates in professional growth activities within and outside of the school. InTASC #9: Professional Learning and Ethical Practice	Actively pursues opportunities to attend and present at meetings of the school system/staff development, or professional organizations.	Attends school, school system/staff development sessions when the opportunity presents itself. Pursues opportunities to join professional education organizations and associations.	Attends school, school system/staff development sessions when prescribed or mandates. Is aware that professional organizations exist.	Does not attend school or school system/staff development sessions and shows no interest in professional growth activities.
Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Developing Digital Citizens CAEP 1.5 InTASC #8. Instructional Strategies	Creates experiences for learners to make positive, socially responsible contributions online that build relationships and community. Establishes a learning culture that promotes curiosity and fosters digital literacy and media fluency. Mentors students in safe, legal, and ethical practices with digital tools.	Creates experiences for learners to make positive socially responsible contributions online that build relationships and community. Begins to promote a learning culture that encourages curiosity and/or fosters digital literacy and/or media fluency. Addresses the need for students to engage in safe, legal, and ethical practices with digital tools.	Creates experiences for learning online but does not emphasize positive and socially responsible decision making. Establishes a learning culture that addresses digital literacy and/or media fluency minimally. Incorporate some aspect of teaching safe or legal or ethical practices with tools.	Does not create experiences for learners to make positive, socially responsible contributions online that build relationships and community. Establishes a learning culture that does not allow for curiosity and does not address digital literacy nor media fluency. Does not actively incorporate teaching of safe, legal, or ethical practices with tools.
Candidate is a self-regulated learner and shows initiative. InTASC #9: Professional Learning and Ethical Practice	Actively seeks opportunities for expansion in knowledge, going above and beyond the minimum requirements and focuses on creating a community of creative learners within the school.	Seeks opportunities for growth, meeting and achieving set benchmarks and focuses on growing as an educator by displaying creative ideas and applications to emerging educational concepts.	Meets responsibilities without relying on others for reminders, carefully noting minimum requirements and ensuring that they are met.	Relies on others to ensure responsibilities are met or falters in meeting responsibilities.

Candidate practices active listening. InTASC #9: Professional Learning and Ethical Practice	Listens, synthesizes, and responds in a way that demonstrates understanding and empathy. Conveys attentiveness/interest, respect, and understanding that fosters positive, thoughtful relationships and mutual clarity for all involved.	Listens, synthesizes, and responds in a way that demonstrates understanding. Conveys attentiveness/interest, respect, and understanding that fosters positive relationships.	Responds (verbally or nonverbally) to convey understanding and interest in what is being communicated.	Listens ineffectively and/or does not respond appropriately to demonstrate understanding.
Candidate solicits and uses feedback for continuous improvement. InTASC #9: Professional Learning and Ethical Practice	Actively seeks feedback toward professional growth from university faculty, colleagues, and administrators, while also recognizing the importance of feedback from students and families. Systematically reflects and acts upon feedback to improve practice.	Actively seeks feedback toward professional growth from university faculty, colleagues, and administrators. Systematically reflects and acts upon feedback to improve practice.	Accepts feedback readily by may not reflect and act upon feedback systematically to improve practice.	Struggles to accept professional feedback toward growth. May respond defensively or make excuses regarding difficulties in practice, rather than reflecting and acting upon it to improve practice.
Ethics				
Criterion	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Candidate protects confidentiality (follows FERPA) InTASC #9: Professional Learning and Ethical Practice CAEP 3.6: Professional Ethics	Takes responsibility for executing all aspects of FERPA laws and attends to proper disposal of confidential student documents after the legal holding period.	Keeps all written (printed, digital) communications, assessment, or other confidential student data regarding students stored safely. Takes responsibility for knowing and following the law. This includes avoiding discussing a student's confidential information in ways that could identify the student to others. All verbal conversations are held only with "need to know" parties in a location where others cannot overhear. Uses language that meet "professional standards".	Maintains confidentiality with written (printed or digital) information from point of creation through safe storage. However, does not take care to have conversations with only legally "need to know" parties present in a private location where others cannot overhear. Understands language must meet "professional standards".	Fails to maintain confidentiality with written (printed or digital) information (must be kept confidential upon creation and stored safely thereafter). Does not take care to have conversations with only legally "need to know" parties present in a private location where other cannot overhear. Uses demeaning or harmful language.

PART FIVE

APPENDIX

APPENDIX 1.1

DEVELOPMENT OF THE CONCEPTUAL FRAMEWORK

The Unit's Conceptual Framework Committee has as its charge the oversight and management of the Conceptual Framework. This Committee reviews the Framework, considers modifications and updates, and approves any changes to the framework. The Committee consists of a representative group of both internal and external constituents. Additionally, the College meets with regional school divisions once each year to review the Unit's Conceptual Framework as well as a variety of other documents, including student teaching documentation. This group also discusses observations, issues, and concerns related to the performance of the Unit's candidates as well as the changing environment of education in the region. As a result, programmatic and process improvements are often identified that may positively affect the performance of teachers, other school professionals, and educational leader candidates.

The Unit's Conceptual Framework remains a living document and a work in progress. The Unit developed the Conceptual Framework theme of *Educator as Professional* nearly two decades ago to reflect the Unit's position on both content and pedagogy. Revisions to the Conceptual Framework were made in the late 1990s, 2001 and 2009. The Unit has a single Conceptual Framework for initial and advanced preparation programs, aligned to national, state, and institutional professional standards. As a result, a coherent statement of the mission of the unit has continued to evolve. Its most recent revision includes the creation of a new graphic that represents the philosophy of the unit, while the previous graphic depicted the processes of the unit. Modifications have been made to address changes in technology, methodology, and various Committee recommendations. The Conceptual Framework is circulated as a separate, stand-alone document and is available on the website of the Darden College of Education and Professional Studies for use by the Unit's faculty, candidates and partners in the public schools.

University and Unit Mission and Vision

The Conceptual Framework for the Professional Education Unit

Old Dominion University

November 2009

Educator as Professional

The Conceptual Framework for the professional education unit at Old Dominion University is guided by the theme, ***Educator as Professional***.

Vision and Mission of the Institution and Unit

Vision of the Institution

Old Dominion University will be recognized nationally and internationally as forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners, and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex, real world problems.

Mission of the Institution

Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

The University's Mission Support describes, in detail the principles and practices that underlie the university's undergraduate and graduate teaching, research, and service missions: a sound general education program; critical thinking; diversity; academic freedom; serving the needs of the local, national, and international communities, including military members and their families; and collaborating with government, industry, and alumni. Finally, the Major Goals of the University are described in detail: Learners; Faculty; Academic Programs; Teaching; Research, Scholarship and Creativity; International Connections; Life-long Learning; Community Service; Campus Life; Alumni; and Quality. Both the core mission statement and the detailed support statements constitute the foundation of all aspects of the University's 2014-2019 Strategic Plan. All documents related to the University's mission can be found on the first few pages of the current University Graduate and Undergraduate Catalogs.

Vision and Mission of the Unit

Together, the Darden College of Education and Professional Studies, the College of Arts and Letters, and the College of Sciences comprise the Unit and strive to prepare the highest quality school professionals, at all levels, capable of positively impacting the education of tomorrow's leaders, one student at a time.

The Unit's mission is to prepare professional educators to fulfill the needs of the education community, now and in the future. The vision and mission of the Unit are derived from those of the Darden College of Education and Professional Studies.

The vision of the Darden College of Education and Professional Studies is to become recognized as one of the top 50 colleges of education in the country and to increase its rankings in national opinion surveys by focusing its resources to achieve:

- **Collaboration** among departmental, College, and University colleagues with professional colleagues throughout the world;
- Adherence to the highest standards of **professionalism** and prominence in our professions; and,
- A reputation for **innovation** in teaching, research, and service in the preparation of teachers and other professionals, leaders, and scholars as we meet the needs of Hampton Roads, the Commonwealth of Virginia, the nation, and the world.

The College's mission is to provide excellence in teaching, scholarly activities, and service while meeting the needs of its community and maintaining national and international prominence. The mission is fulfilled through the Unit's undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, sports management, recreation, training, fashion, speech-language disorders, instructional and occupational technology, as well as its many continuing education activities.

Unit Theme- Educator as Professional

The *Educator as Professional* theme embraced by the Unit is an expression of what candidates can expect to obtain from their academic experience. It reflects the culmination of the Unit's purpose, to prepare teachers, other school professionals (school counselors and speech professionals), and educational leaders who have knowledge of their teaching disciplines, the ability to provide state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development.

Philosophy, Purposes, and Goals of the Unit

Unit Philosophy

The Monarch Creed applies to all members of the University community and is inherent to all academic programs within the Unit and beyond. It reads:

Make personal and academic integrity fundamental in all my endeavors.

Offer service to the University and the community.

Nurture a climate of care, concern, and civility to others.

Accept responsibility for all my actions.

Respect the dignity, rights, and property of all people.

Commit to the ongoing pursuit of intellectual and personal development.

Heighten my awareness of individual and cultural similarities and differences.

Additionally, the Darden College of Education and Professional Studies emphasizes collaboration, professionalism, ethical practice, and innovation. The value-added activities of its 100-strong faculty support these beliefs through their work in undergraduate and graduate degree programs, continuing education opportunities, research, and service to the community.

Unit Purpose

The Old Dominion University Professional Education Unit's purpose is to prepare teachers, other school professionals, and educational leaders who have knowledge of their teaching disciplines, with the ability to provide state-of-the-art instruction to learners of various cultural and socioeconomic backgrounds, and who demonstrate attitudes which promote commitment to teaching and learning, as well as lifelong professional growth and development. The Unit routinely works to make improvements and modifications that strengthen its purpose and reflect the changing environment of the profession.

Unit Goals

The Unit's goals are aligned with the goals of the University as stated in its Mission Support statement and Strategic Plan. Specifically, the unit embraces the following goals:

- Provide candidates rich content experiences in each of the colleges to develop the required knowledge to effectively contribute to their specialization.
- Provide diverse opportunities for candidates to explore, understand, and become skilled in pedagogy.
- Provide a learning environment where appropriate professional dispositions are taught, modeled, emphasized, and ethical practice is valued.
- Emphasize the importance of understanding and appreciating the various cultures and socioeconomic backgrounds of learners from both rural and urban settings.
- Provide candidates the opportunity to experience and implement technology infused instruction.
- Emphasize the importance of a culture of examination, assessment, and reflection for the purpose of improving student learning.
- Provide opportunities for candidates to become familiar with, and engage in, professional organizations to emphasize the importance of lifelong professional growth, development, and service.

Candidate Proficiencies

The Unit emphasizes five candidate proficiencies in both content and pedagogy at the initial licensure level and in advanced professional studies as it prepares *Professional Educators*. The proficiencies emphasized include professional dispositions, understanding diverse learners, developing learning environments, professional growth and development, and assessment.

Professional Dispositions

As defined by the Council for the Accreditation of Educator Preparation (CAEP) dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

The Darden College of Education and Professional Studies has adopted the following as key dispositions and behaviors essential for each teacher candidates to demonstrate across his/her/their programs of study: professionalism, respect for diversity, advocacy, commitment to student learning, commitment to professional growth, and ethics.

The Teacher Education Council adopted *Policies* and *Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University*. Programs have identified the points in their program assessment systems when these unit-level disposition outcomes are assessed. A three-point assessment process has been developed and implemented to increase candidate awareness of the importance of developing these characteristics.

- Demonstrates positive work habits and interpersonal skills including: a positive attitude, dependability, honesty, and respect for others.
- Uses sound judgement and thoughtful decision making with written and oral communication, while considering the intended audience and consequences.
- Exhibits organization skills.
- Exhibits emotional maturity and expresses concerns properly and professionally.
- Maintains his/her/their position as a positive role model in the school.
- Promotes social justice.
- Reflects upon and addresses biases by promoting achievement of students at all levels.
- Exhibits social consciousness.
- Recognizes the importance of students' unique prior knowledge, life experiences and interests as part of student learning.
- Values diverse cultures, identities, and perspectives, inclusive of learning exceptionalities, gender, sexual orientation, religion/worldview, race/ethnicity, SES, language, national origin, immigration status, age, family structure.
- Demonstrates commitment to helping all students learn.
- Advocate in the broader school community.
- Advocate in emerging trends and initiatives.
- Advocates for/with students and families.

- Flexible and resourceful in meeting student learning needs.
- Recognizes the importance of accepting responsibility for what occurs school-wide, especially responsibilities that contribute to student learning and a safe, orderly environment.
- Understands and involves a wide variety of resources in the school, family, culture, and community to facilitate student learning.
- Collaborates with other professionals to improve the overall learning of students.
- Sets and pursues short and long-term professional goals.
- Participates in professional growth activities within and outside of the school.
- Developing Digital Citizens
- Self-regulated learner and shows initiative.
- Practices active listening.
- Solicits and uses feedback for continuous improvement.
- Protects confidentiality (follows FERPA)

Diverse Learners

Candidates are prepared to establish student-centered and differentiated instruction for students with special needs and individual learner needs. Candidates learn to honor individual differences among learners by utilizing multiple approaches to thinking and learning. Developing and implementing an integrated curriculum that focuses on the needs and interests of children are important candidate proficiencies.

The Unit prepares candidates to plan instructional activities appropriate to the needs of culturally, ethnically, economically, and linguistically diverse learners and those with exceptional learning needs. Candidates must be able to use their knowledge of learners' diversity to affirm and support full participation of all learners, and they must be able to use a variety of approaches to instruction in diverse settings and with learners with diverse backgrounds, interests, and abilities.

Learning Environment

There are several areas of emphasis involving the learning environment. Candidates are provided opportunities throughout the curriculum to develop knowledge, skills, and abilities in each area of emphasis. Evidence of their work, in this and all standards of the Unit, is provided in student portfolios and is applied during field experiences.

Upon program completion, candidates will know, understand, and use the major concepts, principles, theories, and research related to the development of children and adolescents. They can effectively consider, accommodate, and integrate the cognitive, linguistic, physical, social, and emotional development characteristics of children and adolescents. In addition, candidates will plan and implement

developmentally appropriate, responsive curriculum and instructional practices based on knowledge of individual learners, the community, and curriculum goals and content.

Standards-based instruction, the knowledge and understanding of major concepts and principles of a candidate's teaching discipline(s) as defined by educational state and national standard, is a key component of preparing candidates to establish effective learning environments. Candidates are expected to relate plans and resources to professionally developed state and national standards.

Candidates must also be prepared to apply fundamental concepts of their content specialty. They must know, understand, and use the central concepts, structures of content, and tools of inquiry for students across the grades. In addition, candidates must know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate students and build understandings.

Candidates are prepared to teach the basic concepts and skills of inquiry and communication as integral to all learning. The cultivation of students' ability to recognize and solve problems, as well as the development of students' lifelong habits of critical thinking and judgement are also emphasized as key objectives.

Not only are the candidates expected to be able to engage preK-12 learners effectively in studies of the nature of their discipline, they must also define the values, beliefs, and assumptions inherent to the creation of knowledge within their respective disciplines, and contrast that knowledge to other ways of knowing. They must also emphasize the interdisciplinary nature of knowledge while drawing upon the resources inherent in separate subjects. Candidates become skilled at making connections across disciplines and helping students learn the power of multiple perspectives to understand complex issues.

Authentic learning experiences providing connection to human values and endeavors as well as the personalities, needs, and interests of the students is another key element of the learning environment. Candidates learn to encourage the application of knowledge, skills, tools, and ideas to real world issues. They become capable of helping learners realize how knowledge, skills and ideas relate to their lives and to other real-world situations. Candidates are also expected to know and understand the relationship of various disciplines to other human values and endeavors.

Candidates must also develop an understanding of the principles of effective classroom management. Each candidate is prepared to use a range of strategies to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the instructional environment. Creating learning communities, in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities are critical elements to success in this area.

Candidates are trained to understand and use appropriate and effective interpersonal and small group communication techniques to create and effective learning environment.

Professional Growth and Development

The Unit strives to prepare candidates who exhibit professional dispositions, ethical decision-making, attributes, and habits of mind. They are prepared to use current research, field experiences, and self-reflection to make effective decisions and to create instruction. Candidates must understand the dynamics of the surrounding community, various school cultures, and school curricula. In addition, candidates learn the importance of accessing and effectively utilizing resources in the school and from the community in order to construct effective educational experiences for their students.

The importance of participation in professional education organizations, including those at the local, state, and national levels, is stressed. Candidates are encouraged to participate in organizations that unite members of their respective professions and provide opportunities for professional growth. In addition, candidates are made aware of the importance of personal interests, talents, and related skills when shaping instruction. Candidates realize that personal interests and talents can serve as a valuable resource in the classroom.

Candidates understand the importance of effective communication and collaboration with students, parents, and community members to support the learners' growth. They are encouraged to establish community partnerships that support cooperative ventures and reflect a commitment to the profession. In addition, candidates understand the importance of establishing relationships with and becoming socially attuned to the needs of learners, parents, and community members. The ability to effectively communicate and collaborate with other education professionals, particularly colleagues and administrators, for the purpose of supporting learning and a positive instructional environment is emphasized as an area for the growth and development over time.

Assessment

Assessment of learning is threaded through the content and pedagogy of all programs leading to *Educator as Professional*. From initial licensure to advanced programs, a culture of examination is encouraged.

Candidates are prepared to apply various formal and informal methods of assessment and evaluation of learners to inform instruction and learning. Candidates learn to use assessment as an integral part of instruction. Candidates are expected to be able to align their instructional and assessment practices and to use formative and summative methods to determine their learners' understanding and to monitor their own teaching effectiveness. Candidates are expected to have an understanding of and an ability to use a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, learner self-assessments, peer assessment, and standardized tests).

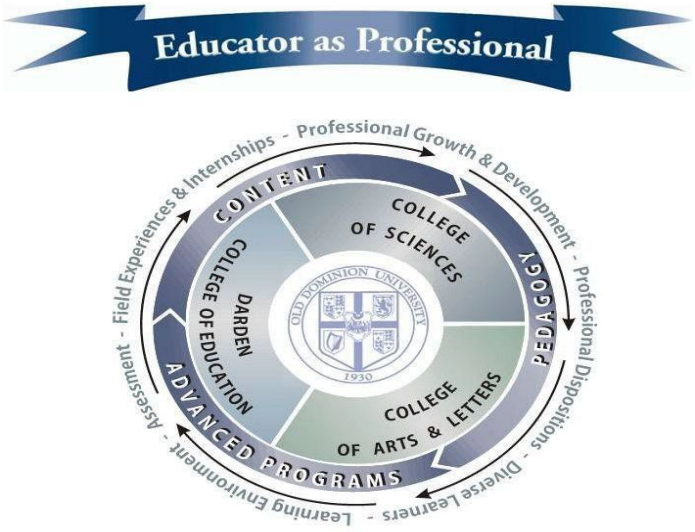

Figure 1.0

As depicted in figure 1.0, the Unit encompasses four candidate proficiencies in all of its programs and at its core is assessment. Assessment strengthens the reflective nature of the Unit and its candidates.

In summary, the Unit's faculty, in both initial licensure and advanced programs, assist individuals in achieving professional success by providing experiences that develop each of the conceptual framework's proficiencies as portrayed in Figure 1.0. Thus, graduates emerge as *Educators as Professionals* with scholarship in their chosen disciplines, effective and professional dispositions, an ability to foster learning environments that are reflective in nature, and the desire to be life-long, inquiring learners and members of a professional community.

Commitment to Diversity

The Unit's commitment to diversity is emphasized in the core values and purposes expressed in the Conceptual Framework. The reality of meeting the values and purposes is expressed through program activities such as courses, field experiences and clinical practice for all programs at both initial and advanced levels. The Unit's adopted set of candidate outcomes and dispositions as expressed in the Conceptual Framework also reflect the commitment to diversity. The Unit has established performance standards (proficiencies) that all candidates are expected to develop and demonstrate through coursework, field, and clinical experiences. All candidates within the initial program have two diversity field

experiences including one urban opportunity and one classroom experience with exceptional learners. Our expected outcomes and dispositions also reflect our strong commitment to diversity, not only in words, but also in the actions of both our faculty and candidates.

Commitment to Technology

To become an *Educator as Professional* at Old Dominion University, candidates must be well versed in the use of technology both in the classroom and at the University. The Unit strives to meet the educational technology expectations set by the institution, its constituents, the state, and the federal government.

Technology integration and knowledge of media resources for instruction, classroom organization, and student learning are emphasized in the Unit's programs. Candidates become familiar with the idea that technology includes, but is not limited to, devices including cell phones, tablets and laptops, web applications and apps, software, and learning management systems and/or relevant multimedia. Candidates are expected to use a variety of resources, including technology and non-print materials.

They must understand and use appropriate technology to help learners become proficient in the use of technology. In addition, they become skilled at developing the ability of the learners to apply technological knowledge and skills. Lastly, Candidates understand the importance of appropriately selecting instructional technologies to effectively teach all student populations.

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