“A teacher affects eternity; one can never tell where the influence stops.”

...Henry Brooks, Historian, 1905
Terminology changes – “The graphic is a representation of the NEW verbiage associated with the long familiar Bloom’s Taxonomy. Note the change from Nouns to Verbs [e.g., Application to Applying] to describe the different levels of the taxonomy. Note that the top two levels are essentially exchanged from the Old to the new version.” (Schultz, 2005) Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as Creating.

**Remembering:** Can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce state

**Understanding:** Can the student explain ideas or concepts? classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, and paraphrase

**Applying:** Can the student use the information in a new way? choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

**Analyzing:** Can the student distinguish between the different parts? appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

**Evaluating:** Can the student justify a stand or decision? appraise, argue, defend, judge, select, support, value, evaluate

**Creating:** Can the student create new product or point of view? assemble, construct, create, design, develop, formulate, write

Image from Beyond Bloom – A new Version of the Cognitive Taxonomy by Leslie Owen Wilson
http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm
Reflective Analysis
July 2015

Take a deep breath. The adventure ahead will change you, from the inside out. Student teaching is difficult, but not impossible. Your attitude will define your journey. Be humble. Take every experience as an opportunity for growth. No one expects perfection. Chase excellence. You are a STUDENT teacher, learning from doing. You are not expected to know everything; you are discovering how to be an outstanding teacher from your successes and failures. Both are equally important. Give yourself grace to learn from your mistakes, and don’t forget: at the end of the day, teaching is about the hearts and souls of the students you are serving. Get to know your students. They will teach you more than any textbook, article, or workshop. You are here to instruct, encourage, mentor, praise, influence, guide, listen, and grow. Enjoy the ride!

Jessie Allen, UR SPCS/TLP 2015
Acknowledgements

Our thanks to the public school divisions of Chesterfield, Goochland, Hanover, Henrico, New Kent, and Powhatan counties, and to Richmond City public schools for hosting our student teachers. We are particularly grateful to the cooperating teachers who give their time and share their talents to help prepare future teachers.

Introduction

The purpose of the Teacher Preparation Handbook is to provide the reader with a clear understanding of the mission, vision, and purpose of the Teacher Education Program at the University of Richmond. It is intended to serve as a resource for undergraduate and graduate students as they progress through the required course of study. Of particular importance is the required University of Richmond lesson plan information; this information is invaluable to students and professors alike.

In addition, the Teacher Preparation Handbook serves as a resource to student teachers, cooperating teachers, and university supervisors by providing them with a thorough explanation of their various roles and responsibilities. Clear expectations for all as they progress through the program and complete the student teaching experience are essential if the student is to be a successful graduate of the program and an accomplished teacher.

On-line Access

The Teacher Preparation Handbook and forms are available for downloading on-line at: education.richmond.edu/teacher-education/teaching-handbook.html
# Table of Contents

Acknowledgements .................................................................................................................2
Table of Contents ....................................................................................................................3
Contact Information ...............................................................................................................5

TEACHER PREPARATION

Teacher Preparation at the University of Richmond ...............................................................7
Acceptance Letter ....................................................................................................................9
Additional Endorsements ......................................................................................................10
Guiding Principles and Academic Requirements .................................................................11
Professional Behaviors and Disposition .............................................................................12
Teacher Licensure Program Checklist .................................................................................15
Student Teaching Contract ..................................................................................................16

ROLES

The Role of the Student Teacher .........................................................................................17
The Student Teaching Seminar ............................................................................................20
The Role of the Cooperating Teacher ..................................................................................21
The Role of the University Supervisor ................................................................................22
The Supervision Cycle .........................................................................................................23
The Role of the Director of Field Placement ......................................................................24
Timeline for Student Teaching Responsibilities ................................................................25

LESSON PLANNING

Lesson Planning Guide ........................................................................................................27
University of Richmond Lesson Plan Outline ......................................................................29
Lesson Organizer ..................................................................................................................31
Principles for Differentiation ...............................................................................................32
Overview of Planning Assessment ......................................................................................33
Assessing Student Learning in the Classroom ..................................................................34
SMART Goals .......................................................................................................................35
Bloom’s Revised Taxonomy .................................................................................................36
PERFORMANCE STANDARDS AND OUTCOMES

Performance Standards and Outcomes ................................................................. 39

STUDENT TEACHING FORMS

Student Teaching Timecard .............................................................................. 45
Observation Feedback Form (ST-01) ................................................................. 47
Observation Feedback Form (ST-02) ................................................................. 48
Guidelines for Completing Student Teaching Final Evaluation (ST-03) .......... 52
Final Evaluation Form (ST-03) ............................................................................ 56

TWSM/PORTFOLIO

Portfolio Procedures: A Guide to Teacher Work Sample Methodology .......... 59
Components of the Teacher Work Sample Methodology-Portfolio ............... 62
Teaching Context Description ........................................................................... 65
Teacher Work Sample Summary Score Sheet ............................................... 68
Teacher Work Sample Rubric ........................................................................... 69

LICENSING

Obtaining a Virginia Teaching License ............................................................ 73
Reciprocity Agreements with Other States ....................................................... 74
Testing Required for Education Students ....................................................... 75

SCHOOL DIVISION INFORMATION

School Websites and Calendars ...................................................................... 77
<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Director of Field Placement</strong></td>
</tr>
<tr>
<td>Dr. Thelma Wheeler 289-8430 301 North Court</td>
</tr>
<tr>
<td>Dr. Patricia Stohr-Hunt, Chair 289-8432 309 North Court</td>
</tr>
<tr>
<td>Dr. Scott Bray, Assistant Chair, Teacher Licensure Program, Director, Secondary Education 289-8431 308 North Court</td>
</tr>
<tr>
<td>Dr. Laura Kuti, Assistant Chair, Masters of Curriculum and Instruction 287-6621 305 North Court</td>
</tr>
<tr>
<td>Dr. Julia Burke, Program Manager 484-1584 303 North Court</td>
</tr>
<tr>
<td>Dr. Mavis Brown, Associate Professor 289-8429 307 North Court</td>
</tr>
<tr>
<td>Ms. Angela Leeper, Director of CMC 289-8433 104 North Court</td>
</tr>
<tr>
<td>Dr. Tammy Milby, Director of Reading 287-6678 310 North Court</td>
</tr>
<tr>
<td><strong>Administrative Support</strong></td>
</tr>
<tr>
<td>Ms. Mary Ewing, Administrative Coordinator 289-8428 300 North Court</td>
</tr>
<tr>
<td>Ms. Renee Peterson, P/T Administrative Assistant 289-8427 300 North Court</td>
</tr>
</tbody>
</table>

In the spaces below, fill in the appropriate contact information for your university supervisor, cooperating teachers, and school(s):

University Supervisor: ____________________________  
Phone/Email: ____________________________

1st School Placement: ____________________________  
Phone: ____________________________  
Principal: ____________________________

Cooperating Teacher: ____________________________  
Phone/Email: ____________________________

2nd School Placement: ____________________________  
Phone: ____________________________  
Principal: ____________________________

Cooperating Teacher: ____________________________  
Phone/Email: ____________________________
Teacher Preparation at the University of Richmond

Introduction

Teacher education at the University of Richmond is a campus-wide responsibility, designed to ensure that all of our students are reflective and knowledgeable professionals who possess both a theoretical and practical knowledge base.

The mission of the Teacher Preparation Program at the University of Richmond is to improve the understanding and practice of teaching and learning in preK-12 environments through reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to professionalism.

This mission is at the core of our work with students. We aim to achieve this mission through our teaching, scholarship, and service. The outcomes of this work characterize the candidates who graduate from our education programs.

The Conceptual Framework for Teacher Education at the University of Richmond is based upon a foundation of reflective practice. This practice is performance-based, describing what teachers should know and be able to do, and is specifically focused on professional knowledge, skills, and dispositions. Four themes and supporting standards serve as the foundation for all our teaching, scholarship, service, and program development. These themes are:

- Theme 1: Knowledge of Learners
- Theme 2: Knowledge of Content
- Theme 3: Knowledge of Instruction
- Theme 4: Knowledge of the Profession

Program Goals and Outcomes

Based on our mission and conceptual framework, we have established four goals for our program. These goals and the associated outcomes are:

Goal 1: Develop candidates who are reflective and knowledgeable about learners and are able to employ instructional strategies that meet the needs of all students, including students with disabilities, gifted students, students with limited proficiency in English, and students with diverse cultural needs:

- Outcome 1: Candidates will provide learning opportunities that support the physical, social, emotional, moral, and cognitive development of their students.
- Outcome 2: Candidates will create instructional opportunities that are adaptable to the individual differences of learners.
- Outcome 3: Candidates will incorporate values of inclusion and multiculturalism into instruction and promote a classroom model of democracy, equity, and social justice.
**Goal 2:** Develop candidates who have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings.

- **Outcome 1:** Candidates will demonstrate a depth of content knowledge necessary to teach to state and national standards in their subject matter discipline(s).
- **Outcome 2:** Candidates will create learning experiences that make these aspects of subject matter meaningful for students.
- **Outcome 3:** Candidates will include real-world applications and interdisciplinary connections of their subject matter discipline(s) in their instruction.

**Goal 3:** Develop candidates who are able to employ best practices in the planning, delivery, and assessment of instruction so that they may transform content for teaching purposes in ways that make it accessible and meaningful to students.

- **Outcome 1:** Candidates will plan for instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, and students’ abilities and differences.
- **Outcome 2:** Candidates will create learning environments that encourage positive social interaction and active engagement in learning.
- **Outcome 3:** Candidates will use a variety of instructional strategies to encourage students’ development of content knowledge, critical thinking, problem solving, performance skills, and effective use of technology.
- **Outcome 4:** Candidates will manage classroom procedures and student behaviors to maximize academic learning time.
- **Outcome 5:** Candidates will employ various assessment strategies to evaluate the teaching/learning process and adapt instruction.

**Goal 4:** Develop candidates who have the knowledge and skills to bring the highest levels of professionalism to their practice as instructional leaders and have the disposition to reflect upon and change that practice as necessary.

- **Outcome 1:** Candidates will demonstrate knowledge of the ethical and legal aspects of teaching including the rights of students, parents and families, as well as the legal rights and responsibilities of the teacher.
- **Outcome 2:** Candidates will communicate effectively with parents, families, and other professionals in the community to actively engage them in support of students’ learning and well-being.
- **Outcome 3:** Candidates will work in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.
- **Outcome 4:** Candidates will demonstrate a commitment to the process of continuous learning and engage in professional development activities.
Dear Teacher Licensure Program Student:

I am pleased to inform you that you have been accepted to enroll in the Teacher Licensure Program (TLP) at the University of Richmond for Fall 2015. As a graduate student in this program, you are reminded that you are responsible for your own academic success and must achieve a cumulative GPA of 3.0 to be recommended for student teaching, and subsequently for a Virginia teaching license. Additionally, a student who earns less than a B- will be expected to meet with the Program Director or designee as well as the candidate’s academic advisor to discuss standing in the program. A student who earns a second grade less than a B- must immediately meet with the Program Director or designee to discuss continuation in the program.

In addition to passing the Praxis Core and Praxis II exams, all education candidates must pass: (1) the Virginia Communication and Literacy Assessment (VCLA) with minimum scores of 235 each in Writing and Reading, and (2) elementary education candidates must pass the Reading for Virginia Educators (RVE) test prior to the student teaching semester. Failure to pass the required examinations may result in a delay in the student teaching placement. Completion of the Teacher Licensure Program is subject to the timely and successful completion of all program requirements.

Upon acceptance to the TLP, you are assigned an academic advisor. Prior to registering for future semesters, you must have a substantive conversation with your assigned advisor. Any deviation from registering for and attending agreed upon courses, may result in those courses not being accepted as fulfilling requirements of the teacher licensure program.

As an incoming TLP student, during the interview you will be presented, for your signature, with a document outlining dispositional requirements for professional teachers. As a pre-requisite for student teaching placement, faculty will formatively and summatively evaluate individual dispositions as a component of the application process for student teaching. As stated in the document, failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and could lead to removal from the teacher preparation program.

Transcripts for all candidates are reviewed by TLP staff. Coursework deficiencies, if any, will be identified and coursework recommendations made at the time of admission to the TLP. The Virginia Department of Education (VDOE) is the licensing agency in our state. Therefore, recommendations for licensure are subject to the VDOE approval.

I look forward to seeing you on Thursday, August 20, 2015, at 5:00 p.m. for the New Student Orientation that will be held in the Jepson Alumni Center. You will obtain your student ID, your email account, and a parking sticker on this evening. Please bring a form of ID with you (driver’s license, passport, etc.). You will need to know your license plate number. The parking fee will be charged to your tuition account. If you are unable to attend, please review the “Welcome New SCS Students!” link at: scs.richmond.edu/degrees/new-students/index.html.

Please do not hesitate to call us if you have any questions.

Sincerely,

Scott Bray, Ph.D.
Assistant Chair, Teacher Licensure Program
Additional Endorsement Options

Candidates in the Teacher Licensure Program may seek dual endorsements by adding additional coursework to their existing course of study in the following areas:

- English as a Second Language
- Gifted Education: Add On
- Special Education: General Curriculum

Each endorsement consists of four additional courses; further information regarding the courses may be found in the UR Educators booklet.

If a student is considering adding an additional endorsement, he/she is encouraged to work closely with their advisor in scheduling the four additional courses. Completing the course work prior to student teaching is highly recommended in order that consideration is given to requesting placement in the area of the initial endorsement as well as the added endorsement.
Guiding Principles and Academic Requirements

In September of 1996, the National Commission on Teaching and America’s Future, stated:  

*The common purpose of teacher education programs and other programs for those professionals who work in schools is to prepare competent, caring and qualified educators.*

In 2004 a campus-wide committee developed the current University of Richmond mission, which was approved by the Board of Trustees on March 15, 2005.

*The mission of the University of Richmond is to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and a responsible leadership in a global and pluralistic society.*

In the spring of 2005, faculty in both the undergraduate and post-baccalaureate teacher preparation programs developed and approved our current mission statement:

*The mission of the Teacher Preparation Programs at the University of Richmond is to instill an understanding of and develop the skills for the practice of teaching and learning in preK-12 environments through reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to professionalism.*

Academic requirements for all teacher preparation candidates as set forth by the University of Richmond are identified below. Failure to meet one or more of these requirements indicates a deviance from the mission statements noted above and may lead to removal of the student from the program.

<table>
<thead>
<tr>
<th>Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A passing score on Praxis Core Test or satisfactory scores on the SAT/ACT is required for admission into the program.</td>
</tr>
<tr>
<td>A passing score on Praxis II is required within the first semester.</td>
</tr>
<tr>
<td>A passing score on both components of the Virginia Communication and Literacy Assessment (VCLA) is required within the first semester.</td>
</tr>
<tr>
<td>A passing score on Reading For Virginia Educators (RVE) (elementary candidates only) is required upon completion of the reading courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GPA Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A GPA of 2.70 in one’s Major coursework or Bachelor’s degree is preferred for admission into the program.</td>
</tr>
<tr>
<td>A GPA of 3.00 in education coursework is required for continued participation in the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade and Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any student earning a grade lower than a B- must meet with the program director or her designee.</td>
</tr>
<tr>
<td>Any grade of “Y” or “I” must be discussed with the program chair or designee.</td>
</tr>
<tr>
<td>Typically, two grades of “Y” or “I” are permitted.</td>
</tr>
<tr>
<td>All “Y” grades must be converted to letter grades within two months of their receipt and two months prior to student teaching.</td>
</tr>
<tr>
<td>All “I” grades must be converted to letter grades within 45 days.</td>
</tr>
<tr>
<td>Student Teaching is to be completed within one calendar year after completing course work.</td>
</tr>
</tbody>
</table>

I have read the guiding principles and academic requirements above and I understand my participation in and completion of the Teacher Preparation Program is dependent upon my adherence to these requirements. I further understand that as a teacher education candidate if I do not meet one or more of the requirements, I may be asked to leave the program.

Candidate Signature: ____________________________ Date: ____________________________

Candidate Name (printed): ____________________________ Advisor’s Initials __________ Date __________

July 2015
Professional Behaviors and Dispositions

It is important that individuals entering the education profession demonstrate a commitment to teaching and learning. Consistent with our vision, values, and expectations for teacher candidates, the Department of Education at the University of Richmond adopted a set of professional behaviors and dispositions as a practice guide for teacher candidates.

All candidates, upon admission to the Teacher Education Program, are required to meet with their assigned academic advisor to plan their program of study. During this initial meeting the academic advisor reviews the “Professional Behaviors and Dispositions” form. Both the advisor and the candidate initial the Record of Progress form indicating that the form was reviewed.

If, at any time during participation in the Teacher Education Program, a candidate’s dispositions are a concern, that candidate should expect to have a meeting with their professor to address the item or items that are not being adhered to and discuss possible solutions and recommendations for future success. The candidate’s advisor and the Director of Field Placement will be notified of the concern, the meeting, and the outcome.

The Director of Field Placement will determine if further intervention is needed with the candidate. For multiple dispositional concerns, a meeting will be scheduled with the Program Chair (or designee) to determine further action. Should a candidate have a grievance or complaint, they may reference University or Richmond policy for the procedure to be followed via the link below: studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html

All teachers are required to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The Department of Education at the University of Richmond has adopted a set of professional behaviors or dispositions that are essential for prospective teachers. These dispositions apply to the university setting, courses, practicum experiences, and the student teaching experience. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and could lead to removal from the teacher preparation program.
### Professional Behaviors and Dispositions

#### Professional Ethics
- The candidate adheres to high standards of ethical conduct including academic honesty and respect for the confidentiality of conversations and records concerning students, parents/guardians, teachers and administrators.
- The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.

#### Professional Demeanor & Responsibility
- The candidate is poised and professional in his or her demeanor.
- The candidate is punctual and reliable, attends all required sessions, notifies appropriate individuals when absence is unavoidable, completes assignments on time, and follows through on commitments.
- The candidate communicates effectively and appropriately with students, parents/guardians, peers, administration, cooperating teachers, university supervisors, and other professionals.
- The candidate is independent, shows initiative and self-direction, and goes beyond minimum expectations.
- The candidate is an active and effective problem solver.
- The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
- The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.
- The candidate responds to frustration, stress, and constructive criticism in an appropriate and professional manner.
- The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.

#### Commitment to Teaching
- The candidate values the profession of teaching.
- The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.
- The candidate works effectively with professional colleagues and other adults to promote and support student learning.
- The candidate productively participates in school and community activities.

#### Commitment to Learning and Professional Competence
- The candidate is curious and interested in learning more about students and content areas.
- The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.
- The candidate uses professional knowledge and research to inform practice.

#### Self-Reflection
- The candidate reflects actively and continuously on and evaluates his or her own behavior and work leading to enhanced teaching and learning.
- The candidate is willing to consider multiple perspectives of his or her own performance.
- The candidate is willing and able to recognize his or her own difficulties or deficiencies and develops potential solutions.
I have read the professional behaviors and dispositions above and I understand meeting these competencies provides a foundation for beginning a professional career in education. They describe expectations for candidates enrolled in teacher preparation programs in the Department of Education at the University of Richmond. I understand that as a teacher education candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature: ________________________________ Date: ________________

Candidate Name (printed): ____________________________

Advisor's Initials Date

July 2015
Teacher Licensure Program Checklist

As you, the student, enter the Teacher Licensure Program and work toward successful completion of the program, there are certain requirements that warrant your close attention. Meeting these requirements according to the timeline will assist you as you progress through your course work, student teaching, and finally graduation.

Please use the checklist included below to track important items necessary for successful completion of the Teacher Licensure Program.

__  Passing scores on the Praxis Core/ACT/SAT (entrance requirement)

__  Passing scores on the Praxis II (licensure requirement)

__  Passing scores on each section of the VCLA (licensure requirement)
   VCLA requirements successfully completed with passing scores in each subsection submitted by the student to the Director of Field Placement by September 15 prior to the spring student teaching semester and by January 15 prior to the fall student teaching semester

__  Passing scores on the RVE (elementary only) (licensure requirement)
   Received at UR within one month of completing the Assessment/Intervention/Literacy Strategies course (EDUC 326/526)

__  Completion of gap courses indicated on analysis of transcript
   by August 1 if requesting to student teach in the fall
   by December 1 if requesting to student teach in the spring

__  Signature of Advisor on Program of Study
   in preparation for applying to student teach

__  GPA of 3.0 or better

__ Register to graduate at: registrar.richmond.edu/forms/online/index.html
   In order to totally complete the Teacher Licensure Program all students must register to graduate according to the time line established by the university.
Student Teaching Contract

As a student teacher enrolled in the Teacher Licensure Program at the University of Richmond, I understand that I must adhere to all program requirements as stated in the Teacher Preparation Handbook and as outlined below.

- Be in the classroom where assigned.
- Follow the same schedule as the cooperating teacher.
- Notify cooperating teacher and university supervisor as early as possible if there is the possibility of an absence due to illness.
- Absences or leaves other than sickness must be requested in writing of and approved in advance of the requested date by the Director of Field Placement.
- Adhere to the policies and procedures of the hosting school and district where assigned.
- All lesson plans must be written according to the University of Richmond Department of Education format.
- Have completed lesson plans to the cooperating teacher by an agreed upon date prior to teaching the lesson.
- Completed lesson plans must be in place in order to teach.
- Implement lesson plan modifications and adjustments made by the cooperating teacher and university supervisor.
- Maintain a complete and up to date binder of lesson plans and make it available to the cooperating teacher, university supervisor, building administration, and the Director of Field Placement.
- Maintain an accurate and daily accounting of time as noted on the student teaching timecard.
- Be professional in appearance, dress, demeanor, and disposition.
- Follow the recommendations of the cooperating teacher, the university supervisor, and the Director of Field Placement.
- Employment in addition to student teaching is highly discouraged and is not a reason for failure to comply with the requirements of student teaching.

My failure to fulfill the stated criteria will result in dismissal from the student teaching placement and removal from the Teacher Licensure Program. I have read the Student Teacher Contract and understand that I am responsible for meeting these requirements at the highest level of proficiency.

Candidate Signature: ___________________________________________ Date: ____________

Candidate Name (printed): ______________________________________

July 2015
The Role of the Student Teacher

Student teaching is a challenge. You will be asked to work with 20 to 30 students at the elementary level or 100 plus students at the middle and high school level. This student teaching will be done in the presence of the cooperating teacher and the university supervisor. Student teaching is also unique. The relationship you form with the cooperating teacher is truly that of an apprentice. It is the only time in a teaching career that one is an apprentice under the close guidance of an experienced mentor. Through student teaching, you go beyond your textbooks and course work. You observe and experience how real-life teachers behave in class, in schools, and in their relationships with students, other teachers, school staff, the principal, and parents. Given the importance of student teaching this experience deserves all your efforts, energy, and expertise.

Student teachers are placed in classroom settings for the purpose of becoming more familiar with curriculum, to gain a better understanding of instructional techniques, to develop and enhance classroom management skills, and to learn the interactions of school procedures.

The responsibilities to be assumed by student teachers during the student teaching process are numerous, too many to be listed. Though not inclusive, some responsibilities are noted here. Be certain to review with the cooperating teacher these and others that they feel are of importance.

Noncompliance with one or more of the identified responsibilities is sufficient cause for review which may result in termination and/or change of the student teaching assignment.

Student Teachers’ Responsibilities

- Bring to the teaching experience, competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.
- Be mindful that the student teacher is much like an apprentice within the public school setting. The student teacher should recognize, respect, and make a serious effort to implement the feedback and suggestions of the cooperating teacher and the school administration.
- Work with the cooperating teacher and university supervisor as a team in setting expectations, establishing goals, and in giving/receiving feedback.
- Take the initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Remember the cooperating teacher has the final say in the classroom.
- Develop detailed lesson plans as outlined in this handbook.
- Adhere to the policies and procedures of the hosting school and district where assigned.
- Follow the calendar of the hosting school and comply with all school system and building regulations. This includes before and after school hours.
- Teach full time for a minimum of 20 consecutive days in each placement.
- Teach part time for a minimum of 10 additional days.
- Videotape a complete lesson scheduled in concert with an observation visit conducted by the university supervisor.
- Be engaged in teaching and learning each and every day of your placement.

Attendance

As a student teacher, you must follow the same schedule as your cooperating teacher. (There are no cuts or excused absences in student teaching.) If you are so ill that you miss a day of teaching, you must notify both your cooperating teacher and your university supervisor. Missing days of student teaching may mean that you must extend your student teaching experience. Absences other than illness must be approved by the Director of Field Placement.
School calendars do not coincide with the University’s calendar. As a student teacher, you must be present when your school is in session, even though the University may not be in session. Students living in University housing can arrange for room and board on campus during the University’s fall and spring break. Before Thanksgiving break, undergraduate students must teach the full day on Tuesday, but may use Wednesday for travel. Absence for religious purposes will coincide with University of Richmond policies.

**Absence of Cooperating Teacher**
A contracted teacher is responsible for the class. No student teacher may assume classroom responsibilities as a substitute. When a cooperating teacher is absent a substitute teacher must be hired.

**Discipline**
Student teachers are to attend closely to the discipline expectations and procedures established by the cooperating teacher. When assuming responsibility for the class, the student teacher is expected to maintain effective discipline.

**Initiative**
As one student teacher among many, you will want to set yourself apart, maximize your efforts, take advantage of the many and varied opportunities, and exceed the minimum. Taking the initiative to be the best leaves a lasting impression.

**Observation Strategies**
Student teachers should become very familiar with the content of the evaluation forms and the observation strategies used by the cooperating teacher and the university supervisor.

**Outside Commitments**
Student teachers must not let employment, other courses, or family and personal responsibilities interfere with the demands of the student teaching experience. A student teacher who is failing to meet these demands may have to be withdrawn from the student teaching experience.

**Parent/Guardian Communication**
As a teacher you are expected to interact with your students’ parents or guardians. As a student teacher avail yourself of these opportunities as presented. Participate in parent-teacher conferences, parent phone calls, child study meetings, and IEP meetings. This is your opportunity to learn about the critical nature of parent-teacher communication and its effect on student learning under the guidance and expertise of your cooperating teacher.

**Planning Instruction**
Student teachers must be prepared with completed lesson plans in order to teach. Submit daily lesson plans to your cooperating teacher by an agreed upon date far enough in advance to allow time for modification and adjustments prior to presenting the lesson. Lesson plans are to be completed using the University of Richmond Department of Education format. The sample lesson plan format is included in this handbook.

Develop plans that reflect your own ideas, but discuss changes in classroom routine and materials with your cooperating teacher before instituting them.
Make any changes in your lesson plans suggested by your cooperating teacher. In some cases, you will need to complete a weekly schedule of lesson plans in a planning book. Check with your cooperating teacher about this.

All lesson plans and supporting materials developed during the 15 weeks of student teaching must be organized and kept in a binder. The lesson plan binder is to be available at any time to the cooperating teacher and school administration, university supervisor, and Director of Field Placement. When the university supervisor or Director of Field Placement enters the classroom, you are to immediately and unobtrusively give the cumulative and current lesson plan binder to him or her.

Professionalism
It is the responsibility of student teachers to attend school each day in professional dress and demeanor. There may be a difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the University campus. Tight, revealing clothing, low riding pants, and blouses that expose the midriff are inappropriate.

Student teachers must conduct themselves in a professional manner by demonstrating appropriate behavior and dispositions in all activities. Since student teachers are recognized by school personnel as professional educators, they may not attend any social event with students unless another adult such as a parent or another faculty/staff member is present. Student teachers should not transport students in their personal automobiles.

Socially oriented e-mails to all students are prohibited. As a representative of the University of Richmond and your school, exercise extremely responsible and professional behaviors if and when establishing new or maintaining existing electronic web pages in any location, including social networking sites. Inappropriate postings may result in termination of the student teaching assignment.

Safety
Student teachers should be in a safe school environment. If student teachers have a concern about a safe teaching environment, please contact the Director of Field Placement immediately.

Seminars and Meetings with the University Supervisor
Student teachers must attend the scheduled meetings of the professional seminar that serves as a forum for discussion and analysis of the student teaching experience. One of the functions of the professional seminar is to guide student teachers through the development and completion of the Teacher Work Sample Methodology (TWSM), an extended authentic performance task.

Student Teaching Timecard
It is the responsibility of the student teacher to precisely track and record their hours during the student teaching semester. The form is available online, in this handbook, and will be distributed and discussed in seminar.
The Student Teaching Seminar

A major program component enhancing the development of reflective practice is the professional seminar, which is an integral part of the student teaching experience. The seminar is a student-centered, discussion-based class devoted to addressing issues and topics related to the experience of student teaching and to current educational practices, such as classroom management, data driven instruction, planning and organization, communication skills, critical thinking, assessment, differentiation, and developing reflective practices.

As stated in accreditation documents for the University of Richmond, “The faculty strongly believes that each learner must actively “build” knowledge and skills (Bruner, 1990) and that this knowledge is socially constructed (Vygotsky, 1978). This belief is reflected in our coursework where students are challenged to identify issues and post solutions to educational conundrums, analyze data to determine instructional needs, and to apply best practices to remedy achievement deficits.” This statement succinctly portrays the focus of student teaching and the associated seminar.

Because the Teacher Work Sample (portfolio) is a major component of the student teaching experience and grade, the seminar instructor will provide support to participants by providing an explanation of the process, by assisting with the reflective nature of the process, and by reviewing components of the product prior to submission to the university supervisor for review and a grade.
The Role of the Cooperating Teacher

As the person who works most closely with the student teacher throughout the student teaching experience, the cooperating teacher is perhaps better positioned than anyone else to help the student grow and learn from that experience. With an emphasis on “student” in the label student teacher, the cooperating teacher models effective teaching and professional conduct and both guides and critiques the student teacher throughout the teaching experience. The cooperating teacher also communicates regularly with the university supervisor and when necessary with the Director of Field Placement about the student teacher’s performance.

The cooperating teacher may be awarded relicensure points for fulfilling this role. The number of points to be awarded varies. Check with your school division regarding procedures and points.

The University is grateful to the teachers who agree to serve as mentors for its student teachers. Some guidelines and suggestions for this mentoring relationship follow:

- Orient the student teacher to the school setting and policies.
- Provide the student teacher with an in-classroom work space.
- Review with the student teacher the school and/or school division’s Code of Conduct.
- Review and interpret with the student teacher the school division’s Professional Qualities and Responsibilities.
- Review with the student teacher the accommodations needed for exceptional students.
- Review with the student teacher the curriculum content and Virginia Standards of Learning that are to be taught.
- Plan a term-long schedule of observations, activities, and duties.
- Provide the opportunity for the student teacher to assume a full teaching load a minimum of 20 consecutive days in each placement. In addition, student teachers should also teach part-time for a minimum of 10 days in each placement. Students are expected to be engaged in teaching and learning each and every day of their placement.
- Review the student teacher's daily lesson plans and suggest revisions if necessary.
- Reinforce the University’s requirement that student teachers write a lesson plan for every lesson they teach (except impromptu ones).
- Help the student teacher relate theory to practice.
- Provide elementary student teachers with the opportunity to teach in all subject areas.
- Observe and confer frequently with the student teacher and provide written feedback.
- Communicate with the university supervisor immediately any questions or concerns you may have.
- Complete a minimum of three formal observations with written feedback. Student teaching Observation Feedback Forms (i.e. Form ST-01) are provided for your convenience.
- In order to provide the student teacher with formative feedback and structured opportunities for growth, the three formal observations are to be spaced over the course of the student’s placement. It is recommended that one observation be completed in week three, one in week four, and one in week six.
- Complete a student teaching Final Evaluation Form (i.e. Form ST-03) at the conclusion of the student teaching and review this form with the student teacher and the university supervisor during the last week of the student teaching experience. Specific skills to be considered in filling out this form are included in this handbook. It must be completed using a computer.
The Role of the University Supervisor

The university supervisor contributes to the professional development of the student teacher by providing expert feedback and evaluation of the student’s performance in the classroom. The university supervisor also facilitates the student teaching experience by ensuring there is ongoing communication between the student teacher and the cooperating teacher.

The university supervisor:

- Attends a general orientation session at the beginning of the semester at which he or she will be given the names of the students he or she will be supervising, along with the placements for those students and forms that will be used in working with the students.
- Arranges a meeting with all cooperating teachers and student teacher during the first week of the semester to review and clarify expectations on both sides and respond to questions or concerns.
- Communicates frequently and effectively with cooperating teachers.
- Monitors the student teacher as he or she assumes a full teaching load for a minimum of 20 consecutive days in each placement.
- Monitors the student teacher in teaching part-time for a minimum of 10 days in addition to the consecutive days.
- Completes a minimum of eight announced and unannounced visits and six formal observations and post conferences during the 15 weeks of student teaching.
- Schedules observations during each placement so that supportive and formative feedback is provided to each student teacher in a timely manner.
- Reinforces the University’s requirement that student teachers write a lesson plan for every lesson they teach (except impromptu ones).
- Reviews the student teacher’s lesson plans and makes suggestions when necessary.
- Identifies and promptly reports potential problems in the performance of a student teacher to Dr. Thelma Wheeler, Director of Field Placement for the Department of Education.
- Completes a student teaching Final Evaluation Form (i.e. Form ST-03) at the end of the student teaching placement and reviews this form with the student teacher during the last week of the student teaching experience. Specific skills to be considered in filling out this form are included in this handbook.
- Reviews the student teaching Final Evaluation Forms. (i.e. Form ST-03) completed by the cooperating teachers and returns the forms to the Department of Education.
- Evaluates the TWSM according to the published rubric.
The Supervision Cycle

Below is an outline of the Supervision Cycle used by the university supervisors. Please note that the format is not a mandate. Each supervisor has developed an individual style following the fundamental principles of supervision.

Initial Conference

1. To obtain information about the student teacher
2. To establish contact between the university supervisor and the cooperating teacher
3. To establish specific plans for carrying out the observations
4. To review lesson plan expectations

Observation

1. To review lesson plans
2. To view the lesson as planned

Supervisory Conversation and Conference

1. To reconstruct the observed events by asking the student teacher to summarize his/her impression of the lesson with regard to the selected area of focus and to substantiate the impression with fact or data.
2. To assess the observed lesson in terms of:
   - the student teacher’s intentions
   - the student teacher’s pattern of teaching
   - the student teacher’s interpretation of the data probing more deeply to get the student teacher to draw conclusions from the data
3. To solicit next steps around the area of focus from the student teacher and offer suggestions if necessary
4. To provide feedback for the improvement of the student teacher
5. To establish priorities for the future including the next supervisory visit
The Director of Field Placement plays a critical role before, during, and at the completion of the professional semester. The Director works with prospective student teachers to obtain placements for their student teaching experience, serves as an important liaison and resource during that experience, and assists students in creating the files they will need in applying for teaching positions after graduation.

The Director of Field Placement:

- Advises students as they prepare for student teaching and reviews applications with the school divisions.
- Coordinates student teacher placements in the school divisions.
- Determines the school site locations for the university supervisors.
- Serves as the contact person for university supervisors.
- Serves as the contact person at the university for school division personnel in regard to any issue related to student teaching.
- Serves as the contact person for student teachers and Education faculty in regard to any issue related to student teaching.
- Assists the student teachers, cooperating teachers, and university supervisors at any time during the student teaching experience.
- Visits schools and observes student teachers in response to requests from students, school personnel, or university supervisors.
Timeline for Student Teaching Responsibilities

Fall 2015

First Placement

August 31 – October 20, 2015

- Week 1: Prepare for school to begin
- Week 2: Observe, participate, co-teach, OR teach part-time or full-time
- Weeks 3, 4, 5, 6, 7.5: Teach full-time

Second Placement

October 21 – December 15, 2015

- Week 7.5, 8: Observe, participate, co-teach, OR teach part-time or full-time
- Weeks 9, 10, 11, 12, 13, 14: Teach full-time
- Week 15: Teach full-time or part-time, OR co-teach, participate, observe

Spring 2016

First Placement

January 11 – March 1, 2016

- Weeks 1, 2: Observe, participate, co-teach, OR teach part-time or full-time
- Weeks 3, 4, 5, 6, 7.5: Teach full-time

Second Placement

March 2 – April 29, 2016

- Week 7.5, 8: Observe, participate, co-teach, OR teach part-time or full-time
- Weeks 9, 10, 11, 12, 13, 14: Teach full-time
- Week 15: Teach full-time or part-time, OR co-teach, participate, observe
Lesson Planning Guide

Step 1 – Choose SOL and Define Prior Knowledge and New Lesson Content

a. Select the Standard of Learning the lesson will target.
b. Print and review the appropriate section of the Curriculum Framework (if available). Highlight those areas aligned to the lesson topic.
c. Fill in the “Prior Knowledge and NEW Instructional Content” section of the Lesson Organizer. Use the Curriculum Framework (if available) as a foundation for beginning this section.

**Note – You will find different headings across subjects and Curriculum Framework documents. Here are the specific sections you will need to draw from.

- English – Understanding the Standard (Teacher Notes)
- History and Social Science – Essential Knowledge
- Math and Science – Understanding the Standard (Background Information for Instructor Use Only)

Remember that this is the minimum amount of information required. You must write a detailed outline to provide for both added depth and breadth of the ideas and concepts to be taught.

Step 2 – Write Objectives and Plan for Assessment

d. Review the Revised Bloom’s Taxonomy and the Curriculum Framework and use them to help in writing objectives.

**Note – You will find different headings across subjects and Curriculum Framework documents. Here are the specific sections you will need to draw from.

- English, and Science – Essential Knowledge, Skills and Processes
- History and Social Science – Essential Skills
- Math – Essential Knowledge and Skills

Keep in mind that objectives should specify what is to be learned as a result of the lesson and must be measurable. Be specific, simple, and realistic.

e. Determine how you will use both formative and summative assessment to evaluate student learning. Remember that your assessments must be directly aligned to the lesson objectives. Ask yourself, “What kinds of performances can/should I expect from students who have met the objectives?”

f. Select and adapt or create any rubrics, checklists, homework assignments, or other tools that will be used for assessment.

Step 3 – Develop the Teaching and Learning Sequence

g. Consider the following questions as you plan for instruction.

- What student needs, interests, and prior learning are a foundation for this lesson?
- What connections will you make in this lesson with other topics you teach?
- How will you focus student attention at the beginning of the lesson?
- What instructional strategies, learning activities, and tasks will you use to teach key lesson ideas?
- What questions will you ask to nudge students' thinking about the lesson content?
- How will you give directions for the tasks so that all students understand what they must do?
- How will you manage transitions?
- How will you bring closure and tie the lesson material together?

h. Using answers to the above questions, write the Teaching and Learning Sequence. Each area of the lesson will be divided into three columns and must contain: (1) an estimate of how long the events of instruction will take; and (2) an instructional roadmap detailing what the teacher and students will be doing. This roadmap will be a bulleted list of detailed steps written in the imperative. No paragraphs.
i. Decide if homework will be assigned. If the answer is yes, complete the Homework section of the plan. Explain why it is being assigned, its purpose, and how and where homework will be embedded in the Teaching and Learning Sequence.

j. Select and adapt or create any resources required for instruction, such as handouts, presentations, SMARTboard files, graphic organizers, homework, or other such materials.

k. Complete the bottom section of the Lesson Organizer by first filling in the “Main Events of Instruction.” Then think about and describe how instruction will be differentiated.

Step 4 – Complete Lesson Plan Write-Up

l. Address the remaining sections in the University of Richmond Lesson Plan Outline, beginning with the Introduction. Pay particular attention to the Context and Global Themes.

m. List the books and/or texts, manipulatives, visual aids, and other materials that will be needed during the lesson. List by title any student handouts used during the lesson or for homework purposes.

n. Prepare notes on any advanced (pre-lesson) preparation or set-up.

University of Richmond Lesson Plan Outline

Name: _________________________________ Date: ________________

Grade Level/Subject: ___________________________ Number of Students: _____

Introduction
- Lesson topic
- Length of Lesson
- VA Standards of Learning – Write out the portion(s) of the SOL that will be addressed.
- Context – Where does this lesson fit? Describe its placement within the broader context of instruction.
- Global Themes – What is the big idea this lesson contributes to an understanding of?

Content Objectives
Write the objectives in terms of what content students are expected to learn. Begin the objective list with the stem "Students will ...". Each objective must begin with an action verb and include a clearly stated anticipated learning outcome. Use both the Curriculum Framework and Bloom’s Revised Taxonomy to help in writing these objectives.

Assessment Aligned to Objectives
List each objective and describe and provide examples of how the evaluation of students' learning will be accomplished. Each assessment must be directly aligned to the stated objectives.
- Formative – Describe how you will monitor student progress and understanding during the lesson. What will you look and listen for? What should students be saying, asking, and/or doing?
- Summative – Describe how you will determine that each student has met the content objectives. Describe how student work will be evaluated. Where appropriate, provide grading rubrics and/or answer keys.

Materials/Technology and Advanced Preparation
List the books and/or texts, manipulatives, technology, visual aids, handouts (by title), and other materials that will be needed during the lesson. Additionally, describe any pre-lesson setup.

Teaching and Learning Sequence
This portion of the lesson plan should be presented in three columns and divided into the segments below. Each segment should contain an estimate of how long the events of instruction will take and must detail what the teacher and students will be doing. Write these steps in the imperative.
<table>
<thead>
<tr>
<th>TIME</th>
<th>TEACHER ACTIONS</th>
<th>STUDENT ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction/Anticipatory Set – Outline how the lesson will begin. How will you focus student attention on lesson content, build on prior knowledge, motivate students to learn, etc.?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Development – Outline the sequence to be followed in the development of the lesson. Pay particular attention to concept development and questioning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closure – Outline how the lesson will be concluded. How will you summarize, review, reinforce, enrich, and/or encourage students to reflect on what they have learned?</td>
<td></td>
</tr>
</tbody>
</table>

July 2014

**Homework**
IF homework will be assigned, describe the assignment here. Explain how and where it will be embedded in the Teaching and Learning Sequence. Also, explain why it is being assigned and its purpose.

**References**
Reference all resources and ideas used in the creation of this assignment. References should be formatted according to the style outlined in the 6th Edition of the APA Publication Manual.

**Appended Materials**
Attach the following forms and resources to the completed lesson plan.
- Lesson Organizer
- Curriculum Framework Document – Attach the appropriate pages from the Curriculum Framework guide and highlight information most relevant to the lesson.
- Lesson Materials – Including, but not limited to, handouts, homework, presentations, assessments, rubrics, graphic organizers, and other materials of this type.
<table>
<thead>
<tr>
<th>Instructional Modifications to ASSIST Students</th>
<th>Main Events of Instruction</th>
<th>Instructional Modifications to CHALLENGE Students</th>
</tr>
</thead>
</table>

July 2014
### Principles for Differentiation

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
<th>What It Looks Like/Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Students access different levels of content or different content strands.</td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Students access content in different ways.</td>
<td></td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td>Students demonstrate understanding of the content in different ways.</td>
<td></td>
</tr>
<tr>
<td><strong>Flexible Grouping</strong></td>
<td>Students are grouped and regrouped based on a variety of factors.</td>
<td></td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>Students engage in assignments based on their affinities and passions.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Profile</strong></td>
<td>Students are assigned tasks based on their learning style.</td>
<td></td>
</tr>
<tr>
<td><strong>On-going Assessment</strong></td>
<td>Students engage in activities based on evidence of readiness and interest.</td>
<td></td>
</tr>
<tr>
<td><strong>Readiness</strong></td>
<td>Students receive instruction based on their understanding or skill level.</td>
<td></td>
</tr>
<tr>
<td><strong>Respectful Tasks</strong></td>
<td>Students are assigned tasks that reflect an appropriate level of challenge.</td>
<td></td>
</tr>
</tbody>
</table>
### Overview of Planning Assessment

<table>
<thead>
<tr>
<th>Why Assess</th>
<th>Diagnostic Assessment for Learning</th>
<th>Formative Assessment as Learning</th>
<th>Summative Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>to enable teachers to determine next steps in advancing student learning</td>
<td>to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps</td>
<td>to certify or inform parents or others of student’s proficiency in relation to curriculum learning outcomes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assess What</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>each student’s progress and learning needs in relation to the curricular outcomes</td>
<td>each student’s thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning</td>
<td>the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Methods</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a range of methods in different modes that make students’ skills and understanding visible</td>
<td>a range of methods in different modes that elicit students’ learning and metacognitive processes</td>
<td>a range of methods in different modes that assess both product and process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ensuring Quality</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| * accuracy and consistency of observations and interpretations of student learning  
* clear, detailed learning expectations  
* accurate, detailed notes for descriptive feedback to each student | * accuracy and consistency of student’s self-reflection, self-monitoring, and self-adjustment  
* engagement of the student in considering and challenging his or her thinking  
* students record their own learning | * accuracy, consistency, and fairness of judgements based on high-quality information  
* clear, detailed learning expectations  
* fair and accurate summative reporting |

<table>
<thead>
<tr>
<th>Using the Information</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| * provide each student with accurate descriptive feedback to further his or her learning  
* differentiate instruction by continually checking where each student is in relation to the curricular outcomes  
* provide parents or guardians with descriptive feedback about student learning and ideas for support | * provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits  
* have each student focus on the task and his or her learning (not on getting the right answer)  
* provide each student with ideas for adjusting, rethinking, and articulating his or her learning  
* provide the conditions for the teacher and student to discuss alternatives  
* students report about their learning | * indicate each student’s level of learning  
* provide the foundation for discussions on placement or promotion  
* report fair, accurate, and detailed information that can be used to decide the next steps in a student’s learning |


Reprinted with permission.
Assessing Student Learning in the Classroom

Assessing, Evaluating & Communicating

How will students receive summative feedback?
- qualitative/descriptive
- quantitative/marks
- self/teacher as judge
  assessment OF learning

What will be the next steps in learning?
- self/teacher reflection
- goal setting

How will students receive ongoing formative feedback?
- descriptive
- specific
- self/peer/parent/mentor/teacher as coach
  assessment FOR learning

What will students learn?

Planning

How will we know learning has occurred?
- criteria/indicators
- exemplars

Program of Studies: Learner Outcomes

How will we collect evidence of learning?
- purpose and context
- demonstrations of learning
  - observations
  - learning logs
  - performance tasks
  - projects
  - tests
  - written language
  - oral language
  - visual communication

What activities will enable students to learn?

How will students demonstrate their learning?
SMART Goals

S – Specific: Goals must address a specific content area.

M – Measurable: The goal must be measurable using an appropriate instrument. (Can use data from a recent pre-assessment)

A – Appropriate: The goal must be directly related to the subject and the students that the teacher teaches.

R – Realistic: A realistic goal is not easy, but should be able to be attained in the set time frame.

T - Time-bound: A time bound goal will be definitive and will allow for determining if the goal has been achieved. (One year or one semester)
Benjamin Bloom and colleagues created the original taxonomy in 1956. Anderson and Krathwohl (2001) revised Bloom’s original taxonomy in their book, *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom’s Taxonomy of Educational Objectives*, by combining both the cognitive processes and knowledge dimensions. The following table provides examples on how this taxonomy could be applied in the classroom.

<table>
<thead>
<tr>
<th>Cognitive Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remember</strong> - Produce the right information from memory</td>
<td>Identify frogs in a diagram of different kinds of amphibians. Find an isosceles triangle in your neighborhood. Answer any true-false or multiple-choice questions.</td>
</tr>
<tr>
<td><strong>Recognizing</strong></td>
<td>Name three 19th century women English authors. Write the multiplication facts. Produce the chemical formula for carbon tetrachloride.</td>
</tr>
<tr>
<td><strong>Recalling</strong></td>
<td>Name three 19th century women English authors. Write the multiplication facts. Produce the chemical formula for carbon tetrachloride.</td>
</tr>
<tr>
<td><strong>Understanding - Make meaning from educational materials or experiences</strong></td>
<td>Translate a story problem into an algebraic equation. Draw a diagram of the digestive system. Paraphrase Lincoln's Second Inaugural Address.</td>
</tr>
<tr>
<td><strong>Interpreting</strong></td>
<td>Translate a story problem into an algebraic equation. Draw a diagram of the digestive system. Paraphrase Lincoln's Second Inaugural Address.</td>
</tr>
<tr>
<td><strong>Exemplifying</strong></td>
<td>Draw a parallelogram. Find an example of stream-of-consciousness style of writing. Name a mammal that lives in our area.</td>
</tr>
<tr>
<td><strong>Classifying</strong></td>
<td>Label numbers odd or even. List the kinds of governments found in the modern African nations. Group native animals into their proper species.</td>
</tr>
<tr>
<td><strong>Summarizing</strong></td>
<td>Make up a title for a short passage. List the key points related to capital punishment that the Web site promotes.</td>
</tr>
<tr>
<td><strong>Inferring</strong></td>
<td>Read a passage of dialogue between two characters and make conclusions about their past relationship. Figure out the meaning of an unfamiliar term from the context. Look at a series of numbers and predict what the next number will be.</td>
</tr>
<tr>
<td><strong>Comparing</strong></td>
<td>Explain how the heart is like a pump. Write about an experience you have had that was like the pioneers moving west. Use a Venn diagram to demonstrate how two books by Charles Dickens are similar and different.</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>Draw a diagram explaining how air pressure affects the weather. Provide details that justify why the French Revolution happened when and how it did. Describe how interest rates affect the economy.</td>
</tr>
<tr>
<td><strong>Apply - Use a procedure</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Executing**               | Add a column of two-digit numbers.  
Orally read a passage in a foreign language.  
Shoot a free throw. |
| **Implementing**            | Design an experiment to see how plants grow in different kinds of soil.  
Proofread a piece of writing.  
Create a budget. |
| **Analyze - Break a concept down into parts and describe how the parts relate to the whole** |
| **Differentiating**         | List the important information in a mathematical word problem and cross out the unimportant information.  
Draw a diagram showing the major and minor character in a novel. |
| **Organizing**              | Place the books in the classroom library into categories.  
Make a chart of often-used figurative devices and explain their effect.  
Make a diagram showing the ways plants and animals in your neighborhood interact with each other. |
| **Attributing**             | Read letters to the editor to determine the authors' points of view about a local issue.  
Determine a character's motivation in a novel or short story.  
Look at brochures of political candidates and hypothesize about their perspectives on issues. |
| **Evaluate - Make judgments based on criteria and standards** |
| **Checking**                | Participate in a writing group, giving peers feedback on organization and logic of arguments.  
Listen to a political speech and make a list of any contradictions within the speech.  
Review a project plan to see if all the necessary steps are included. |
| **Critiquing**              | After co-developing a rubric for the evaluation of a project, judge how well a project meets the criteria.  
Choose the best method for solving a complex mathematical problem.  
Judge the validity of arguments for and against astrology. |
| **Create - Put pieces together to form something new or recognize components of a new structure** |
| **Generating**              | Given a list of criteria, list some options for improving race relations in the school.  
Generate several scientific hypotheses to explain why plants need sunshine.  
Propose a set of alternatives for reducing dependence on fossil fuels that address both economic and environmental concerns.  
Come up with alternative hypotheses based on criteria. |
| **Planning**                | Make a storyboard for a multimedia presentation on insects.  
Outline a research paper on Mark Twain's views on religion.  
Design a scientific study to test the effect of different kinds of music on hens' egg production. |
| **Producing**               | Write a journal from the point of view of a Confederate or Union soldier.  
Build a habitat for local water fowl.  
Put on a play based on a chapter from a novel you're reading. |
The development of instructional objectives as a means to support purposeful development of instructional content benefited a great deal from Benjamin Bloom, when in 1956 he published a taxonomy of intellectual behaviors. For the next 40 years, the application of his work found its way into many instructional disciplines. A key milestone came in 2000, when Anderson and Krathwohl (see citation) revisited the taxonomy to make the model more appropriate to current audiences. In 2002, Barbara Clark, a researcher in educational practices of the gifted, adapted the revised taxonomy into roughly the circular graphic shown here. CDWS is still trying to contact Ms. Clark to obtain permission to add adjustments to the design, as represented in the included graphic.
Performance Standards and Outcomes

In keeping with the requirements stated in the Code of Virginia and set forth in the Board of Education’s Guidelines for Uniform Performance Standards and Evaluations Criteria for Teachers, Administrators, and Superintendents, seven performance standards and supporting indicators provide the basis of evaluation for the student teacher. These performance standards are:

1: Professional Knowledge
2: Instructional Planning
3: Instructional Delivery
4: Assessment of and for Student Learning
5: Learning Environment
6: Professionalism
7: Student Academic Progress

Professional Knowledge

Goal 1: Develop candidates who demonstrate an understanding of the curriculum, subject content, and the developmental needs of student by providing relevant learning experiences.

Outcome 1: Candidates will address appropriate curriculum standards.

Outcome 2: Candidates will integrate key content elements and facilitate students’ use of higher level thinking skills in instruction.

Outcome 3: Candidates will demonstrate ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.

Outcome 4: Candidates will demonstrate an accurate knowledge of the subject matter.

Outcome 5: Candidates will demonstrate skills relevant to the subject area(s) taught.

Outcome 6: Candidates will base instruction on goals that reflect high expectations and an understanding of the subject.

Outcome 7: Candidates will demonstrate an understanding of the intellectual, social, emotional, and physical development of the age group.

Outcome 8: Candidates will communicate clearly and check for understanding.
Instructional Planning

**Goal 2:** Develop candidates who plan using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.

**Outcome 1:** Candidates will use student learning data to guide planning.

**Outcome 2:** Candidates will plan time realistically for pacing, content mastery, and transitions.

**Outcome 3:** Candidates will plan for differentiated learning.

**Outcome 4:** Candidates will align lesson objectives to the school’s curriculum and student learning needs.

**Outcome 5:** Candidates will develop appropriate long- and short-range plans and adapt plans when needed.

Instructional Delivery

**Goal 3:** Develop candidates who effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

**Outcome 1:** Candidates will engage and maintain students in active learning.

**Outcome 2:** Candidates will build upon students’ existing knowledge and skills.

**Outcome 3:** Candidates will differentiate instruction to meet the students’ needs.

**Outcome 4:** Candidates will reinforce learning goals consistently throughout lessons.

**Outcome 5:** Candidates will use a variety of effective instructional strategies and resources.

**Outcome 6:** Candidates will use instructional technology to enhance student learning.

**Outcome 7:** Candidates will communicate clearly and check for understanding.
Assessment of and for Student Learning

Goal 4: Develop candidates who systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

   **Outcome 1:** Candidates will use pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

   **Outcome 2:** Candidates will involve students in setting learning goals and monitoring their own progress.

   **Outcome 3:** Candidates will use a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

   **Outcome 4:** Candidates will align student assessment with established curriculum standards and benchmarks.

   **Outcome 5:** Candidates will use assessment tools for both formative and summative purposes and use grading practices that report final mastery in relationship to content goals and objectives.

   **Outcome 6:** Candidates will use assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning.

   **Outcome 7:** Candidates will give constructive and frequent feedback to students on their learning.

Learning Environment

Goal 5: Develop candidates who use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

   **Outcome 1:** Candidates will arrange the classroom to maximize learning while providing a safe environment.

   **Outcome 2:** Candidates will establish clear expectations for student input, for classroom rules and procedures early in the placement, and enforce them consistently and fairly.

   **Outcome 3:** Candidates will maximize instructional time and minimize disruptions.

   **Outcome 4:** Candidates will establish a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

   **Outcome 5:** Candidates will promote cultural sensitivity.
**Outcome 6:** Candidates will respect students’ diversity, including language, culture, race, gender, and special needs.

**Outcome 7:** Candidates will actively listen and pay attention to students’ needs and responses.

**Outcome 8:** Candidates will maximize instructional learning time by working with students individually as well as in small groups or whole groups.

**Professionalism**

**Goal 6:** Develop candidates who maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

**Outcome 1:** Candidates will collaborate and communicate effectively within the school community to promote students’ well-being and success.

**Outcome 2:** Candidates will adhere to federal and state laws, school and division policies, and ethical guidelines.

**Outcome 3:** Candidates will incorporate learning from professional growth opportunities into instructional practice.

**Outcome 4:** Candidates will set goals for improvement of knowledge and skills.

**Outcome 5:** Candidates will engage in activities outside the classroom for school and student enhancement.

**Outcome 6:** Candidates will work in a collegial and collaborative manner with administration, other school personnel, and the community.

**Outcome 7:** Candidates will build positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.

**Outcome 8:** Candidates will serve as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.

**Outcome 9:** Candidates will demonstrate consistent mastery of standard oral and written English in all communication.
Student Academic Progress

Goal 7: Develop candidates whose work results in acceptable, measurable, and appropriate student academic progress.

Outcome 1: Candidates will teach students based on the acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data set by the cooperating teacher.

Outcome 2: Candidates will document the progress of each student throughout the student teaching placement.

Outcome 3: Candidates will provide evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

Outcome 4: Candidates will use available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.
# STUDENT TEACHING TIMECARD

**University of Richmond**  
Department of Education  

<table>
<thead>
<tr>
<th>Year: ____________</th>
<th>Fall____</th>
<th>Spring____</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Division:</th>
<th>Cooperating Teacher’s Name (1):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Level or Subject (1):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level or Subject (2):</th>
<th>Cooperation Teacher’s Name (2):</th>
</tr>
</thead>
<tbody>
<tr>
<td>School (1) Phone:</td>
<td></td>
</tr>
<tr>
<td>School (2) Phone:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
<th>Grade Level or Subject (2):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade Level or Subject (2):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School (1) Name:</th>
<th>School (1) Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School (2) Name:</td>
<td>School (2) Address:</td>
</tr>
<tr>
<td>School (1) Phone:</td>
<td>School (1) Phone:</td>
</tr>
<tr>
<td>School (2) Phone:</td>
<td>School (2) Phone:</td>
</tr>
</tbody>
</table>

## REQUIRED WEEKS

<table>
<thead>
<tr>
<th>HOURS</th>
<th>REQUIRED WEEKS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extracurricular</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL HOURS            |                |             |
| Absences (days/week)   |                |             |
| Tardies (days/week)    |                |             |
| Cooperating Teacher's Initials |            |             |
| Supervisor's Initials  |                |             |

I certify that the above information is accurate.

<table>
<thead>
<tr>
<th>I certify that the above information is accurate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher’s Signature</td>
</tr>
<tr>
<td>Supervisor’s Signature</td>
</tr>
</tbody>
</table>
OBSERVATION FORM (ST-01)

STUDENT TEACHER: _______________________________  DATE: __________________

OBSERVER: ________________________________________________________________________

GRADE/CONTENT: _______________________________  NUMBER OF STUDENTS: ________

LESSON TOPIC: _____________________________________________________________________

DURATION OF OBSERVATION: _______________________________________________________

I. STRENGTHS

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

II. SUGGESTIONS FOR IMPROVEMENT

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

III. COMMENTS

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

Cooperating Teacher or University Supervisor (signature) ______________________  Date  

Cooperating Teacher or University Supervisor (printed) ______________________

Student Teacher (signature) ______________________  Date  

Student Teacher (printed) ______________________

Strengths, suggestions for improvement and comments are to reference the performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, and Learning Environment.

Form ST-01

July 2015
### Performance Standard

**I: Professional Knowledge:** The student teacher demonstrated an understanding of the curriculum, subject content, and the developmental needs of the student by providing relevant learning experiences.

<table>
<thead>
<tr>
<th></th>
<th>Evidence Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Addressed appropriate curriculum standards.</td>
<td></td>
</tr>
<tr>
<td>2: Integrated key content elements and facilitated students’ use of higher level thinking skills in instruction.</td>
<td></td>
</tr>
<tr>
<td>3: Demonstrated ability to link present content with past and future learning experiences, other subject areas, and real world experiences and application</td>
<td></td>
</tr>
<tr>
<td>4: Demonstrated an accurate knowledge of the subject matter.</td>
<td></td>
</tr>
<tr>
<td>5: Demonstrated skills relevant to the subject area(s) taught.</td>
<td></td>
</tr>
<tr>
<td>6: Based instruction on goals that reflected high expectations and an understanding of the subject.</td>
<td></td>
</tr>
<tr>
<td>7: Demonstrated an understanding of the intellectual, social, emotional, and physical development of the age group.</td>
<td></td>
</tr>
<tr>
<td>8: Communicated clearly and checked for understanding.</td>
<td></td>
</tr>
</tbody>
</table>

**II: Instructional Planning:** The student teacher planned using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.

<table>
<thead>
<tr>
<th></th>
<th>Evidence Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Used student learning data to guide planning.</td>
<td></td>
</tr>
<tr>
<td>2: Planned time realistically for pacing, content mastery, and transitions.</td>
<td></td>
</tr>
<tr>
<td>3: Planned for differentiated learning.</td>
<td></td>
</tr>
<tr>
<td>4: Aligned lesson objectives to the school’s curriculum and student learning needs.</td>
<td></td>
</tr>
<tr>
<td>5: Developed appropriate long- and short-range plans and adapted plans when needed.</td>
<td></td>
</tr>
<tr>
<td>Performance Standard</td>
<td>Evidence Observed</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>III: Instructional Delivery:</strong> The student teacher effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
<td></td>
</tr>
<tr>
<td>1: Engaged and maintained students in active learning.</td>
<td></td>
</tr>
<tr>
<td>2: Built upon students’ existing knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td>3: Differentiated instruction to meet the students’ needs.</td>
<td></td>
</tr>
<tr>
<td>4: Reinforced learning goals consistently throughout lessons.</td>
<td></td>
</tr>
<tr>
<td>5: Used a variety of effective instructional strategies and resources.</td>
<td></td>
</tr>
<tr>
<td>6: Used instructional technology to enhance student learning.</td>
<td></td>
</tr>
<tr>
<td>7: Communicated clearly and checked for understanding.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>IV: Assessment of and for Student Learning:</strong> The student teacher systematically gathered, analyzed, and used all relevant data to measure student academic progress, guided instructional content and delivery methods, and provided timely feedback to both students and parents throughout the placement. |  |
| 1: Used pre-assessment data to develop expectations for students, to differentiate instruction and to document learning. |  |
| 2: Involved students in setting learning goals and monitoring their own progress. |  |
| 3: Used a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. |  |
| 4: Aligned student assessment with established curriculum standards and benchmarks. |  |
| 5: Used assessment tools for both formative and summative purposes and used grading practices that report final mastery in relationship to content goals and objectives. |  |
| 6: Used assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning. |  |
| 7: Gave constructive and frequent feedback to students on their learning. |  |</p>
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Evidence Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V: Learning Environment:</strong> The student teacher used resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td></td>
</tr>
<tr>
<td>1: Arranged the classroom to maximize learning while providing a safe environment</td>
<td></td>
</tr>
<tr>
<td>2: Established clear expectations for student input, for classroom rules and procedures early in the placement, and enforced them consistently and fairly.</td>
<td></td>
</tr>
<tr>
<td>3: Maximized instructional time and minimized disruptions.</td>
<td></td>
</tr>
<tr>
<td>4: Established a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</td>
<td></td>
</tr>
<tr>
<td>5: Promoted cultural sensitivity.</td>
<td></td>
</tr>
<tr>
<td>6: Respected students’ diversity, including language, culture, race, gender, and special needs.</td>
<td></td>
</tr>
<tr>
<td>7: Actively listened and paid attention to students’ needs and responses.</td>
<td></td>
</tr>
<tr>
<td>8: Maximized instructional learning time by working with students individually as well as in small groups or whole groups.</td>
<td></td>
</tr>
<tr>
<td><strong>VI: Professionalism:</strong> The student teacher maintained a commitment to professional ethics, communicated effectively, and took responsibility for and participated in professional growth.</td>
<td></td>
</tr>
<tr>
<td>1: Collaborated and communicated effectively within the school community to promote students’ well-being and success.</td>
<td></td>
</tr>
<tr>
<td>2: Adhered to federal and state laws, school and division policies, and ethical guidelines.</td>
<td></td>
</tr>
<tr>
<td>3: Incorporated learning from professional growth opportunities into instructional practice.</td>
<td></td>
</tr>
<tr>
<td>4: Set goals for improvement of knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td>5: Engaged in activities outside the classroom for school and student enhancement.</td>
<td></td>
</tr>
<tr>
<td>6: Worked in a collegial and collaborative manner with administration, other school personnel, and the community.</td>
<td></td>
</tr>
<tr>
<td>7: Built positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.</td>
<td></td>
</tr>
<tr>
<td>8: Served as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.</td>
<td></td>
</tr>
<tr>
<td>9: Demonstrated consistent mastery of standard oral and written English in all communication.</td>
<td></td>
</tr>
<tr>
<td>Performance Standard</td>
<td>Evidence Observed</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>VII: Student Academic Progress: The student teacher's work resulted in acceptable, measurable, and appropriate student academic progress.</td>
<td></td>
</tr>
<tr>
<td>1: Taught students based on the acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data set by the cooperating teacher.</td>
<td></td>
</tr>
<tr>
<td>2: Documented the progress of each student throughout the student teaching placement.</td>
<td></td>
</tr>
<tr>
<td>3: Provided evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.</td>
<td></td>
</tr>
<tr>
<td>4: Used available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.</td>
<td></td>
</tr>
<tr>
<td>NB: Student teachers are to be aware of the requirements set forth by the State Department of Education as stated in Performance Standard 7: Student Academic Progress. They are not, however, to be scored on this section.</td>
<td></td>
</tr>
</tbody>
</table>

July 2015

**General Comments:**

Cooperating Teacher or University Supervisor (signature)  
Cooperating Teacher or University Supervisor (printed)

Student Teacher (signature)  
Student Teacher (printed)
The Student Teaching Final Evaluation Form (ST-03) is to be completed by each cooperating teacher at the conclusion of the student teacher’s placement in each classroom. The university supervisor is to complete the form at the conclusion of the entire student teaching experience. Upon completion of the student teaching experience, each student teacher will have three Student Teaching Final Evaluation forms.

When completing the Student Teaching Final Evaluation Form on pages 52 - 53, please consider that:

- Student teachers should not be compared to contracted, experienced teachers.
- Student teachers should be evaluated based on improved performance over the entire placement of the student teaching experience.
- Outcomes listed below should be used as references when developing supporting statements.
- Specific examples of student teacher actions should be included in the supporting statements.

Professional Knowledge

Goal 1: Develop candidates who demonstrate an understanding of the curriculum, subject content, and the developmental needs of student by providing relevant learning experiences.

**Outcome 1:** Candidates will address appropriate curriculum standards.

**Outcome 2:** Candidates will integrate key content elements and facilitate students’ use of higher level thinking skills of instruction.

**Outcome 3:** Candidates will demonstrate ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.

**Outcome 4:** Candidates will demonstrate an accurate knowledge of the subject matter.

**Outcome 5:** Candidates will demonstrate skills relevant to the subject area(s) taught.

**Outcome 6:** Candidates will base instruction on goals that reflect high expectations and an understanding of the subject.

**Outcome 7:** Candidates will demonstrate an understanding of the intellectual, social, emotional, and physical development of the age group.

**Outcome 8:** Candidates will communicate clearly and check for understanding.
Instructional Planning

Goal 2: Develop candidates who plan using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.

   **Outcome 1:** Candidates will use student learning data to guide planning.

   **Outcome 2:** Candidates will plan time realistically for pacing, content mastery, and transitions.

   **Outcome 3:** Candidates will plan for differentiated learning.

   **Outcome 4:** Candidates will align lesson objectives to the school’s curriculum and student learning needs.

   **Outcome 5:** Candidates will develop appropriate long- and short-range plans and adapt plans when needed.

Instructional Delivery

Goal 3: Develop candidates who effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

   **Outcome 1:** Candidates will engage and maintain students in active learning.

   **Outcome 2:** Candidates will build upon students’ existing knowledge and skills.

   **Outcome 3:** Candidates will differentiate instruction to meet the students’ needs.

   **Outcome 4:** Candidates will reinforce learning goals consistently throughout lessons.

   **Outcome 5:** Candidates will use a variety of effective instructional strategies and resources.

   **Outcome 6:** Candidates will use instructional technology to enhance student learning.

   **Outcome 7:** Candidates will communicate clearly and check for understanding.

Assessment of and for Student Learning

Goal 4: Develop candidates who systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

   **Outcome 1:** Candidates will use pre-assessment data to develop expectations for students to differentiate instruction and to document learning.

   **Outcome 2:** Candidates will involve students in setting learning goals and monitoring their own progress.
**Outcome 3:** Candidates will use a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

**Outcome 4:** Candidates will align student assessment with established curriculum standards and benchmarks.

**Outcome 5:** Candidates will use assessment tools for both formative and summative purposes and use grading practices that report final mastery in relationship to content goals and objectives.

**Outcome 6:** Candidates will use assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning.

**Outcome 7:** Candidates will give constructive and frequent feedback to students on their learning.

**Learning Environment**

**Goal 5:** Develop candidates who use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

**Outcome 1:** Candidates will arrange the classroom to maximize learning while providing a safe environment.

**Outcome 2:** Candidates will establish clear expectations for student input, for classroom rules and procedures early in the placement, and enforce them consistently and fairly.

**Outcome 3:** Candidates will maximize instructional time and minimize disruptions.

**Outcome 4:** Candidates will establish a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

**Outcome 5:** Candidates will promote cultural sensitivity.

**Outcome 6:** Candidates will respect students’ diversity, including language, culture, race, gender, and special needs.

**Outcome 7:** Candidates will actively listen and pay attention to students’ needs and responses.

**Outcome 8:** Candidates will maximize instructional learning time by working with students individually as well as in small groups or whole groups.

**Professionalism**

**Goal 6:** Develop candidates who maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

**Outcome 1:** Candidates will collaborate and communicate effectively within the school community to promote students’ well-being and success.
Outcome 2: Candidates will adhere to federal and state laws, school and division policies, and ethical guidelines.

Outcome 3: Candidates will incorporate learning from professional growth opportunities into instructional practice.

Outcome 4: Candidates will set goals for improvement of knowledge of skills.

Outcome 5: Candidates will engage in activities outside the classroom for school and student enhancement.

Outcome 6: Candidates will work in a collegial and collaborative manner with administration, other school personnel, and the community.

Outcome 7: Candidates will build positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.

Outcome 8: Candidates will serve as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.

Outcome 9: Candidates will demonstrate consistent mastery of standard oral and written English in all communication.

NB: Student teachers are to be aware of the requirements set forth by the State Department of Education as stated in Performance Standard 7: Student Academic Progress. They are not, however, to be scored on this section.

Student Academic Progress

Goal 7: Develop candidates whose work results in acceptable, measurable, and appropriate student academic progress.

Outcome 1: Candidates will teach students based on the acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data set by cooperating teacher.

Outcome 2: Candidates will document the progress of each student throughout the student teaching placement.

Outcome 3: Candidates will provide evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

Outcome 4: Candidates will use available performance outcome data to continually document and communicate student academic progress and develop
Please use the online Final Evaluation Form which may be found at:
education.richmond.edu/teacher-education/teaching-handbook.html

STUDENT TEACHER: ____________________  SEMESTER: ____________________
SCHOOL: ______________________________  GRADE/SUBJECT: ____________________

>>Each of the boxes in the online form below may be expanded and/or collapsed based on length of commentary.<<

<table>
<thead>
<tr>
<th>Rating: O, AA, A</th>
<th>Rating Scale:</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance Standard 1: Professional Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Standard 2: Instructional Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Standard 3: Instructional Delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Standard 4: Assessment of and for Student Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Standard 5: Learning Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Standard 6: Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Standard 7: Student Academic Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This Performance Standard does not require an evaluation score for the student teacher.
General Comments:

Based on the overall performance during this student teaching experience:

☐ I recommend this individual for a teaching license.

☐ I do not recommend this individual for a teaching license.

Cooperating Teacher or University Supervisor (signature) __________________________ Date __________

Cooperating Teacher or University Supervisor (printed) __________________________

Student Teacher (signature) __________________________ Date __________

Name of Student Teacher (printed) __________________________

July 2015

Form ST-03
“Several months ago, when I started the student teaching experience, I remember reading the portfolio section of the syllabus and being overwhelmed. What? On top of preparing lessons for every class I teach, I will also be assembling a portfolio? (What *is* a portfolio anyway?) I read over the explanation and rubric and then put it aside, hoping it would all come together and make sense at some point. Thankfully, it did. In fact, it went further than that. As it turned out, the process of creating a unit -- with all of the various components and opportunities for reflection -- was one of the most enriching academic experiences I have had. Each facet of the project, from the introduction to the final reflection piece, drew on practical knowledge and skills acquired during previous TLP classes and/or the current student teaching experience. The lessons that I prepared and taught and assessments that I created and evaluated for this unit created wonderful learning experiences (lots of room for improvement!). I was constantly evaluating and re-evaluating my work and decisions for the portfolio and in the process gained valuable experience, knowledge, and confidence in my teaching.”

“No one ever said it would be easy. They just promised it would be worth it.” -- Anonymous

Jen Mayes (Spring 2015)

Because the Teacher Work Sample (portfolio) is a major component of the student teaching experience and grade, the seminar instructor will provide support to participants by providing an explanation of the process, by assisting with the reflective nature of the process, and by reviewing components of the product prior to submission to the university supervisor for review and a grade.

The Teacher Work Sample Methodology (TWSM) is an extended, authentic performance task. It is *extended* because it requires a teacher to demonstrate and document a 2-4 week period of his/her work as a teacher in the classroom. It is *authentic* as the methodology is constructed around the things that effective teachers typically do. It is a *performance task* as the methodology allows direct measurement of a teacher's work, and the effects of that work. It should be noted here that the TWSM is grounded in conceptions of teacher and school effectiveness, competence, and accomplishment that are both *outcome-based* and *context-dependent*.

The TWSM includes both *process* and *product*. From a *process* perspective, the TWSM is a framework for a teacher to think about what he/she is attempting to accomplish with his/her students. From a *product* perspective, teacher work samples are collections of a teacher's work (e.g., similar to focused mini-portfolios) that serve to document the teacher's proficiency in a number of important areas, including his/her effectiveness in fostering student learning.

**Teacher Work Sample Methodology as a Process**

Viewed first as a process, TWSM provides a teacher with the means to systematically plan a unit of instruction, consider the actual setting (context) in which that lesson will be delivered, and develop assessments to monitor student progress through the unit. Most, if not all, teachers do this. Many teachers do this type of planning "unconsciously." The process of TWSM permits teachers to develop and practice the overt consideration of these stages or aspects of instructional practice. Teachers are asked to consider and address the following issues when planning an instructional unit:

- What are the learning outcomes I want my students to accomplish?
- What activities and instructional methodologies are appropriate and/or necessary for **these** students to achieve **these** outcomes?
• What resources and how much time do I need to implement these activities/methodologies?
• What assessment activities/methodologies are appropriate for these students and these outcomes when using these instructional methodologies?
• How successful was I at helping my students achieve the learning outcomes desired?
• What went right? What went wrong? Why? ¹

There are ten steps in TWSM that operationalize this process:

1. Define the sample of teaching and learning to be described;
2. Identify the learning outcomes to be accomplished within the work to be sampled;
3. Assess the status of students prior to instruction with respect to the post-instruction outcomes to be accomplished;
4. Align instruction and assessment, through the development of instruction and assessment plans, with learning outcomes to be accomplished and the current status of students with respect to outcome attainment;
5. Describe the context in which teaching and learning are to occur;
6. Adapt outcomes desired, and related plans for instruction and assessment, to accommodate all students and the demands of the teaching-learning context;
7. Implement a developmentally appropriate and contextually appropriate instructional plan;
8. Assess the post-instructional accomplishments of learners;
9. Summarize and interpret the growth in learning achieved (or lack thereof) for the class; and
10. Reflect upon student growth in learning in light of the pre-instructional developmental levels of students, targeted learning outcomes, the context in which teaching and learning occurred, and personal professional effectiveness and development.

Three points should be made about the process of TWSM. First, it presents a heavy emphasis on issues of alignment (outcomes to instruction; instruction to assessment; assessment to outcomes). Second, it provides for the consideration of the specific context within which the instruction occurs. Third, it recognizes and requires that a variety of instructional and assessment strategies be employed and it allows for differentiated instruction, often directly related to the contextual factors present in the teacher's setting.

Alignment
In order to portray student learning accurately as a result of instruction, it is critical that all aspects of the instructional unit be aligned. That is, instructional activities must be aligned with the outcomes sought -- what is presented to and asked of students must be sufficiently related to the outcomes so that there is reasonable opportunity for students to attain these outcomes. Similarly, any assessments developed to monitor student progress while instruction is presented (formative assessments) or to evaluate student progress at the conclusion of the instructional unit (summative assessments) must be sufficiently related to the actual content of instruction so that students have a fair opportunity to demonstrate what they have learned and what they can do.

¹ This list is reproduced from Teacher Effectiveness in Promoting Learning: An Overview of Research in Progress at Western Oregon State College, a document prepared by Teach Research faculty on request for the Oregon Governor's Office, October 5, 1995.
Context
The contexts within which teachers present instruction vary enormously. There are student variables of considerable range (class size, abilities, interests, motivation, presence and degree of special needs) as well as school and community variables, all of which can have a vast influence on a teacher's ability to motivate learning in the students he/she instructs. It is important that teachers consider these contextual factors when planning instructional units and what types of adaptations and/or modifications are needed for their instructional units to fit the specific context in which they will be delivered. Again, many teachers do this "unconsciously." However, our preference is that this consideration be done overtly and consciously given the impact these contextual variables can have on both instruction and student performance.

Diverse Learners
Not all students learn in the same way. Within a given classroom there will be students with a variety of learning aptitudes, styles, and needs. In considering the contextual variables present in the classroom the teacher must also consider how those variables will affect the instruction he/she plans to present and what adaptations and/or modifications might be necessary in order to provide a fair opportunity for all students to attain the objectives specified. So too, must the teacher consider how to assess student progress; not all students are proficient at all types of assessments. Some are very skilled at select-response, objective measures; others may be more adept at demonstrating what they have learned through some type of performance task. Some students may be unable to demonstrate what they have learned when asked to do so on a written assessment but they may be able to demonstrate that they have, in fact, attained the unit's objectives if another means of assessment is provided. As teachers review and consider the specific context in which the unit will be delivered, they are in a position to think about how to vary both instruction and assessment to provide a fair opportunity for all of their students. The Differentiated Instruction Organizer will assist the teacher in planning and tracking adaptations and modifications for student learning.

Teacher Work Sample Methodology as Product
To this point, the TWSM has been discussed as a process that serves to focus teacher thinking and planning on student learning and the contexts in which that learning occurs. There is also a product, called a work sample that teachers prepare and present at the conclusion of their instructional unit. In general, a teacher's work sample is based on a 2-4 week sample of teaching and is represented by the following products:

- Description of the teaching/learning outcomes to be accomplished;
- Description of the teaching/learning context;
- Instructional plans;
- Pre- and post-assessments developed and used to measure student progress;
- Evidence of student learning;
- Interpretation and reflection on the success of the teaching-learning unit, oriented toward what this means for future practice and professional development.
Components of the Teacher Work Sample Methodology - Portfolio

The following outline describes the order and contents of the work sample portfolio that is due at the end of student teaching. The portfolio should be attractively bound with tabbed sections for each component. In the development of each section, refer to page 66, Teacher Work Sample Summary Score Sheet, and pages 67-70, Teacher Work Sample Rubric. Doing so will provide a deeper understanding of the process and product.

Section 1: Introduction

Include the following pieces of information about your work sample:

• Your name, name of school, grade level, and subject
• Topic of unit
• Length of unit
• Goals of unit
  o Student
  o Teacher

Section 2: Content

Outline the instructional content by providing a thorough description of the ideas and concepts to be taught. In the description, go beyond the Standards of Learning (SOL) and pacing guide. Include information about background knowledge you, the teacher, will need and want to leave as you enrich student learning. In developing the goals of the unit, consideration should be given to cognitive goals that address synthesis, evaluation, or reformulation; affective goals that address characterization by value; psychomotor goals that address automaticity or adaptation; goals from more than two content areas; goals that maximally allow for variability in student ability. Look for opportunities to connect the content to other subject matter. Consider and explain how technology will enhance the curriculum, your delivery, and the students’ learning.

Section 3: Teaching Context Description

Include a narrative description of the teaching and learning context, as well as the completed Teaching Context Description form.

Describing the teaching-learning situation, in terms of the demands and supports that a particular context provides, is an essential part of understanding teaching and learning and the connection between teachers' work and students' learning. Because of context differences (such as greatly different class sizes) two groups of students who receive similar results on a given assessment may in fact be quite different in the quality and quantity of their learning.

The Teaching Context Description form (tailored for elementary or secondary contexts) allows you, the student teacher, to record and describe the teaching-learning context you encounter during your work sample. This form requires you to provide information on aspects of the situation that are typically demanding and typically supporting. You must fill this form out in consultation with your cooperating teacher and university supervisor. Please be sure that you obtain both of their signatures at the end of the completed form.
Section 4: Instructional Plans

Include copies of the lesson plans used in teaching the unit as well as all supporting materials.

In developing instructional plans you will be assessed on the quality and usefulness of planned activities in helping students to achieve the learning outcomes specified in your work sample.

Section 5: Assessments

Include a narrative description of your general assessment procedures, both formal and informal. Also include copies of all formal assessments administered to the students. This section could include, but is not limited to, original student work samples, homework assignments, graded worksheets, quizzes, and tests.

Assessments (tests) are simply the measuring tools you will develop and use to know if, when, and to what degree your students have attained the learning goals you and they set. While the assessments you develop and use must be appropriate to your learning goals and sufficient in number, you must provide all of your students the environment to achieve success. Part of this is providing variety in assessment.

It is important to emphasize that the intent in this portion of the work sample is for you to demonstrate your skill and creativity in assessment, including both formal and informal assessment techniques.

Any assessments developed to monitor student progress while instruction is presented (formative assessments) or to evaluate student progress at the conclusion of the instructional unit (summative assessment) must be sufficiently related to the actual content of instruction.

Section 6: Interpretation of Results

Provide observable evidence of creating and meeting measurable and appropriate student learning targets based on data, and include a narrative description of your assessment results.

Assessment and evaluation are not the same. Assessment is basically measurement (necessary for evaluation) whereas evaluation is a comprehensive process to determine the merit and/or worth of some entity.

The intent of this portion of the work sample is for you to practice going beyond assessment (testing and reporting of test results) to provide more meaningful evaluation of your pupils' performance in attaining targeted learning goals. You should use this section of the work sample to explain your assessment results rather than simply reporting them. Consider how you used your assessments, both formative and summative, to inform, guide, and adjust students' learning.

This explanation must include:
- Samples of measurable and appropriate student learning targets and evidence these have been met.
- A formalized analysis of student work using an item analysis and an analysis of student work as provided in seminar class.
• Re-examination of the teaching/learning context and its effects on the assessment results;
• Blending of informal and formal assessment results;
• Synthesis of context considerations, formal assessment results for individuals and groups, and informal observations to provide a more comprehensive, meaningful picture of pupils' growth in learning.

Section 7: Reflective Analysis

Include a formal reflection on your portfolio teaching and learning experience. In completing this section include thoughtful consideration to each of the seven performance standards, supporting goals, and outcomes.

In describing what is meant by reflection (and evidence that demonstrates reflection), John Dewey's ideas are helpful; "reflection may be seen as an active and deliberative cognitive process, involving sequences of interconnected ideas which take account of underlying beliefs and knowledge". Reflective thinking generally addresses practical problems, allowing for doubt and perplexity before possible solutions are reached.

Section 8: Teaching Evaluation Forms

Include copies of all evaluation forms completed by your cooperating teacher and university supervisor during the entire 15 weeks of the student teaching experience.

Final evaluation forms completed by both cooperating teachers and the university supervisor are to be given to the university supervisor for submission to the Director of Field Placement.
## Teaching Context Description

Name ______________________________________________________________

School /District ___________________________________________________________________________

Grade/Subject(s)  ______________________________________________________________

### Classroom Demand: Descriptive Information

<table>
<thead>
<tr>
<th>Data</th>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Level(s)</td>
</tr>
<tr>
<td></td>
<td>Ages</td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td><strong>Student Information</strong></td>
</tr>
<tr>
<td></td>
<td>Total Typically Present</td>
</tr>
<tr>
<td></td>
<td>• Male</td>
</tr>
<tr>
<td></td>
<td>• Female</td>
</tr>
<tr>
<td></td>
<td>Total ESL Students</td>
</tr>
<tr>
<td></td>
<td>• ESL Receiving Services</td>
</tr>
<tr>
<td></td>
<td>• ESL Not Receiving Services</td>
</tr>
<tr>
<td></td>
<td>Students with Attention Deficit Disorder (ADD) – diagnosed</td>
</tr>
<tr>
<td></td>
<td>Students Involved in Child Study</td>
</tr>
<tr>
<td></td>
<td>Students Involved in Eligibility Process</td>
</tr>
<tr>
<td></td>
<td>Exceptional Education</td>
</tr>
<tr>
<td></td>
<td>• Special Education</td>
</tr>
<tr>
<td></td>
<td>• Learning Disabilities</td>
</tr>
<tr>
<td></td>
<td>• Speech and Language Disabilities</td>
</tr>
<tr>
<td></td>
<td>• Physical Disabilities</td>
</tr>
<tr>
<td></td>
<td>• Other Disabilities</td>
</tr>
<tr>
<td></td>
<td>Total Students in Pull-out or Supplementary Programs</td>
</tr>
<tr>
<td></td>
<td>• Specify Programs in your narrative statement</td>
</tr>
<tr>
<td></td>
<td>Students who are unusually demanding of time or energy not identified in other categories (e.g., disruptive, withdrawn, dependent, etc.)</td>
</tr>
<tr>
<td></td>
<td>Excessive Tardiness and/or Absences</td>
</tr>
<tr>
<td><strong>Rating</strong></td>
<td><strong>Levels of Diversity by Category (Rating: L=Low M=Medium H=High)</strong></td>
</tr>
<tr>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>Ages</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>Developmental Levels</td>
<td></td>
</tr>
<tr>
<td>Cultures</td>
<td></td>
</tr>
</tbody>
</table>

Check One  
**Teaching Interruptions**
Few Interruptions
Some Interruptions
Many Interruptions

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

Total Time Available Each Day to Teach All Students
Classroom Support: Descriptive Information

<table>
<thead>
<tr>
<th>Availability of Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
</tr>
<tr>
<td>Title I</td>
</tr>
<tr>
<td>Exceptional Education</td>
</tr>
<tr>
<td>Gifted</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Other (Please Specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Speech Therapist</th>
<th>Physical Therapist</th>
<th>Occupational Therapist</th>
<th>School Counselor</th>
<th>Psychologist</th>
<th>Social Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Resource Officer</th>
<th>Second Helping (PALS)</th>
<th>Resource</th>
<th>Technology Specialist/ITRT</th>
<th>Interventionist</th>
<th>Other (Please Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Availability of Other Forms of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Assistants</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**Teaching/Learning Context Ratings:** Demand of the Teaching/Learning Context

Review the descriptive information you have provided about your classroom with your cooperating teacher and university supervisor. In consultation with them, provide a rating on the scale below that accurately reflects the level of demand placed upon you as a teacher. Circle your rating. Use the anchor points provided on the scale as a guide.

1 2 3 4 5 6

**LOW DEMAND**
Small class size; homogeneous student population in terms of ages, languages, developmental levels, cultures; few teaching interruptions; adequate physical environment, equipment and supplies; sufficient time available to teach all students.

**HIGH DEMAND**
Large class size; diverse student population in terms of ages, languages, developmental levels, cultures; many teaching interruptions; inadequate physical environment, equipment and supplies; insufficient time available to teach all students.

**Use the space below to comment on any special factors influencing this classroom demand rating:**

---

Page 66
**Level of Support/Assistance provided in the Teaching/Learning Context**

Review the descriptive information you have provided about the availability of classroom support with your cooperating teacher and university supervisor. In consultation with them, provide a rating on the scale below that accurately reflects the level of support and assistance available to you as a teacher. Circle your rating. Use the anchor points provided on the scale as a guide.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW SUPPORT/ASSISTANCE</strong></td>
<td><strong>HIGH SUPPORT/ASSISTANCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Little if any help available through specialists, instructional assistants, parent volunteers, or older students; also less supervisory support and assistance than expected, desired, or needed.

Considerable help available through specialists and either (or both) adults and older students; also excellent to good supervisory support and assistance.

Use the space below to comment on any special factors influencing this level or support/assistance rating:

I have reviewed the information provided on this page, and find it to be accurate to the best of my judgment.

Cooperating Teacher Signature

Cooperating Teacher Name (printed)

University Supervisor Signature

University Supervisor Name (printed)

July 2014
<table>
<thead>
<tr>
<th>Work Sample Domain and Criterion</th>
<th>Criteria Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching/Learning Goals</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Topic</td>
<td></td>
</tr>
<tr>
<td>1.2 Time (write number of weeks or instructional equivalent)</td>
<td></td>
</tr>
<tr>
<td>1.3 Number (write number of goals addressed)</td>
<td></td>
</tr>
<tr>
<td>1.4 Clarity</td>
<td></td>
</tr>
<tr>
<td>1.5 Appropriateness</td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Summary Rating (on scale of 1-6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Description of intended teaching</td>
<td></td>
</tr>
<tr>
<td>2.2 Description of anticipated learning</td>
<td></td>
</tr>
<tr>
<td>2.3 Explanation of technology use</td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Summary Rating (on scale of 1-6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching/Learning Context</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Demand of the teaching/learning context</td>
<td></td>
</tr>
<tr>
<td>3.2 Level of support/assistance provided in the teaching/learning context</td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Summary Rating (on scale of 1-6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Plans</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 Usefulness/quality</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment and Data on Student Learning</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Alignment with learning goals (content curricular validity)</td>
<td></td>
</tr>
<tr>
<td>5.2 Clarity/understandability (face validity)</td>
<td></td>
</tr>
<tr>
<td>5.3 Reliability (evidence for consistency/trustworthiness of results)</td>
<td></td>
</tr>
<tr>
<td>5.4 Feasibility</td>
<td></td>
</tr>
<tr>
<td>5.5 Variety (diversity of opportunities to demonstrate learning)</td>
<td></td>
</tr>
<tr>
<td>5.6 Developmental Appropriateness</td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Summary Rating (on scale of 1-6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of Results</strong></td>
<td></td>
</tr>
<tr>
<td>6.1 Analysis</td>
<td></td>
</tr>
<tr>
<td>6.2 Synthesis</td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Summary Rating (on scale of 1-6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>7.1 Reflective Essay</td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Summary Rating (on scale of 1-6)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Holistic Summary Rating of Work Sample (on scale of 1-6)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator’s Signature: ___________________________ Date: ________________

July 2014
### Teaching/Learning Goals

#### 1.4 Clarity

In general, teaching and learning goals are:

- clearly articulated
- likely to be understood by students at the developmental levels typically found in this setting
- would make sense to other teachers in similar settings (i.e., similar age group or content area)

#### 1.5 Appropriateness

Learning goals are:

- consistent and cross-referenced with the school's and district's curriculum goals, and with state (SOL), and professional association standards (e.g., NCTM, NCTE, etc.)
- consistent with students' physical and mental maturity; i.e., theories of human development are evident in description of unit learning goals
- reflect students' current performance levels with respect to the unit of instruction

On a six-point scale, where 1 is very poor quality and 6 is outstanding quality, provide a holistic judgment about the overall quality of the teaching/learning goals delineated in the work sample by this prospective teacher. Place this score on the work sample summary sheet.

### Instructional Plans

#### 4.1 Usefulness/Quality

Written plans provide evidence that:

- instructional activities are aligned with unit goals: i.e., lessons are based on unit goals and objectives and build toward the attainment of work sample unit goals; lesson activities and resources reflect awareness of and attention to content accuracy

- instructional activities and materials challenge all students: i.e., activities have been adapted for exceptional learners, and for students with varying cultural, social, and linguistic backgrounds; activities and resources model respect for cultural diversity

- instructional plans, activities and materials provide a variety of approaches for learners and for the teacher: i.e., instructional approaches include teacher-directed instruction and student-managed learning and practice, and small group, whole class, or individual work as appropriate; a variety of content, skill, and process activities have been included that will assist students in accomplishing goals
- **Instructional Activities are Consistent with Research Findings on How Students Learn**: i.e., appropriate materials, equipment and technologies have been selected and thoughtfully used; current theories of learning are evident in the selection and development of the unit learning goals, and in the activities planned.

- **Instructional Activities are Feasible in Terms of Time/Resources Required**: i.e., lessons are doable in terms of time and resources available in this context, and include plans for student evaluation/reporting and re-teaching.

On a six-point scale, where 1 is very poor quality and 6 is outstanding quality, provide a holistic judgment about the overall quality of the instructional plans delineated in the work sample by this prospective teacher. Place this score on the work sample summary sheet.

### Assessment and Data on Student Learning

#### 5.1 Alignment with Learning Goals
- Assessment clearly and obviously reflects the learning goals planned; all tasks or questions are unquestionably related to the learning goals.

#### 5.2 Clarity/Understandability
- Directions are provided and are **clear and complete**.
- **Most** (more than $\frac{3}{4}$) questions/tasks are **clear** and free from **ambiguous language**.
- Scoring procedure/guide provided and is **clear and complete**.

#### 5.3 Reliability
- Most learning goals addressed and adequately sampled by assessment items/tasks.
- Few assessment items/tasks seem out-of-place, or inconsistent with the knowledge or skill being measured (most measure the same general trait, knowledge, skill).
- Clear, unambiguous documented instances of student practice.
- Format and substance of pre- and post-assessments are similar; judgments about "growth in learning" with regard to this content/skill have adequate to high trustworthiness.

#### 5.4 Feasibility
- Materials required to successfully complete the assessments are easily accessible for all students.
- Activities or materials required to complete the assessment are safe for all students.
- Marking-feedback load is reasonable for a teacher with a typical workload.
### 5.5 Variety
- Good variety in assessment strategies that is likely to provide the opportunity for most students to demonstrate what they know and can do
- Assessment strategies reflect a broad range of learning

### 5.6 Developmental Appropriateness
- Assessment items/tasks likely to have relevance to students' lives
- Assessment length likely to be appropriate for students' developmental levels
- Assessment response demands likely to be appropriate for students’ developmental levels

On a six-point scale, where 1 is very poor quality and 6 is outstanding quality, provide a holistic judgment about the overall quality of the assessments delineated in the work sample by this prospective teacher. Place this score on the work sample summary sheet.

### Interpretation of Results

#### 6.1 Analysis
- Is grounded in (does not directly address) assessment results
- Examines the performance of differentially achieving groups of children, or individuals
- Describes and examines both formal and informal assessment results
- Enhances the reader's understanding of assessment results presented

#### 6.2 Synthesis
- Clarifies the effects of the teaching/learning context on learning results
- Brings together formal and informal assessment results to provide a fuller picture of learning achieved
- Conclusions are consistent with the assessment results reported
- Ties assessment results to stated goals of the unit
- Provides a useful summary

On a six-point scale, where 1 is very poor quality and 6 is outstanding quality, provide a holistic judgment about the overall quality of the analysis and synthesis of assessment results delineated in the work sample by this prospective teacher. Place this score on the work sample summary sheet.
<table>
<thead>
<tr>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Reflective Essay</td>
</tr>
<tr>
<td>In the reflective product, does the prospective teacher:</td>
</tr>
<tr>
<td>• reconsider all that happened in the classroom with an eye toward improvement … look to the future by placing himself/herself on a continuum of development as a teaching professional?</td>
</tr>
<tr>
<td>• demonstrate willingness to consider new evidence as it presents itself … seek new information that might challenge taken-for-granted assumptions … appear open-minded?</td>
</tr>
<tr>
<td>• see events from multiple perspectives (e.g., those of child, parent, administrator, society)?</td>
</tr>
<tr>
<td>• use adequate evidence to support or evaluate decisions and beliefs … while supporting the reader's making meaning of the work sample by providing rich examples, details, or anecdotes about their experience?</td>
</tr>
<tr>
<td>• use educational and ethical criteria to situate their work, in addition to practical criteria?</td>
</tr>
<tr>
<td>• accept responsibility for decisions (or shift responsibility to others when a decision seems to contradict what he/she believes about sound education practice)?</td>
</tr>
</tbody>
</table>

On a six-point scale, where 1 is very poor quality and 6 is outstanding quality, provide a holistic judgment about the overall quality of the reflective essay by this prospective teacher. Place this score on the work sample summary sheet.

July 2015
Obtaining a Virginia Teaching License

Students are responsible for submitting the materials that make up the licensure application packet to Mrs. Ewing, Education Department Administrative Coordinator. When the packet is complete, she will forward it to the Virginia State Department of Education. In order to complete the packet, students must do the following things:

1. Attend the meeting on licensure procedures held at the end of the professional semester.

2. Fill out licensure forms required by the Virginia State Department of Education. These forms can be obtained from Mrs. Ewing.

3. Order official transcripts from the University of Richmond with the request form obtained from Mrs. Ewing. All transcripts must show the grades for your final semester of classes and the awarding of your degree.

4. Take all required tests currently required for your program and arrange for your scores to be sent to the University of Richmond Education Department.

5. Undergraduate students must provide a certified check, money order, or cashier’s check made payable to the Treasurer of Virginia in the amount of $50.00, if you are an in-state student, or $75.00, if you are from out of state. Graduate students are to provide a check made payable to the Treasurer of Virginia in the amount of $50.00, if you are an in-state student, or $75.00, if you are from out of state.

6. Check with Mrs. Ewing on the status of your licensure application before completing the program and/or your degree.
Reciprocity Agreements with Other States

The State of Virginia has reciprocity agreements with the states listed below. This means that students who complete approved teacher preparation programs in Virginia and submit their licensure applications to the Virginia Department of Education are eligible for licensure in the states listed. However, states on the list may have additional requirements. These requirements might include additional or different Praxis tests or other standardized assessments. If you plan to seek licensure in a state other than Virginia, you should check the specific requirements of that state. The Education Department’s web page has links to all fifty states that can help you locate this information.

States and territories with which Virginia currently has reciprocity agreements:

- ALABAMA
- ALASKA
- ARKANSAS
- ARIZONA
- CALIFORNIA
- COLORADO
- CONNECTICUT
- DELAWARE
- DISTRICT OF COLUMBIA
- FLORIDA
- GEORGIA
- GUAM
- HAWAII
- IDAHO
- ILLINOIS
- INDIANA
- KANSAS
- KENTUCKY
- LOUISIANA
- MAINE
- MARYLAND
- MASSACHUSETTS
- MICHIGAN
- MISSISSIPPI
- MONTANA
- NEBRASKA
- NEVADA
- NEW HAMPSHIRE
- NEW JERSEY
- NEW MEXICO
- NEW YORK
- NORTH CAROLINA
- NORTH DAKOTA
- OHIO
- OKLAHOMA
- OREGON
- PENNSYLVANIA
- PUERTO RICO
- RHODE ISLAND
- SOUTH CAROLINA
- TENNESSEE
- TEXAS
- UTAH
- VERMONT
- WASHINGTON
- WEST VIRGINIA
- WYOMING
Testing Required for Education Students to Apply for Virginia Teaching License

_Important: Check the Virginia Department of Education website at:_
_for the most current information._

1. **Praxis II Subject Assessments** – All education students must take and pass prior to applying for student teaching.

   Website: [ets.org/praxis/va](http://ets.org/praxis/va)

   Cost: Prices vary by test. Information may be found at [ets.org/praxis/about/fees](http://ets.org/praxis/about/fees)

<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Multiple Subjects Subtest</td>
<td>5001</td>
<td>157</td>
</tr>
<tr>
<td>Reading &amp; Language Arts</td>
<td>5002</td>
<td>157</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5003</td>
<td>157</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5004</td>
<td>155</td>
</tr>
<tr>
<td>Science</td>
<td>5005</td>
<td>159</td>
</tr>
<tr>
<td>Art: Content Knowledge</td>
<td>5134</td>
<td>158</td>
</tr>
<tr>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>155</td>
</tr>
<tr>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>153</td>
</tr>
<tr>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>167</td>
</tr>
<tr>
<td>French: World Language</td>
<td>5174</td>
<td>163</td>
</tr>
<tr>
<td>German: World Language</td>
<td>5183</td>
<td>163</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
</tr>
<tr>
<td>Physics: Content Knowledge</td>
<td>5265</td>
<td>147</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>161</td>
</tr>
<tr>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
</tr>
</tbody>
</table>

2. **Virginia Communication and Literacy Assessment (VCLA)** – All education students must pass the VCLA with minimum scores of 235 each in Writing and Reading prior to applying for student teaching.

   Website: [va.nesinc.com](http://va.nesinc.com)

   Cost: $50 Registration fee for computer-based testing*
   $40 Reading Subtest
   $40 Writing Subtest

   Test dates are by appointment year-round, Monday through Saturday (excluding some holidays).
3. **Reading for Virginia Educators (RVE) – Previously the VRA (Virginia Reading Assessment) – Only elementary students must take and successfully pass prior to applying for student teaching.**

   Website:  [ets.org/praxis/va](ets.org/praxis/va)

   Cost:  $135

   Test code:  5306

   Passing score:  157

Even though your scores are electronically submitted, Virginia requests that applicants for licenses submit a copy of all official score reports because scores may not be loaded due to discrepancies in identifying information.
Local school system schedules and calendars are included in this handbook after this page. Updated school schedules and calendars can be found by exploring school division web sites. In addition, information found at these sites regarding policies, job opportunities, employment procedures and other resources may also be helpful.

School division website addresses include:

- Chesterfield County Public Schools
  www.mychesterfieldschools.com

- Goochland County Public Schools
  www.glnd.k12.va.us

- Hanover County Public Schools
  www.hanover.k12.va.us

- Henrico County Public Schools
  www.henrico.k12.va.us

- New Kent County Schools
  www.newkentschools.org

- Powhatan County Public Schools
  www.powhatan.k12.va.us

- Richmond City Schools
  web.richmond.k12.va.us