TEACHER INTERNSHIP HANDBOOK 2021-2022

Office of Teacher Preparation
1 Avenue of the Arts
Newport News, VA 23606
Phone (757) 594-7538
Fax (757) 594-7803
http://teacherprep.cnu.edu

Theory into Successful Practice

Introduction

The Christopher Newport University Teacher Preparation Program is based upon the belief that schools should produce literate and responsible citizens who have the knowledge, skills, and attitudes necessary to enhance the quality of their lives and that of a democratic, pluralistic, and global society.

Our program is designed so that our teachers will be grounded in liberal studies and in the pedagogical application of content knowledge. Our research-based program facilitates the translation of *theory into successful practice*. The program embraces the following broad goals to develop preservice teachers who:

1. **Plan and prepare for instruction based on knowledge of content, resources and students;**
2. **Create a safe, orderly and nurturing environment that creates high expectations for all while recognizing and respecting diversity;**
3. **Deliver and assess instruction to meet state-mandated and district objectives, adjusting methods as needed to engage and teach every child; and**
4. **Demonstrate professional responsibilities of dress, collegial behaviors, and engagement of families, administrative duties, and self-directed growth.**

The student teaching experience is an exciting culminating activity that brings together the university experience and the public school classroom experience. It is the final step supporting our Teacher Preparation Program's conceptual framework - *Theory into Successful Practice*. Sound professional relationships among school administrators, cooperating teachers, student teacher interns, and university supervisors are essential in preparing our students to become effective classroom teachers.

The rewards that await successful completion of the student teaching internship experience speak to a beginning of a career in teaching. Our aim is to have our interns become partners in education in the schools and school divisions where they observe, practice their teaching skills, and eventually assume full classroom responsibility. We truly appreciate your being an important part of that partnership.

Welcome to your teacher internship!

TABLE OF CONTENTS

CNU Teacher Internship Faculty 2021-2022

Director of Teacher Preparation: **Dr. Jean Filetti**
                                         filetti@cnu.edu
                                         757-594-7388

Director of Teacher Internship: **Dr. Karyn Ward**
                                         karyn.ward@cnu.edu
                                         757-594-7538

University Supervisors:

Kim Ankney ~ Music

Levia Barnwell ~ Elementary

Jane Core Yatzeck ~ Elementary

Jean Filetti ~ English

Michelle Grau ~ ESL

Davida Irving ~ History/Biology

Susan Johnson ~ Elementary

George Kuster ~ Math/Biology

Linda Powell ~ Elementary

Karen Schaeffer ~ Elementary

Nicole Shepherd ~ Elementary

Barbara Stephenson ~ Art

Dorothy VanderVort ~ English

Mary Wallen ~ Elementary

Elizabeth Wood ~ History/Social Science

THE TEACHER INTERNSHIP

In order to satisfy Virginia licensure requirements and the requirements of our accredited teacher preparation program, candidates for licensure must complete an appropriate teacher internship program for a total of 14 weeks (12 involving direct instruction). All interns are required to attend seminars in the first weeks of the semester; all interns are required to participate in an exit interview and an impact study review in the last weeks of the semester. In addition,

1. Interns seeking an elementary education endorsement (PreK-6) will engage in 12 weeks of full-time student teaching in one grade level.
2. Interns seeking a middle/secondary endorsement (gr. 6-12) will engage in 12 weeks of full-time student teaching in one endorsement area, which may include several different courses within that area.
3. Interns seeking PreK-12 endorsements (art, music, ESL, foreign language) will engage in 6 weeks of full-time instruction at either the elementary or middle/secondary level, as well as 6 weeks at whichever level was not previously done **or** will engage in different grade levels in a proportional amount of time as determined by the Director of Teacher Internship.

Requirements for Admission to Teacher Internship Semester

Interns in the 5-year, MAT or Licensure-Only programs must submit an Application to Student Teach to the Director of Teacher Internship near the beginning of the summer semester (date to be determined by the Director of Teacher Internship). In addition, candidates for internship must have completed or have on file in the Office of Teacher Preparation the following items:

1. Record of all program courses required for licensure. These must be completed prior to student teaching. Exceptions will be made on a case-by-case basis at the discretion of the Director of Teacher Internship.

2. Evidence of passing the PRAXIS II (content area) examination, the VCLA examination, and the RVE (elementary only). Interns must have taken and passed these exams before student teaching begins. Interns who do not pass the exams will be placed on an Assistance Plan and will work with the Director of Teacher Internship to facilitate this plan.

3. Record of negative TB test

4. Record of CPR/First Aid/AED, Dyslexia, Child Abuse, Restraint and Seclusion, and Civics (elem. only) certification

5. Evidence of membership in a professional organization (i.e. SVEA, NEA, NAfME, etc.)

6. Completed 120-hour field experience time log and Observation log (Five Senses)

7. Record of attendance for three conferences or workshops (virtual or face-to-face)

8. Record of cleared criminal background check

Teacher Interns' Professional Responsibilities

While in the teacher internship, interns are representatives of Christopher Newport University. As such, conduct is to be representative of a professional educator. Interns are subject to the provisions of the CNU Honor Code and the University's student handbook at all times. In addition, interns are also subject to the same rules and regulations as those that apply to cooperating teachers within a school system.

Travel
Interns are responsible for their own transportation costs to and from the schools involved in their teacher internship experiences. Reliable transportation and/or 'back-up' plans should be secured prior to the onset of the internship experience.

Attendance
During the 12 weeks of instructional time, interns are expected to be at school during all hours required for the classroom teacher. This includes before and after school hours that are required for all teachers. In addition, interns are expected to attend all before and after-school meetings or workshops that their cooperating teachers attend.

It is understood that emergencies such as illness, death in the family, or unusual circumstances beyond one's control may arise during the teacher internship experience that necessitate one's absence. If an intern is to be absent for any of the above reasons, s/he must notify BOTH his/her cooperating teacher and his/her university supervisor IMMEDIATELY.

Missing days for personal reasons such as vacations, travel abroad, or weddings is not excusable during the internship period.

The Director of Teacher Internship is also to be notified if total absences for any reason exceed more than three days over the internship and such absences may require additional internship time to compensate for missed time.

Professionalism/Attire
Teacher Interns are expected to behave and dress in a professional and ethical manner at all times. Interns are expected to embody the attitude and actions of a regular classroom teacher, rather than that of a student. Personal and confidential information about students is expected to be safeguarded and used for professional purposes only.

In matters of dress, NO JEANS are to be worn at any time, regardless of what other teachers may be wearing, special occasions such as field trips or faculty 'dress alike' days exempted. In addition, females should avoid open-toed shoes, flip-flops, tank tops, low-cut tops, mini-skirts or other attire that is considered non-professional. Males should wear a collared shirt and dress shoes—no athletic footwear is allowable. In addition, body piercings, other than in the ears, and large tattoos should not be visible. Inappropriate hair coloring is also discouraged.

Beliefs or opinions concerning religion, politics, or other personally held ideas should not be disseminated to students, parents, or faculty/staff. It is the expectation that student teachers will demonstrate an unbiased and non-partisan stance in all matters such as these. Student teachers are encouraged to use varied and effective methods of communication with students that help build meaningful relationships.

Professionalism is to be in accordance with Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for teachers.

Taking Classes During the Teacher Internship
Interns are generally required to take one class (TCHG 580) during the teacher internship. However, because the internship is a full-time responsibility, taking more than one class requires the approval of the Director of Teacher Internship.

Attending Workshops/Conferences
Interns who have not previously completed the required three workshop/conferences may use opportunities during the teacher internship to fulfill this requirement. However, workshops/conferences that are <u>required</u> for all regular classroom teachers to attend <u>may not</u> be counted. In order for a workshop/conference to count toward the requirement, it must be at least <u>one hour</u> in duration and optional, thereby demonstrating that the intern has gone above and beyond. <u>Workshops/conferences that involve missing time from the internship must be approved by the Director of Teacher Internship.</u>

Attending Seminars
Interns are required to attend all seminars and workshops during the internship. Failure to attend will result in a 2 point reduction from the final grade for each seminar missed, unless there are extenuating circumstances which can be verified.

Working While Student Teaching
Because the teacher internship is considered a full-time responsibility, working during the internship is strongly discouraged. The obligations of teacher interns require one's full attention and energy, and less than full attention is unfair to the students within the classroom as well as potentially detrimental to the intern's own success. Interns who wish to work during the internship MUST notify the Director of Teacher Internship of their intent, including weekly number of hours of outside work. Students exceeding 20 work hours per week are required to meet with the Director.

Substitute Teaching
If interns have been employed as a substitute teacher for NNPS previously during the year, they may, with the principal's permission, <u>act as substitutes for their cooperating teachers for a period of **one** day</u>. Occasions requiring the cooperating teacher to be absent for periods of longer than one day, however, necessitate the procuring of a regular substitute teacher. Substituting for cooperating teachers for these one-day occurrences may not accrue to more than two days total during the internship experience. Questions regarding longer periods of substituting should be referred to the Director of Teacher Internship.

Attending jobs fairs/interviews
Interns are allowed one professional day for the purpose of attending a job fair or interview. Interns should let both their cooperating teacher and university supervisor know of this opportunity well in advance of the date and should take steps to make sure all lesson plans, materials, etc. are in place for the cooperating teacher to use. Additionally, interns are required to apply for an interview with school divisions brought on-site for the MAT Interview Day held at the end of the internship experience, unless employed and under contract with a school division for the upcoming school year.

Confidentiality
Teacher interns may not discuss specific students or teachers outside of the communications that they have with their university supervisor or during internship seminars.   Interns should not write the names of specific students or teachers in their internship logs. In addition, interns are strongly discouraged from speaking in public about students, their cooperating teachers, or their schools, including postings on social media websites.

Accepting Feedback
During the teacher internship, interns will receive feedback from their cooperating teachers, their university supervisors, and their school administrators. This feedback is a key part of the internship experience. Interns are expected to solicit suggestions and feedback on how to improve their teaching skills, accept feedback in a professional manner, and attempt to implement suggestions. Interns who feel that they are not receiving helpful feedback from their cooperating teachers should tell their university supervisors. If it is felt that the university supervisor is not providing helpful feedback, please notify the Director of Teacher Internship promptly.

Building Administrator Evaluation
During the teacher internship, interns should invite the building administrator (principal, asst. principal, program director, etc.) to observe and evaluate them delivering instruction at least once. It is expected that interns arrange this evaluation and that a copy of the completed building administrator evaluation (p. 90) is submitted to the Director of Teacher Internship and the University Supervisor.

Parental Contact
As part of the internship experience, teacher interns are expected to initiate and respond to parent contacts, including contacts by phone, email, and through parent/teacher conferences. Interns should not, however, be permitted to have contact with parents unless it has first been discussed and approved by the cooperating teacher and/or the cooperating teacher is present.

Completion of Surveys
Upon completion of your internship experience, you will be emailed the Internship Survey and the Graduate Exit Survey. These surveys collect valuable information that will influence the data-driven decision-making done by the Office of Teacher Preparation, along with providing key information to our national and state-wide stakeholders. It is expected that you complete these surveys promptly and with accuracy.

<center>**Changes in or Removal from the Teacher Internship**</center>

New Placements

Occasionally, interns need to be moved from an original placement to a new one. Sometimes this occurs at the request of a school, and sometimes it occurs at the request of a student or supervisor.

Any decisions to make new placements are dealt with on a case-by-case basis by the Office of Teacher Preparation, facilitated by the Director of Teacher Internship.

Recommendation for Removal

As stated in the 2021-22 Graduate Catalog (p.38), "Candidates for the MAT degree or the Initial Licensure Program must satisfactorily complete all assigned field experiences. If a teacher and/or school principal requests that the candidate be removed from the school setting due to unprofessional behaviors or lack of instructional skills, then the student may be removed from the placement and dismissed from the program. Alternately, for good cause shown, the Director of Teacher Internship may attempt to find another placement at a different school (and possibly a different district). If there is a second occurrence where the candidate's removal is requested, then no further placements will be made and the student will be dismissed from the program."

Additionally, interns WILL be removed for committing incidents considered to be serious professional infractions. Report of interns for professional infractions must be made to the Director of Teacher Internship by the cooperating teacher, a building administrator, or the university supervisor. Reporting persons must provide documentation to support each infraction.

A 'Serious Professional Infraction' includes, but is not limited to, items from the following list:

1. Failure to appear at the work site a) without notifying the cooperating teacher ahead of time or b) otherwise producing a signed doctor's or other official's note stipulating why the student teacher was unable to notify the cooperating teacher;
2. Failure to turn in lesson plans for preview by the date(s) specified by the cooperating teacher and/or university supervisor;
3. Failure to follow a direct order from the cooperating teacher, building administrator, or university supervisor;
4. Being tardy to the work site;
5. Use of inappropriate language, including curse words;
6. Displaying combative or argumentative behavior, verbally, with faculty or staff;
7. Disparaging faculty, staff, or other school personnel in a public setting;
8. Breaking confidentiality regarding student information;
9. Dissemination, whether verbally or in writing, of religious, political or other views inappropriate to a public school situation to students, school, CNU faculty/staff, or parents;
10. Inappropriate dress and/or body decoration.

- The <u>first time</u> an intern commits a serious infraction in any of the above areas, the cooperating teacher should document the occurrence and conference with the intern to address the issue.
- The second time, the cooperating teacher should document the occurrence and notify the University Supervisor and then, jointly, they should draft a Plan of Action for Improvement.

- Upon the third infraction, the cooperating teacher will notify the University Supervisor, who will then notify the Director of Teacher Internship. At that time, the Director of Teacher Internship will make the decision whether or not to remove the intern from the internship.

In addition, the following infraction will be grounds for <u>immediate</u> removal:

1. Making threats to students, parents, placement school or CNU staff, whether verbally or physically.

2. Engaging in questionable moral or ethical behaviors, including, but not limited to: falsifying information, inappropriate use of social media, inappropriate use of school technology, inappropriate contact with students, and use of illicit drugs.

Removal from the internship will result in failure of the internship course (TCHG 510/511/512) and may prohibit re-applying for or re-taking TCHG 510/511/512. The intern may appeal grade decisions following the guidelines found in the University Handbook and Graduate Catalog. The final decision to remove an intern will be made by the Director of Teacher Internship, with input from the university supervisor, cooperating teacher/school when appropriate. The intern may appeal in writing any decision to the Director of Teacher Internship.

ADDITIONAL TOPICS OF IMPORTANCE

This section covers additional topics, which are of vital importance to the intern.

- Any intern who has a disability or who feels that s/he may need special consideration or accommodation to complete the requirements of the internship experience should consult with Student Affairs **prior to the beginning of the internship experience**. The coordinator, based on consultation with the intern and review of the appropriate documentation, determines accommodations. An intern has the right to withhold disclosure, but the requirement for reasonable accommodation begins at the time the intern's needs for accommodation are determined and is not retroactive. Interns must be able to meet the demands of the workplace, regardless of documented disability, in order to succeed in the internship.

- The Director of Teacher Internship assigns a university supervisor to each intern based on a number of factors including availability, geographic area, endorsement area, faculty recommendation, etc.

- The first line of communication for the intern and the cooperating teacher is the assigned university supervisor.   Any questions or concerns that cannot be satisfactorily handled by the university supervisor should be directed to the Director of Teacher Internship.

- Evaluation is a continuous process. After each observation, the university supervisor will conference with the intern to discuss his/her strengths and weaknesses. The mid-term evaluation will serve as a check-point to determine how interns are progressing and if additional support is needed. By the final evaluation, the intern's report should not come as a surprise, since the performance indicators will have been extensively discussed prior to its implementation. The final evaluation, the videotape analyses, the internship notebook, and the impact study grade will be used to determine an intern's final grade for the TCHG 510/511-512 course. Other factors such as seminar attendance may also factor in to the final grade. The University Supervisor is the instructor of record and is responsible for submitting grades to the Registrar.

- Assessment of and for Learning: One purpose of this internship is to develop an understanding of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Through assessments, student teachers can inform ongoing planning and instruction, as well as understand and help students understand their own growth and progress. Assessments should be in relationship with instruction, and student data should be monitored and assessed for the improvement of instruction and student performance. Since assessment is being used as accountability for teachers and student academic progress, it is important to understand the significance of assessment and how to best facilitate student growth. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.

- The CNU Teacher Preparation Program feels that professionalism, knowledge, and skills are vital to future success as a teacher. Teachers in the field who do not exhibit these qualities are generally those who do not get rehired. As such, any teacher intern who receives an overall score of "needs improvement" on any of the six standards of the Internship Evaluation Matrix may, at the supervisor's discretion, receive a grade of "C" (passing/poor) for the internship as a whole, regardless of the total numeric points earned. The ongoing skill deficits or behaviors that warranted the "needs improvement" grade should be documented as part of the intern's observations and evaluations, as well as through other means such as conference notes, email discussions, action plans, and, as needed, official warnings from the Director of Teacher Internship.

- If an intern believes that his/her final grade in the internship is unfairly or inaccurately awarded by the university supervisor, the intern must contact the Director of Teacher Internship and follow the grade appeal policy found in the University student handbook.

Teacher Candidate Dispositions

Throughout a candidate's program of study at Christopher Newport University, he or she should demonstrate behaviors that reflect the dispositions of a professional educator. These dispositions are inferred from the candidate's observable actions and behaviors.

In the Teacher Preparation Program dispositions *may* play a part in discussions and assignments in courses that are part of the student's program. However, dispositions are formally and separately evaluated at three points in each student's program:

1. A self-evaluation at the start of the program,
2. An instructor's evaluation at the end of TCHG 517 (Curriculum and Instruction II), and
3. Evaluations from the university supervisor and the cooperating teacher at the midpoint of the internship.

When dispositions are formally assessed, for areas where a disposition is "developing/emerging" or "needs improvement," it is important for the student to proactively take steps to grow as an educator.

When a disposition is identified as "developing/emerging" (or a "2), the Director or Associate Director will schedule a time to review this with the student, explain the reasons for that score, and recommend steps the student can take to address the concern.

When a disposition is identified as "needs improvement" (or a "1"), the Director or Associate Director will meet with the student, explain the reasons for that score, and create a detailed Development Plan for the student to complete (typically 4-6 weeks). This Development Plan should be collaboratively developed by the student and the Director/Associate Director and address the areas identified on the Development Plan that follows.

Development Plan Initial Conference: Prior to the initial conference, the student and the Director/Associate Director should review the requirements of the Development Plan. This gives each the time to prepare for their discussion and generate ideas for the Plan. At the initial conference, the student and Director/Associate Director develop the finalized Development Plan.

Development Plan Mentoring and Modifications: The Director/Associate Director ensures that professional development and resources are provided, while the student ensures that activities and assignments are carried out with fidelity to the plan. If either the Director/Associate Director or student feels that the plans needs to be modified, they will meet to discuss potential changes to the original Development Plan. Modifications should be developed collaboratively, but if consensus is not reached between the student and Director/Associate Director, the Director/Associate Director will determine what changes, if any, are made to the Development Plan.

Development Plan Completion: The Director/Associate Director and student meet at the end of the plan and review the student's progress. This should include a review of all professional development activities, observation notes, reflections, and other evidence of growth. The Director/Associate Director and student shall sign and date that the Development Plan has been completed.

Teacher Candidate Dispositions
CNU MAT Teacher Preparation Program

Intern Name: _____

Instructor: _____

Disposition	Exceeds expectations 4	Meets Expectations 3	Developing/ Emerging 2	Needs Improvement 1	Comment
1.passion and enthusiasm for teaching and working with students/students	Constantly seeks ways to engage and work with students; speaks with conviction about the dignity of the teaching profession	Seeks various ways to interact with students; talks positively about teaching and students	Marginal engagement with students; occasionally negative about teaching and/or students	Reluctant to engage with students; frequently negative about teaching and/or students	
2. integrity and honesty; meets ethical expectations	n/a	Turns in original work; tells the truth; accepts responsibility for errors; keeps information about students/teachers confidential	n/a	Plagiarizes material; uses other students' ideas as own; blames others for errors; violates confidentiality of students/teacher	
3. flexibility and responsiveness to change	Values and commits to changes inside and outside classroom; sees changes as opportunities and advocates for them	Accepts changes and immediately adjusts to new requirements	Occasionally complains about changes; hesitant to do new things; slow to comply with new requirements	Complains about changes; reluctant to do new things; does not comply with new requirements	

Disposition	Exceeds expectations 4	Meets Expectations 3	Developing/ Emerging 2	Needs Improvement 1	Comment
4. ability to work collaboratively	Seeks extra opportunities to work with peers, family and colleagues beyond requirements	Works well with team/subject area colleagues; asks questions about how to effectively engage with parents and families	Hesitant to work with others in the school; often chooses to work alone; worries about parent interactions interfere with communication	Reluctant to work with others in the school; expresses wish to work alone; avoids engaging with parents and families.	
5. commitment to continued learning, reflection, and self-assessment	Researches and reads additional material about subjects being taught; finds outside materials; written reflections demonstrate much time and thought	Completes all assigned lesson plans and reflects satisfactorily in writing; is able to self-assess and improve teaching skills	Superficial reflections on lesson plans; little evidence of growth and change over the term	No reflections on lesson plans, no evidence of growth and change over the term	
6. value student achievement and learning of all students	Advocates for disadvantaged as well as gifted students; reminds others of the need for focusing on each student; seeks out further information on disadvantaged/gifted students	Positive attitude displayed toward all students; candidate shows differentiation in lessons to address individual student needs	Occasionally displays favoritism for certain types/groups of students; minimal attention to differentiation in lessons; occasionally expresses skepticism that all students can succeed	Frequently displays favoritism for certain types/groups of students; no attention to differentiation in lessons; frequently expresses skepticism that all students can succeed	
7. ability to focus during learning process and respond positively to suggestions for improvement	Actively participates in evaluation conferences; seeks out feedback and suggestions for improvement from coops and supervisors	Consistently pays attention to feedback from coop and supervisor; responds quickly to suggestions for improvement	Occasionally daydreams or appears uninterested in conferences; often argues when given suggestions for improvement	Frequently daydreams or appears uninterested in conferences; on cell phone during school day; fails to respond when given suggestions for improvement	

Disposition	Exceeds expectations 4	Meets Expectations 3	Developing/ Emerging 2	Needs Improvement 1	Comment
8. punctuality, attendance, and ability to meet deadlines	n/a	Always on time to school; all assignments done by deadline	n/a	Arrives late to school and/or leaves early; several absences; assignments are late	
9. determination; persistence in overcoming obstacles	Anticipates obstacles and takes steps to avoid them (i.e., has a backup plan for car troubles)	When confronted with obstacles, tries many times to deal with them	Aware of obstacles but does not address them, or expresses doubt about ability to overcome them	Unaware or dismissive of obstacles, claims not to have the ability to overcome them	
10. a positive attitude	Always complimentary about the class, the teacher, other students; turns negatives into positives	Compliments, says positive things about others and the class/program	Occasionally says negative things about the program, instructors, or peers	Frequently says negative things about the program, instructors, or peers	

We cannot process "flat" ratings, so please do not submit a form with no variance. For dispositions 2 and 8, only scores of 3 or 1 may be recorded.

Comments must be provided for any scores of 1 or 2.

SCHEDULE FOR THE TEACHER INTERNSHIP

By the end of the first couple of days of the internship experience, interns and cooperating teachers should develop a written calendar/timeline for the gradual assumption of teaching responsibilities. The calendar/timeline should be flexible and serve as a means of communication rather than a guarantee. Both student teacher interns and cooperating teachers must be comfortable with the outlined plan. **Early planning is essential to allow for a maximum amount of full-time teaching for the teacher intern.**

Interns will submit lesson plans for the following week by Thursday of the week prior. Plans should be updated/revised during the week based on student progress. <u>Interns who do not submit plans on time should not be allowed to teach until plans are submitted and approved.</u>

- Interns completing one internship placement should have picked up all cooperating teacher teaching responsibilities by the beginning of week six or seven.
- Interns who are completing two placements have an accelerated schedule, with full-time teaching responsibilities assumed by the beginning of week four.
- However, the amount of time an intern spends observing and participating in the classroom before moving into actual teaching <u>may vary according to each situation</u>. The cooperating teacher and intern **must mutually decide** when the intern is ready to assume teaching responsibilities by reviewing the intern's initiative, knowledge, ability, and overall readiness.

Below is a **<u>suggested</u>** schedule of release of responsibility for the student teaching intern:

SUGGESTED SCHEDULE FOR RELEASE OF RESPONSIBILITY

ELEMENTARY/MIDDLE/HIGH ENDORSEMENT Instructional Responsibilities ONE 12-WEEK EXPERIENCE	PreK-12 ENDORSEMENT Instructional Responsibilities Two 6-WEEK EXPERIENCES
Week 1 – Should be a phase-in period. The intern should become familiar with the routines; meet other teachers and administrators; observe classes being taught by cooperating teacher; assist in daily teacher tasks; review lesson plans developed by cooperating teacher; review available materials. Coop. teachers should model lesson planning and invite interns to give suggestions. Interns should co-teach lessons and the coop. teacher should provide feedback, written and oral.	Week 1 – Should be a phase-in period. For two days, the intern should become familiar with the routines; meet other teachers and administrators; observe classes being taught by cooperating teacher; assist in daily teacher tasks; review lesson plans developed by cooperating teacher; review available materials. On day three or four, the intern should be developing plans for and teaching 25% of classes independently. For other classes, the coop. teacher should model lesson planning and invite interns to give suggestions, as well as co-teach lessons in other classes with the intern; coop. teacher should provide feedback, written and oral, on plans and instruction.
Week 2- Interns should begin developing their own plans for 25% of classes; the coop. teacher should review and adjust. Interns should independently teach lesson plans for 25% of classes and continue assisting in planning other classes/periods and in co-teaching; interns should continue to participate in daily teacher tasks; coop. teacher should continue to provide feedback, written and oral, on both plans and instruction.	Week 2 – Interns should plan and teach lessons for 50%-75% of the instructional day; interns should continue to participate in daily teacher tasks and to co-plan and co-teach remaining classes/subjects. For other classes, the coop. teacher should model lesson planning and invite interns to give suggestions, as well as co-teach lessons in other classes with the intern; coop. teacher should provide feedback, written and oral, on plans and instruction.
Week 3 or 4 – Interns should begin developing own plans for 50% of classes; the coop. teacher should review and adjust. Interns should independently teach lesson plans for 50% of classes and continue assisting in planning other classes/periods and in co-teaching; interns should continue to assist with other classes and to participate in daily teacher tasks; coop. teacher should continue to provide feedback, written and oral, on both plans and instruction.	Week 3/4 – Interns should independently develop and teach lesson plans for 100% classes/periods; coop. teachers should continue to provide feedback, written and oral, on plans and instruction.
Week 4 or 5 – Interns should independently plan and instruct in at least 75% of classes/periods; interns should continue to assist/collaboratively teach with other classes and to participate in daily teacher tasks; coop. teachers should continue to provide feedback, written and oral, on both plans and instruction.	Week 4 – 5 – Interns should continue to independently plan for and teach 100% of classes; interns should have full responsibility for all teaching duties, with the cooperating teacher available if needed. Coop. teachers should provide feedback, written and oral, on plans and instruction.
Week 5 or 6 – Interns should independently plan and instruct in 100% of classes/periods; interns should assume any remaining duties of the cooperating teacher (i.e. hall duty, etc.); coop. teachers should continue to provide feedback, written and oral, on both plans and instruction.	Week 5/6 – Interns should continue to plan for and instruct 100% of classes and assume all duties; interns should submit all grades to cooperating teacher. Coop. teachers should provide feedback, written and oral, on plans and instruction. Note: There is no phase-out period for interns doing two placements.
Week 6 -11 – Interns should independently plan for and teach 100% of classes under the supervision of the cooperating teacher; interns should have full responsibility for the day, with the cooperating teacher available if needed. Coop. teachers should continue to provide feedback, written and oral, on both plans and instruction.	
Week 12 (the last week of the internship)-- Should be a phase-out period. Interns should **gradually** turn classes back over to cooperating teacher beginning on the fourth day of this week; interns should submit all grades to cooperating teacher; time should be allotted at end of week for interns to observe in other classes/grade levels.	

RESPONSIBILITIES OF THE TEACHER INTERN

Time Commitments

- Teacher interns will complete a 14-week experience (2 weeks in fall and 12 weeks in spring) following the Teacher Internship Calendar and suggested teaching schedule (release of responsibility) found on previous pages.
- Attendance at workshops and seminars is **mandatory** for all interns. The workshop/seminar schedule is included on the Teacher Internship Calendar.
- During the entire experience, interns are to follow the public school calendar and the same arrival and departure time schedule as their cooperating teachers, including attendance at all school-sponsored activities requiring the attendance of the cooperating teacher, in order to experience the contractual obligations of a teacher. **Punctuality is expected at all events**.

Teacher Internship Notebook

The teacher internship <u>virtual</u> notebook must include the following sections:

- **Calendar** of the semester to keep track of immediate and long-range dates and deadlines. The calendar should include important University dates as well as school/school division dates.
- **Long-term and/or unit plans** should be developed in coordination with the cooperating teacher using the school/division curriculum guide for scope and sequence. Development of an overview of the experience allows for the most effective use of instructional time. Plans should include the integration of technology.
- **Classroom management and organization plans** should identify the classroom routines and procedures for those routines as well as a description of the discipline plan used by the cooperating teacher. The intern will eventually incorporate his/her own ideas regarding management and discipline.
- **Daily lesson plans** should be chronologically sequenced in the notebook. The format of the lesson plan is specifically proscribed, and the expected components of each lesson plan are listed in this handbook. All lesson plans for the following week are to be submitted to the cooperating teacher by Thursday of the week prior for approval. <u>If plans are not submitted on time, then the intern should not be allowed to teach until such a time as the plans come in and are reviewed.</u>
- **Written evaluations** from the cooperating teacher, university supervisor, and from the final self-evaluation should be kept in chronological order.
- **Communication with parents** should be documented.
- **Resource materials/special features** should be collected throughout the experience both for evidentiary purposes for the portfolio and for use in future classroom experiences.
- **In addition: The daily/weekly reflective journals, though not kept in the notebook, also comprise part of the notebook grade.**

The teacher internship notebook should be kept virtually and be available for the university supervisor to review at all times. This notebook can be created and stored in Microsoft Word or as a Google Document or Folder. It will allow the intern to house samples and models of school-related forms, lesson plans, and other resources that can be used in the future.

Teacher Internship Journals/Reflections (Weeks 1 – 11)

Teacher interns are to email their supervisors daily with a brief synopsis of the day's events and general statement about how things are going during the first two or three of weeks in the internship. Then, once per week, interns will email their supervisors an in-depth reflection. The reflection should be thoughtful, reflective, and multiple paragraphs in length. The daily email updates <u>may</u> be discontinued after the university supervisor has made several visits (at the supervisor's discretion), but any serious problems within the classroom should be communicated immediately to the university supervisor.

The directions for the weekly in-depth reflection(s) are as follows for Weeks 1 -11:

<u>Week 1:</u> Using the demographic information you collected about your school/class/classes, discuss in narrative form what this means for you in terms of planning and instruction.

<u>Week 2:</u> Focus on two events or situations, one positive and one area of concern. The content of the reflection should address the following questions: *What? So what? Now what?*

> *What?* means that student teachers should describe what happened in the situations or events.
> *So what?* means that student teachers should think about and address why the situations or events happened the way they did, and why an understanding of the underlying reasons are important for planning, instruction, professionalism, and/or management.
> *Now what?* means that student teachers should think about and address what the next steps should be with regard to planning, instruction, professionalism, or management

<u>Week 3:</u> Discuss the classroom management plans your cooperating teacher currently has in place, as well as any rules, routines, and procedures, including record keeping. What appears to be working well? What will you consider changing when you take over and why?

<u>*Week 4:</u> Discuss the layout of the physical classroom, followed by its benefits and hindrances to the learning environment. How do you think the impact of classroom arrangement is influencing your students and their learning? *Only answer if instruction is delivered in-person or a hybrid model is used)

<u>Week 5:</u> Think about the individuals in one particular class. What different learning styles, IEP accommodations, TAG considerations exist within this population? How will you differentiate instruction to meet their needs?

<u>Week 6:</u> Discuss how you have balanced out teacher talk and student talk in your classroom. How often are you engaging your students in discussion vs. lecturing to them on a subject? What ways do you engage students through teacher talk to promote positive student talk?

<u>Week 7:</u> Discuss two particular instances in which you've used formative assessment to make planning and instructional decisions. Describe the formative assessment, the results, and how that informed your practice.

<u>Week 8:</u> Discuss cooperative learning strategies that you have implemented into the classroom. How have you enabled students to learn from one another? Discuss strategies used, benefits from the cooperative lesson, and what you would change in the future.

<u>Week 9:</u> Discuss the ways in which you have worked to establish connections with parents, community, and/or colleagues.

<u>Week 10:</u> Teaching is more than lecturing; it is facilitating discussion and engagement often through thought-provoking questioning. What are specific questions you have asked your students throughout this week during lessons? Discuss how these questions impacted student engagement, which you would use again, and how questioning impacts the student learning environment.

<u>Week 11:</u> Discuss the ways in which you have engaged in your own professional development outside of the classroom, including any opportunities in which you have shown yourself to be a teacher leader.

Self-Evaluation

Teacher interns are to constantly evaluate their own progress as they move through the internship experience. Structured methods of self-evaluation will be demonstrated through:

- Videotaping of a lesson that is taught in the classroom. This is to be done at least twice during the experience. The videotape is to be critiqued by the intern, using the format included in this handbook. The videotape and the critique are to be turned in to the university supervisor on the dates indicated on the teacher internship calendar.
- Weekly reflective journal entries submitted to the University Supervisor weekly.
- Self-critiques to be done after each lesson on the bottom of the lesson plan form.
- Regularly scheduled post-observation conferences held with the cooperating teacher and the university supervisor.
- A final self-evaluation to be discussed with the university supervisor and/or cooperating teacher.

Videotape Analysis

Teacher interns will complete two videotapes and corresponding analyses of their teaching skills. Each videotape is to be of the intern actively engaged instruction before a class in a whole-group setting. Videotapes should capture an entire lesson from beginning to end, of approximately 20 minutes in duration. Many interns use their cell phones or other devices to videotape their lessons. This is the responsibility of the intern; however, should problems arise, interns should ask the Office of Teacher Preparation for assistance. After completion of the videotape, interns will write a self-evaluation of their teaching performance utilizing the Videotape Self-Evaluation questions found in this handbook on pg. 28.

Videotapes and written evaluations are to be submitted to the intern's university supervisor no later than the end date listed on the teacher internship calendar. The supervisor will review the videotape and corresponding written evaluation prior to meeting with the intern to discuss them. The intern may, if s/he wishes, invite the cooperating teacher to view and critique the videotape prior to writing the self-evaluation.

It is imperative that videotapes include footage of students within the class, as well as of the intern. Teacher interns should make arrangements ahead of time to get permission from parents so that students in the class can be a part of the video. This can be accomplished through a letter to the parents. Please seek assistance from your assigned University Supervisor.

Teacher Impact Study

Teacher interns will, throughout the internship experience, develop a teacher impact study following the guidelines given at the impact study seminar. The impact study is designed to:
- Be a tool for program accreditation;
- Be a tool for the employment search, presenting hiring administrators with an organized overview of the intern's competencies;
- Allow interns to self-evaluate their professional competencies and demonstrate their ability to impact student achievement through data-driven decisions;
- Provide supporting evidence of the intern's professional expertise and capabilities according to state and program standards.

Information on the impact study, including specific requirements and evaluation, is located on pp. 55-73 of this handbook, and will be reviewed at the impact study seminar. The impact study is a significant portion of the teacher internship final grade and must be completed satisfactorily (42 out of 60 impact study points) in order to successfully pass the internship. Impact studies that are turned in late may be penalized.

MANDATORY COMPONENTS FOR LESSON PLANS

Comprehensive planning is essential for effective teaching in all subject areas and grade levels. Planning is critical to ensure student learning. The planning process helps organize the curriculum and address the complex classroom variables that affect instructional decisions.

Teacher interns are expected to make and keep a comprehensive written plan for each lesson they instruct. It is suggested that a copy of the lesson plan be provided to the assigned cooperating teacher and university supervisor prior to their observation of the lesson. ***Interns must plan each lesson in detailed format <u>using the CNU Lesson plan format,</u> until expressly decided otherwise by the triad of university supervisor, cooperating teacher, and intern.***

Mandatory components in each lesson plan are:

- ➢ **Identifying course information**
    - ▪ Course/subject/lesson
    - ▪ VA Standards of Learning and "Other" standards (ex: NCSS, NACTE, Common Core, etc.)

- ➢ **Objective(s) for the lesson (may include learning targets)**
    - ▪ Including:
        - ❖ Content – what the student is expected to know or do, and at which level of cognitive, affective or psychomotor domain
        - ❖ Conditions – circumstances under which the students are to perform the task or assignments
        - ❖ Behavior – how the student will demonstrate learning

        Optional:
        - ❖ Criterion – standard by which the objective is measured

- ➢ **Procedures**
    - ▪ **Introductory activities/hooks** to provide focus, motivation and relevance, and to capture the students' attention
    - ▪ **Instructional activities** specifically describing **instructional input** and **scaffolding** on the part of the intern, and instructional strategies to be used with students to insure learning, such as guided practice, questioning techniques, cooperative learning groups, independent practice, induction, and so on.
    Plans should incorporate use of several different types of instructional strategies during a lesson to add instructional variety and to accommodate for different learning styles/abilities. They should also include lesson pacing.

    - ▪ **Closure activities** designed to have learners summarize the main points of the lesson and to reinforce learning, arrange for evaluation of learning, and transition into the next activity.

- ➢ **Materials**
    - ▪ List all materials needed to implement the lesson

- ➢ **Evaluation procedures**
    - ▪ Formal tests and quizzes, performance checks, or informal checks for understanding
    - ▪ Calibration of assessment with Standards of Learning and daily objectives/learning targets

- ➢ **Adaptations/accommodations to meet individual needs of diverse learners**
- ➢ **Reflection on lesson after it is taught**

CNU LESSON PLAN FORMAT

Name:	
Lesson Title:	**Content Area:**
Grade Level:	**Standards (SOLs & Others)**:

Lesson Objectives (Learning Target):

Introductory Activities (including hook and time estimates):

Instructional Activities (including teacher and student directions and time estimates):

Differentiation/Basis for Grouping (if applicable):

Closing Activities (including closure and time estimates):

Instructional Materials (including technology):	**Formative Assessment(s)/Check for Understanding:**

Supporting Assignments (homework):			Adaptations/Accommodation (ELL/SPED/TAG):		

Assessment of learning (formal)		Assessment for learning (informal)		Multiple Intelligences		Strategies			
Check and correct homework		Observation		Verbal-Linguistic		Cooperative learning		Setting objectives and providing feedback	
Student drill		Walking around		Logical-Mathematical		Varied grouping		Questions, cues, advance organizers	
Quiz		Signaling		Bodily-Kinesthetic		Student choice		Identifying similarities and differences	
Test		Choral response		Interpersonal		Movement		Inquiry/Problem-Based learning	
Presentation		Class work		Intrapersonal		Manipulatives		Nonlinguistic representations	
Project		Oral questioning		Musical		Peer editing		Note taking and summarizing	
Written Report		Discussion		Naturalistic		Other:		Reinforcing effort and providing recognition	
Other:		Other:						Homework and/or practice	
								Generating and testing hypotheses	

Interdisciplinary Connections:

Reflection:

CNU Alternative Lesson Plan Formats

The following two alternative lesson plan formats may be used at the discretion of the university supervisor at any time AFTER teacher interns have successfully passed the midterm (5-6 weeks) point. Teacher interns must have demonstrated consistent competency in lesson planning before university supervisors can make this determination.

The alternative lesson plan formats are intended for use during those periods when scope or depth of information on an ALREADY INTRODUCED subject or topic is being continued in the classroom. The FULL CNU LESSON PLAN FORMAT should be used each time a new unit, SOL, project, lesson, or otherwise new material is being introduced to students.

For example, when a mathematics teacher introduces solving algebraic equations with one variable for the first time, the CNU FULL lesson plan format should be used. In the subsequent days/periods during which students are practicing or deepening their understanding of this concept, the CNU ALTERNATIVE lesson plan format MAY be used.

University supervisors and cooperating teachers may allow the intern to switch to a plan used by the placement school. **At no time is the intern allowed to do less in the way of planning than his/her cooperating teacher is required to do.**

CNU Alternative Lesson Plan Format: Elementary

Student Teacher Name

Objectives/Learning Targets (all subjects):	SOL Correlation for Objectives (Learning Targets):
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Morning Routines:	
Reading Activities: Evaluation:	**Math Activities:** Evaluation:
Social Studies/Science (circle one) Activities: Evaluation:	**Other Subject(s) Activities:** _____ Evaluation:
Practice/Remediation/Extension/Homework:	
Differentiation for SPED/TAG/ELL:	

Student Teacher Name_____

Block 1: Daily Objectives (Learning Targets) Class: 1. 2. 3. 4. Activities: Evaluation:	Block 2: Daily Objectives (Learning Targets) Class: 1. 2. 3. 4. Activities: Evaluation:
Block 3: Daily Objectives (Learning Targets) Class: 1. 2. 3. 4. Activities: Evaluation:	Block 4: Daily Objectives (Learning Targets) Class: 1. 2. 3. 4. Activities: Evaluation:
Block 5: Daily Objectives (Learning Targets) Class: 1. 2. 3. 4. Activities: Evaluation:	Block 6: Daily Objectives (Learning Targets) Class: 1. 2. 3. 4. Activities: Evaluation:
Practice/Remediation/Extension/Homework:	
Differentiation for SPED/TAG/ELL:	

VIDEOTAPE SELF-EVALUATION

Learning to self-evaluate is an important step towards becoming a reflective and effective teacher. Teacher interns are required to videotape themselves teaching at least twice during the 12-weeks of instruction during the internship experience (due dates listed on the Teacher Internship Calendar). Reflection on the videotapes using the questions below will reveal some exciting things about personal strengths and talents for teaching, while other aspects will identify areas of needed improvement. One of the advantages of videotaping is the opportunity to accomplish reflection necessary for professional growth. Teacher interns are often the best judges of their own strengths and weaknesses in teaching!

Directions for First Video Analysis:

Using the questions below, comment on each aspect of your teaching based on the videotape.

1. Did the flow of classroom routines and student/teacher interactions create an environment conducive to learning and maximize the use of my instructional time? Did I effectively manage student behavior in the classroom?

2. Were my lesson objectives/learning targets clearly presented, reviewed, and appropriate for the students?

3. In what ways were the instructional strategies I chose effective or ineffective?

4. Did I model interest in learning and motivation to learn?

5. Were all of the students actively/intellectually engaged in learning?

6. What questioning techniques did I use to stimulate curiosity, encourage higher order thinking and problem solving, and reinforce learning?

7. In what ways did I measure student success and/or understanding?

8. What personal habits did I display that might be a distraction or detractor to student learning?

9. What was the ratio of "teacher talk" to "student talk"?

10. What do I see as strengths in the lesson? What revisions will I make the next time I teach this lesson?

For your second video analysis, use the same questions above, but also COMPARE your performance to what you perceived in your first videotape. This can be done question by question, or as a separate section at the end.

Evaluation Matrices

(Adapted from the Virginia Department of Education and Newport News Public Schools Teacher Evaluation Rubric)

Directions: In conjunction with the Internship Final Evaluation Matrix, please evaluate where your intern falls in terms of competency and **performance on each standard and component using the scale below**. The expectation is that by the end of the internship, your intern will be at the "Meets Expectations" level for EACH OVERALL STANDARD, although a "Developing/Emerging" for any overall standard, is also considered appropriate for a novice teacher. Interns who receive below 42 total points may not successfully pass the internship.

Performance Standard 1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*					
Component	**Needs Improvement 6.5 pts**	**Developing/ Emerging 7.5 pts**	**Meets Expectations/ Effective 8.5 pts**	**Exceeds Expectations/ Exemplary 10 pts**	**Suggested Evidence**
1.1 Demonstrates complete and accurate knowledge of the subject matter.	Candidate inaccurately presents subject matter ideas and/or and skills.	Candidate inconsistently presents subject matter and/or skills accurately.	Candidate consistently presents subject matter and/or skills accurately.	ME+: Candidate uses multiple representations and explanations of content that capture key subject matter ideas and/or skills.	SOL content is accurate in lesson plans/ Instruction Class discussion and questions/ teacher answers are focused, specific, and relevant and correct. Is able to spontaneously elaborate without seeking additional resources.
1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	Candidate does not provide developmentally age- appropriate learning experiences.	Candidate inconsistently provides learning experiences that are developmentally age- appropriate.	Candidate provides learning experiences that are developmentally age- appropriate.	ME+: Candidate intentionally and consistently involves the learners in all areas of development (intellectual, social, emotional, and physical) in learning experiences.	Lesson plans appropriately differentiate instruction based on student needs. When asked, can articulate developmental differences in specific students and how they will teach them accordingly.

Performance Standard 2. Instructional Planning

The teacher plans using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.

Component	Needs Improvement- 6.5 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
2.1. Uses student learning data to guide planning	Candidate fails to incorporate/utilize student learning data when planning AND Does not use learning data for long- and/or short-term planning.	Candidate inconsistently incorporates/ utilizes student learning data when planning AND May not use data for long- and/or short-term planning.	Candidate consistently incorporates/utilizes student learning data, obtained formally and informally, when planning AND Uses learning data for both long and short-term planning.	ME+: Candidate utilizes formal and informal data to differentiate instruction, resources, and technology.	Assessments, checklists, conferencing with cooperating teacher, pre-tests, journal responses Uses pre- and post-tests to develop lesson plans, Uses formal and informal assessment to guide instruction
2.2. Develops plans that are clear, logical, sequential, and integrated across the curriculum	Candidate fails to develop or articulate plans that align with state standards and that are clear ,logical, and sequential AND Does not integrate content across the curriculum.	Candidate inconsistently develops and articulates plans that align with state standards and that are clear ,logical, and sequential AND Only occasionally integrates content across the curriculum.	Candidate develops and articulates plans that align with state standards and are clear, logical, and sequential AND Consistently integrates content across the curriculum, but content may be mostly nonessential.	ME+: Candidate develops plans that demonstrate consistent integration of essential content across the curriculum.	Lesson plans Conferencing with coop. teacher Written feedback from coop. teacher
2.3. Uses existing materials or creates new materials that are challenging and engaging.	Candidate does not use existing materials or create new materials that are challenging and engaging OR Uses technology that is inappropriate for instruction or minimal.	Candidate uses existing materials or creates new materials that either challenge or engage, but not both OR Uses appropriate technology only minimally.	Candidate uses existing materials or creates a variety of new materials that challenge AND engage students AND Uses appropriate technology frequently for instruction.	ME+: Candidate creates and uses a variety of new and existing materials that motivate students to be active and self-directed learners. AND Ensures that technology is frequently and appropriately used by students.	Lesson plans and materials demonstrate they are teacher-created and go beyond the NNPS materials Incorporates technology such as smart board, clickers, etc. Conferencing with coop. teacher Written documentation from coop. teacher's notes

					Written feedback from coops and supervisors
2.4. Plans time realistically for pacing, content mastery, and transitions.	Candidate does not plan time realistically for pacing, content mastery, and transitions.	Candidate makes an effort to plan time realistically for pacing and content mastery OR Makes an effort to plan transitions that are relevant to content.	Candidate plans time realistically for pacing and content mastery. AND Plans for smooth transitions and connects them to content with little or no loss to instructional time.	ME+: Candidate plans pacing in lessons to include time for students to apply, extend, or remediate content knowledge.	Lesson plans show specific/ adequate times for each component of the lesson and indicate clear transitions
2.5. Plans for differentiated instruction relevant to students' learning needs, including TAG, ELL, SPED, etc.	Candidate does not show understanding of individual differences OR Does not differentiate; all students are expected to do the same work OR Employs differentiation that is not relevant.	Candidate inconsistently shows an understanding of individual differences OR Differentiates for the learning needs of only some groups of students OR Employs differentiation that is inconsistently relevant.	Candidate plans for differentiated instruction relevant for all groups of students, including TAG, ELL, SPED, etc.	ME+: Candidate plans relevant differentiation for group and individual learning needs.	Lesson plans reflect a variety of strategies and/or student interests Conferencing with coop. teacher Written feedback from coop. teacher Accommodations/ Modifications are made
2.6. Plans lessons that reflect high expectations for all learners.	Candidate includes only lower-level thinking skills in lesson planning and activities.	Candidate inconsistently plans lessons that reflect high expectations for all learners (e.g. problem solving, critical thinking).	Candidate plans lessons that reflect high expectations for all learners (e.g. problem solving, critical thinking).	ME+: Candidate plans experiences that engage learners in collaboration and creativity, as well as analysis AND Plans activities that encourage students to be responsible for directing their own learning.	Plans include higher level questions and activities SOLs and objectives are explicitly stated and aligned with assessment Written feedback on lessons from coop Creates extensions for all grouping levels

Performance Standard 3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual needs.

Component	Needs Improvement-6.5 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
3.1 Provides learning experiences that challenge, motivate, engage and maintain students' attention.	Candidate does not provide learning experiences that challenge, motivate, engage, or maintain students' attention.	Candidate attempts to provide learning experiences that challenge, motivate, engage, or maintain students' attention, but students are mostly passive or disengaged OR Uses only one or two instructional strategies.	Candidate provides learning experiences that challenge, motivate, engage, and maintain students' attention AND Uses multiple instructional strategies that reflect a wide variety of learning needs.	ME+: Candidate develops personalized activities through student choice and/or pertinent current topics OR Follows student interest to delve deeper into topics.	Candidate presents learning experiences that regularly: - address a variety of learning styles - incorporate awareness of student interests and abilities - push students into their Zone of Proximal Learning - allow students to work both collaboratively and individually - lead to both teacher to student conversations as well as student to student conversations - engages most of the students most of the time
3.2 Delivers directions, procedures and instructions that are clear, detailed and accurate.	Candidate does not deliver verbal and/or written directions, procedures, and instructions that are clear, detailed, and accurate.	Candidate presents verbal and written directions, procedures and instructions that are inconsistently clear, detailed, or accurate.	Candidate presents verbal and written directions, procedures and instructions that are clear, detailed, and accurate.	ME+: Candidate anticipates student questions and addresses them during directions, procedures, and instructions.	Teacher is organized with materials readily available Uses visual and auditory models for directions Uses checks for understanding Students do not display a need for additional directions. Students can articulate what they are

					doing/why when asked.
3.3 Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.	Candidate does not make learning relevant by connecting it to students' existing knowledge, skills, or strengths.	Candidate attempts to make learning relevant by connecting to students' existing knowledge OR skills OR strengths, but not all three.	Candidate makes learning relevant by connecting to students' existing knowledge AND skills, AND strengths AND Regularly includes examples relevant to prior learning, real world application, and student interest.	ME+: Candidate purposefully seeks to gain insight into student strengths, interests, and background knowledge to enhance future instruction.	Teacher reviews/elicits/ makes reference to prior learning or knowledge Teacher incorporates students' personal strengths in lessons Scaffolding is evident Connects lesson to real life
3.4 Demonstrates the ability to pace instruction appropriately, including introduction, learning activities, and closure.	Candidate fails to pace instruction appropriately, does not provide a purpose for the lesson or activities, and does not deliver a cohesive lesson.	Candidate articulates the purpose of the lesson but does not state the purpose of the activities, AND/OR Does not engage students with a hook/introduction AND/OR Does not bring closure to the lesson.	Candidate delivers instruction in logical order according to the lesson content. AND Paces instruction and activities appropriately. AND Has a hook/introduction and closure.	ME +: Candidate engages in a variety of hooks/introductions that are designed to engage all students with the coming material AND Seeks opportunities to involve students in closure.	Observation records Lesson timing follows written plans or is adjusted as needed
3.5 Uses instructional technology, materials, and resources to enhance learning	Candidate does not use instructional materials and resources that enhance student learning. OR Makes no effort to seek, create, or integrate technology.	Candidate relies on three or fewer variations of instructional resources/materials OR Uses technology that has little relevance to learning enhancement opportunities.	Candidate uses relevant instructional resources/materials within the lesson that challenge students to think critically, make connections, and problem solve AND Smoothly integrates a variety of up-to-date technology resources.	ME+: Candidate creates engaging resources/materials for student use AND Provides students with opportunities to use technology to apply or investigate learning in authentic ways.	Resources, beyond those provided by NNPS are created, used and integrated appropriately. Technology enhances lesson (is not an add-on) Uses a variety of instructional technology

| 3.6. Delivers lessons that reflect high expectations for all learners. | Candidate does not deliver lessons that reflect high expectations for learners

AND

Passively involves learners. | Candidate delivers lessons that attempt to reflect high expectations for some learners.

AND/OR

Includes at least one activity that actively involves learners

AND/OR

Demonstrates low expectations for SOL-relevant learning during instruction. | Candidate delivers lessons that clearly define high expectations for all learners

AND/OR

Encourages deep understanding of lesson topics by all learners

AND/OR

Includes meaningful use of the SOLs and expects students to ask and answer relevant questions during the lesson." | ME+:

Candidate assists each student in generating personal academic goals

AND

Engages students in enrichment/extension activities. | SOLs and objectives are explicitly stated and aligned with assessment

Written feedback on lessons from coop

Creates extensions for all grouping levels

Challenges students through questioning or other means |
|---|---|---|---|---|---|
| 3.7 Integrates students' use of higher level thinking skills in instruction | Candidate does not integrate students' use of higher level thinking skills in instruction

AND

Does not engage learners in critical thinking, creativity, or collaborative problem solving, as seen through objectives, activities, and/or questioning.

AND

Does not make connections between concepts or address differing perspectives. | Candidate attempts to integrate students' use of higher level thinking skills in instruction

AND/OR

Makes efforts to engage learners in critical thinking, creativity, and problem solving, as seen through objectives, activities, and/or questioning.

AND/OR

Makes some connections between concepts and sometimes addresses differing perspectives. | Candidate engages learners in critical thinking, creativity, and collaborative problem solving, as seen through objectives, activities, and/or questioning

AND

Connects concepts and addresses differing perspectives. | ME+:

Candidate gives learners the knowledge and skill to independently think critically, creatively, and collaboratively

AND

Gives learners the knowledge and skill to independently make connections and consider differing perspectives. | Levels of Bloom's taxonomy in instruction (questioning, activities, etc…)

Observation records |

3.8 Monitors and adjusts lessons to meet students' needs.	Candidate does not monitor the classroom to make appropriate adjustments to instruction as needed.	Candidate inconsistently monitors the classroom or misreads the classroom AND/OR Makes no or inappropriate adjustments to instruction.	Candidate monitors the classroom and makes appropriate adjustments as needed.	ME+: Candidate displays advanced degrees of classroom and student awareness and often anticipates making adjustments before they are needed.	Observation records Modifies instruction in the moment Self-reflections Self-Assessment Video
3.9 Provides consistent and timely feedback to students.	Candidate gives little or no feedback to learners about their work during instruction OR Fails to provide feedback in a timely manner during instruction.	Candidate gives non-specific feedback to learners during instruction AND/ OR Gives generalized feedback focused on correctness or incorrectness rather than next steps for improvement or growth during instruction. AND/OR Inconsistently provides feedback in a timely manner during instruction.	Candidate gives specific feedback to students that informs them of their strengths and weaknesses AND gives ways to improve during instruction AND Consistently provides feedback in a timely manner during instruction.	ME+: Candidate gives opportunities to students to reflect on their own learning performance and ways to improve during instruction.	Observation records Teacher oral feedback and written comments on student work, including assessments Teacher conferences with students Teacher articulates and sticks to timeline for returning student work

Performance Standard 4. Assessment of/for Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.

Component	Needs Improvement- 6.5 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
4.1. Uses assessment data to develop expectations for students, differentiate instruction, and document learning.	Candidate does not use assessment data to develop expectations for students, differentiate instruction, and document learning.	Candidate incorrectly uses assessment data to develop expectations for students OR Lacks differentiated instruction based on assessment. OR Sporadically documents student learning.	Candidate correctly uses assessment data to develop appropriate expectations for students, to differentiate instruction, and to document learning.	ME +: Candidate shares assessment data with students AND Collaborates with students to develop goals for learning AND Communicates assessment results to all stakeholders to improve student growth and success.	Pre-tests Post-tests Lesson plans differentiated based on student achievement Conversations about how data was used
4.2. Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.	Candidate does not use a variety of formative and summative AND Uses assessments that are not valid or appropriate for the content and students.	Candidate relies on 3 or fewer varieties of formative and/or summative assessments AND/OR Uses assessments that are misaligned with SOLs or objectives taught AND/OR Uses assessments that are not appropriate for students.	Candidate uses a variety (4+) of formative and summative (both teacher-created and performance-based) assessments that are aligned and appropriate for the content and students.	ME+: Candidate provides opportunities for students to select the method by which they will demonstrate their learning.	Tests, quizzes, projects with rubrics, and other assignments Variety of formative/ summative assessments

				ME+:	Rubrics
4.3 Uses grading practices that reflect mastery of content goals and objectives.	Candidate uses grading practices that are not related to content objectives/essential skills

AND

Uses grading practices that do not effectively assess student performance on objectives/essential skills. | Candidate uses grading practices that are not related to content objectives/essential skills

OR

Uses grading practices that do not effectively assess student performance on objectives/essential skills. | Candidate uses grading practices that are related to content objectives/essential skills

AND

Uses grading practices that appropriately reflect student mastery of content goals and objectives. | Candidate varies grading practices to address diverse ways of learning/ learning styles.

AND

Encourages learners to monitor and track their own performance and to self-assess. | Written information regarding grading practices (syllabi, team/dept./ school practices)

Unit plans showing correlation to objectives and assessment

Teacher references to rubrics prior to assessment |
| **4.4 Provides ongoing, timely, and specific feedback to students on student progress.** | Candidate does not provide ongoing, timely, and specific feedback to students on their progress. | Candidate gives sporadic feedback to students over time

AND/OR

Focuses more on correctness or incorrectness rather than next steps for improvement. | Candidate gives ongoing, timely feedback to students that informs them of their strengths and weaknesses AND suggests ways to improve. | ME+:

Candidate effectively communicates assessment results to stakeholders (e.g., intern's instructional assessments are shared with parents or school colleagues also involved with students learning). | Written comments on assignments

Short assignment return time |
| **4.5 Provides evidence of timely and appropriate intervention strategies for students not making adequate progress** | Candidate does not provide evidence of timely and appropriate intervention strategies for students not making adequate progress

AND

Implements assessments that are not compatible with IEPs, 504 plans, or with other individual student learning needs. | Candidate provides evidence of intervention strategies that are either timely or appropriate, but not both

OR

Uses formative assessment data to inform instruction on an inconsistent basis. | Candidate provides evidence of timely and appropriate intervention strategies

AND

Implements assessments that are compatible with students' special learning needs, IEPs, and 504 plans. | ME+:

Candidate creates individualized intervention strategies that equip students with tools to progress on their own. | Differentiation/ remediation strategies

Consultations with building specialists, coops, supervisors

Evidence of RTI or other intervention strategy |

Performance Standard 5. Learning Environment
The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Component	Needs Improvement-6.5 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
5.1 Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening, and enthusiasm for learning	Candidates does not establish and maintain relationships with students to promote rapport and engagement AND Does not model courtesy, active listening, and enthusiasm for learning.	Candidate is beginning to maintain an environment in which students feel respected and motivated by initiating interactions OR Is beginning to model courtesy, active listening, and enthusiasm for learning.	Candidate exhibits clear indication of relationships with students that promote rapport and engagement, as seen through personal interactions AND Models courtesy, active listening, and enthusiasm for learning and expects students to do the same.	ME+: Candidate uses multiple means to create a climate of trust, mutual respect, equality, and teamwork AND Has successfully involved students in modeling courtesy, active listening, and/or enthusiasm for learning.	Uses interest inventories/ student surveys Tone of voice/words are respectful– teacher and students Teacher listens to students Teacher uses the SOFTEN approach Class meetings are held to discuss issues Teacher uses student names Teacher refers content to student experiences, interests Teacher uses effective praise which is specific and genuine Students actively participate in the lesson.
5.2 Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom.	Candidate does not create and maintain a physical setting that is appropriate for activities and efficient and safe for movement around classroom.	Candidate creates and maintains a physical setting that is appropriate for some activities OR Creates a setting that interferes with physical transitioning and movement around the classroom.	Candidate establishes a physical setting that is tailored to activities and promotes safe, efficient movement for all students, including those with disabilities.	ME+: Candidate has established routines for the physical setting that enable students to anticipate and prepare the physical setting appropriately and safely.	Physical setup changes with purpose of lessons Materials are ready for use and easily accessible Teacher moves quickly and easily about the room Students can easily move about the room Students can easily see main instructional area Efficient routines used when physically transitioning into a new arrangement Students with disabilities are purposely planned for in the room and for each lesson Blueprint of room/ arrangement

5.3 Establishes and maintains clear expectations for classroom rules, routines, and procedures involving students as appropriate	Candidate does not establish and maintain expectations for classroom rules, routines, and procedures.	Candidate attempts to establish and maintain expectations for classroom rules, routines, and procedures, but does not adjust the management plan to maintain positive classroom behavior. AND/OR Does not involve students appropriately.	Candidate establishes and maintains clear expectations for classroom rules, routines, and procedures through a variety of means AND Involves students, as appropriate, in creating and maintaining classroom policies.	ME+: Candidate re-assesses rules, routines, and procedures based on students' changing needs and behavior. AND Creates expectations that are individualized, depending on student or class AND Systematically involves students in creation of classroom policies.	Clear rules, routines, and procedures are posted and communicated to students and parents New routines and rules are developed as necessary I Individualized rules are created as necessary Teachers and students practice rules/routines/procedures on a regular basis
5.4 Creates an atmosphere of respect for individual differences and cultural diversity.	Candidate does not demonstrate awareness of individual differences or cultural diversity OR Does not use this knowledge to promote an atmosphere of respect between and with students.	Candidate is aware of individual differences and/or cultural diversity AND Attempts to use this knowledge to develop an atmosphere of respect between and with students.	Candidate creates an atmosphere of respect that purposefully accounts for individual differences and/or cultural backgrounds AND Provides opportunities for students to share their individual and cultural differences with others.	ME +: Candidate creates a classroom environment that celebrates all kinds of diversity by using these differences and individual interests to promote engagement and/or understanding of content.	Teacher pronounces names correctly Teacher uses various cultural/gender examples in teaching Teacher demonstrates awareness and respect for students' cultural backgrounds. Teacher provides opportunities for sharing of various individual differences. Teacher equally engages students of differing gender, race, or culture. Teacher avoids negative behaviors such as stereotyping.
5.5 Provides opportunities for students	Candidate does not provide	Candidate provides opportunities	Candidate models and provides	ME +: Candidate	Conflict resolution process is taught to students and used on a

to develop self-direction, self-discipline and conflict resolution skills	opportunities that encourage students to evaluate and resolve their own conflicts or behavior

OR
Does not provide opportunities for students to work and resolve problems independently. | for students to evaluate their own behavior but does not provide the tools they need for self-direction

AND/OR

Does not encourage students to work and resolve problems independently | opportunities to practice conflict resolution

AND

Equips students with tools they can use to evaluate and redirect their own behavior

AND

Provides opportunities for students to work independently or cooperatively to resolve problems with guidance from the teacher. | provides multiple tools to help students identify needs, set goals, and re-evaluate their own behavior and/or progress

AND

Allows students to work alone and/ or cooperatively to resolve problems with little or no help from the teacher. | consistent basis

Students are given opportunities to plan their own work, make choices, and correct themselves

Opportunity for class meetings is provided as appropriate

Student goal-setting is ongoing |
| **5.6 Implements a clear cohesive plan for behavior management** | Candidate does not have nor implement a clear cohesive plan for behavior management

OR

Ignores or does not address student behavior

OR

Often needs support from cooperating teacher to maintain positive behavior.

OR
Enforces consequences that are inappropriate. | Candidate has a proactive positive behavior management plan in place

AND/OR

Needs help with individual student behavior.

AND/OR
Enforces consequences on an uneven basis. | Candidate has a proactive positive behavior management plan that includes appropriate consequences for misbehavior

AND

Clearly establishes, communicates, and enforces consequences for misbehavior on a consistent basis.

AND
Makes necessary adaptations to behavior management plan as needed.

. | ME +:

Candidate involves students in the creation, implementation, and enforcement of behavior management plans on both a class and an individual level. | Teacher articulates a behavior plan, with specific details on rewards and consequences

Ongoing review of behavioral expectations is provided.

Behavior chart or other system is in place

Communication with parents is evident |

Performance Standard 6. Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.

Component	Needs Improvement-6.5 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
6.1 Completes work in a timely fashion that accurately and thoroughly responds to assignments.	Candidate does not submit work on time OR Submits incomplete work. OR Submits incorrect or superficial work.	Candidate submits some but not all work on time AND/OR Submits works that is complete but still has weaknesses in accuracy or thoroughness.	Candidate submits all work on time. AND Submits work that is complete, accurate and thorough.	ME+: Candidate allows sufficient time for revision and feedback prior to deadlines AND Submits work that shows deep analysis and original ideas.	Internship assignments and classroom deadlines Accuracy of spelling/punctuation/ grammar
6.2 Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development.	Candidate does not reflect on personal strengths or weaknesses OR Does not accept constructive feedback in a professional manner OR Does not seek opportunities for professional development.	Candidate superficially reflects on performance and/or requires prompting to do so AND/OR Is beginning to accept constructive feedback in a professional manner AND/OR Does not take full advantage of professional development opportunities.	Candidate actively reflects of strengths and weaknesses AND Solicits feedback for improvement and responds in a professional manner AND Attends appropriate and available professional development opportunities.	ME+: Candidate moves from reflection to changes in practice AND/OR Actively seeks opportunities to extend professional development.	Bottom of lesson plan reflection Weekly reflections Post-observation conferences Evidence of seeking and using student feedback
6.3 Keeps parents/guardians informed of classroom activities and student progress through ongoing communication.	Candidate does not communicate with parents or guardians.	Candidate superficially communicates with parents or guardians AND/OR Does not communicate regularly	Candidate communicates with parents or guardians regularly AND Focuses communication on student activities and academic progress.	ME+: Engages in two-sided, ongoing, communication with parents or guardians, with the intent of jointly supporting student success.	Emails Notes in agendas Parent contact log Flyers, newsletters Websites Notes on interims/ grades

| 6.4 Collaborates with colleagues and peers to develop skills and incorporate learning into instructional practice | Candidate does not collaborate with colleagues and peers to develop skills AND/OR Does not incorporate new skills or learning into instructional practice. | Candidate is beginning to collaborate with colleagues and peers to develop skills AND/OR Is beginning to incorporate new skills or learning into instructional practice. | Candidate collaborates with colleagues and peers to develop skills AND Incorporates new skills and learning into instructional practice. | ME+: Candidate initiates contact with colleagues and peers by sharing his/her own ideas and activities. | Calendar Agendas for meetings showing participation Written documentation (formal and informal) from coop Attends dept/grade level meetings Seeks input from school specialists |

CRITERIA FOR TEACHER LICENSURE

Upon completion of the state approved Christopher Newport Teacher Preparation Program requirements, **including completion of the teacher internship with at least a grade of 'C-,'** the teacher intern will be eligible to apply for a ten-year renewable license to teach in the Commonwealth of Virginia. Candidates with a bachelor's degree will be issued a **Collegiate Professional License**. Those with a graduate degree will be issued a **Postgraduate Professional License**.

Along with a College Verification form (DA-035), the Director of Teacher Internship will submit the following items to the Virginia Department of Education (VDOE):

✓ An Application for Initial Virginia License form (DA-034) completed by the intern.

✓ $100.00 check or money order payable to the Treasurer of Virginia, for in-state residents. Licenses mailed out-of-state will cost $150.00.

✓ **Official Transcripts** for all course work completed at institutions <u>other than</u> CNU and not listed on a CNU transcript (The Director of Teacher Internship will obtain an official CNU transcript).

✓ Passing scores on the appropriate Praxis II Content Knowledge Tests

✓ Passing scores for the Reading for Virginia Educators (RVE) Test (elementary only)

✓ Passing scores for the Virginia Communication and Literacy Assessment (VCLA)

✓ Certificate of completion of Child Abuse and Neglect Recognition training

✓ CPR/AED/First Aid certification (must include a hands-on component)

✓ Certificate of completion of the Dyslexia Module

✓ Certificate of completion of the Restraint and Seclusion Module

✓ Certificate of completion of the Civics Module (elementary only)

All of these details will be discussed at Seminar 8 at the end of the internship with the Director of the Teaching Internship. The process of obtaining the license normally takes six to eight weeks following the internship experience. This allows time for grades and official licensure codes to be posted to final transcripts, mailing time, and time for VDOE analysts to review and issue the license. The license is mailed directly to the address the student listed on the application. The Human Resource Department of the hiring school will request a copy of the official license for their files upon offering a teaching position.

Teaching licenses may be revoked or denied if any information is misrepresented or falsified.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The role of the cooperating teacher is a critical link in the chain of teacher preparation. More than any other experience, a successful teacher internship correlates to an effective first-year teacher. As a cooperating teacher, you will model appropriate teaching methods and techniques. You will also teach the responsibilities inherent to the profession and the magnitude of the job. All the while, you are responsible for maintaining the best possible instructional program for the students in your classroom. Much of the success of the internship experience will depend upon your relationship with the intern. Responsibilities of the cooperating teacher include:

Orientation

The first day(s) of the teacher internship experience is an important time to dispel through proper orientation some of the anxieties that the student teacher may possess. The cooperating teacher should:

- Acquaint the intern with the lay-out of the school and school routines such as where to park, expected arrival time, where to sign in if it is a school requirement, what is expected during the lunch period, bus/hall duty schedules, faculty meeting schedules. Provide the intern with a faculty handbook if possible. Introduce the student teacher to other staff and faculty. Review school procedures for such things as fire drills and arrival/dismissal.
- Establish a mutually agreed upon time for daily conferencing/planning. If this is left to chance you may both be frustrated and communication will surely break down.
- Explain the classroom management plan including routines, how student attendance is taken, seating arrangements and other organizational plans, student incentives, rules and consequences, excuse forms, hall passes, and any other standard forms or procedures. Provide the intern with a copy of the school/division's student handbook.
- Explain how the intern should contact you and the school if s/he must be absent.
- Review procedures for communicating with parents.

Instructional Guidance

In serving as a **role model** for the intern as s/he develops successful teaching techniques and a true understanding of the teaching-learning process, you should:

- Provide a desk or work place supplied with necessary instructional materials for the intern. The intern should be provided with copies of textbooks and curriculum guides, as well as any other resource materials that s/he will need.
- Share and discuss your pacing and curriculum guides, lesson plans, and the reasons for your choice of methods, materials and activities. Explain goals and objectives in relation to scope and sequence and to the SOL initiatives.
- Model effective teaching techniques, including how to provide for individual student differences.
- Develop with the intern a weekly schedule for the intern as s/he gradually assumes full responsibility for the classroom.
- Assist the intern in developing his/her initial lesson plans, giving specific help in the selection of objectives, instructional materials, and teaching techniques**.** Initial planning should include input from both you and the intern, moving toward independent development of plans by the intern. All lesson plans for the upcoming week are to be approved by you Thursday of the week prior.

- Collaborate on planning and co-teach lessons in the first few weeks to establish the authority of the student teacher and to assist in developing instructional fluency and routines.
- Demonstrate how to assess student performance and how to document and maintain records of student progress. Grade book and grading procedures, notification procedures for failing students, diagnostic testing and placement procedures, and general documentation procedures should be specifically explained.

Evaluation

Evaluation should be continuous and ongoing throughout the teacher internship experience to provide the opportunity for the intern to experience exploration, trial and error, and the discovery of an effective and personalized teaching style. You should:

- Provide continuous informal assessment through observations, daily exchange of teaching ideas and suggestions, written comments on lesson plans and brief conferences during the daily scheduled time. Constructive feedback should be given along with suggestions on ways to monitor and adjust teaching techniques before and after each lesson in the early stages of the experience.
- Complete one written evaluation AFTER EACH OBSERVATION, using the Teacher Internship Observation Form, and meet with intern to discuss.
- Communicate with the University Supervisor at least once every two weeks to discuss intern progress.
- Complete a mid-term evaluation, working with the intern and the university supervisor to develop a plan of action for improvement if necessary.
- Complete a disposition evaluation for each assigned student teacher intern at the mid-point of the internship.
- Complete a final evaluation (to be given to the university supervisor and included in the intern's employment placement file).
- Meet with the intern and university supervisor at midterm and final evaluation points to review the intern's progress.
- Assist the intern in arranging an observation and evaluation from a building administrator (principal, asst. principal, program director, etc.)

Professional Development

- Arrange observation opportunities for the intern in other classes/grade levels.
- Involve the intern in other teaching-related experiences such as parent conferences, child-study and IEP/504 meetings, faculty meetings, and staff development activities.
- Provide guidance and assistance in the development of the intern's Teacher Impact Study.
- Set a good example through professional behavior and demeanor toward students, school, district, and community.
- Provide recommendations for the intern, if asked.

Midterm and Final Evaluation Form for Cooperating Teachers

Student Teaching Intern: _____ **Cooperating Teacher:** _____
School: _____ **Grade Level/Subject:** _____

Date of Evaluation: _____
Type of Evaluation: **Midterm** _____ **Final** _____

Directions: Please evaluate your intern on the standards/components below. For each component, check the level of performance at which you believe your intern is performing. Then, assign an overall rating for each Standard. Please provide sample evidence as appropriate. *At midterm any overall rating of Needs Improvement requires an action plan for improvement.

Exemplary/Exceeds Expectations-the intern clearly understands the standard/components, is implementing them effectively on a consistent basis, AND performs at a level beyond that which is expected for a novice teacher. *Exemplary scores are not awarded for certain components.

Satisfactory/Meets Expectations-the intern is effectively implementing the elements of the standard/components on a relatively consistent basis and performing at a level consistent with expectations for a novice teacher.

Developing/Emerging-the intern appears to understand the theory behind the standard/components, is beginning to satisfactorily implement the elements intermittently, and is moving toward performing at a level expected for a novice teacher.

Needs Improvement-the intern has not demonstrated an understanding of the standard and/or components and is performing below expectations for a novice teacher.

Any components/overall standard scores receiving "needs improvement" must be accompanied by comment/documentation. Other areas may be commented upon, as appropriate.

Performance Standard 1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*		
Standard 1 Overall: _____Exemplary/Exceeds Expectation _____Satisfactory/Meets Expectations _____Developing/Emerging _____Needs Improvement		
Component	**Performance Level**	**Evidence**
1.1 Demonstrates complete and accurate knowledge of the subject matter.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	

Performance Standard 2. Instructional Planning
The teacher plans using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.

Standard 2 Overall:
_____**Exemplary/Exceeds Expectation**
_____**Satisfactory/Meets Expectations**
_____**Developing/Emerging**
_____**Needs Improvement**

Component	Performance Level	Evidence
2.1. Uses student learning data to guide planning	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
2.2. Develops plans that are clear, logical, sequential, and integrated across the curriculum	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
2.3. Uses existing materials or creates new materials that are challenging and engaging.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
2.4. Plans time realistically for pacing, content mastery, and transitions.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
2.5. Plans for differentiated and relevant instruction for students' learning needs, including TAG, ELL, SPED, etc…	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
2.6. Plans lessons that reflect high expectations for all learners.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	

Performance Standard 3. Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual needs.

Standard 3 Overall:
_____**Exemplary/Exceeds Expectation**
_____**Satisfactory/Meets Expectations**
_____**Developing/Emerging**
_____**Needs Improvement**

Component	Performance Level	Evidence
3.1 Provides learning experiences that challenge, motivate, engage and maintain students' attention.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.2 Delivers directions, procedures and instructions that are clear, detailed and accurate.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.3 Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.4 Demonstrates the ability to pace instruction, including introduction, learning activities, and closure.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.5 Uses instructional technology, materials, and resources to enhance learning	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.6 Delivers lessons that reflect high expectations for all learners.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.7 Integrates students' use of higher-level thinking skills in instruction.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.8 Monitors and adjusts lessons to meet students' needs.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.9 Provides consistent and timely feedback to students.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	

Performance Standard 4. Assessment of/for Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.

Standard 4 Overall:
_____Exemplary/Exceeds Expectation
_____Satisfactory/Meets Expectations
_____Developing/Emerging
_____Needs Improvement

Component	Performance Level	Evidence
4.1. Uses assessment data to develop expectations for students, differentiate instruction, and document learning.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.2. Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.3 Uses grading practices that reflect mastery of content goals and objectives.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.4 Provides ongoing, timely, and specific feedback to students on student progress.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.5 Provides evidence of timely and appropriate intervention strategies for students not making adequate progress	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	

Performance Standard 5. Learning Environment *The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

Standard 5 Overall:
_____Exemplary/Exceeds Expectation
_____Satisfactory/Meets Expectations
_____Developing/Emerging
_____Needs Improvement

Component	Performance Level	Evidence
5.1 Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening and enthusiasm for learning	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
5.2 Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
5.3 Establishes and maintains clear expectations for classroom rules, routines and procedures involving students as appropriate	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
5.4 Creates an atmosphere of respect for individual differences and cultural diversity.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
5.5 Provides opportunities for students to develop self-direction, self-discipline and conflict resolution skills	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
5.6 Implements a clear cohesive plan for behavior management	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	

Performance Standard 6. Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.

Standard 6 Overall:
_____**Exemplary/Exceeds Expectation**
_____**Satisfactory/Meets Expectations**
_____**Developing/Emerging**
_____**Needs Improvement**

Component	Performance Level	Evidence
6.1 Completes work in a timely fashion that accurately and thoroughly responds to assignments.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
6.2 Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
6.3 Keeps parents/guardians informed of classroom activities and student progress through ongoing communication.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
6.4 Collaborates with colleagues and peers to develop skills and incorporate learning into instructional practice.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	

Summary Comments for Midterm_____ or Final Evaluation_____ (check one) :

_____   _____
       Student Teaching Intern Signature   **Date**

_____   _____
       Cooperating Teacher Signature   **Date**

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor is the coordinating link between Christopher Newport University's Teacher Preparation Program and the cooperating schools and teachers. As a university supervisor, you should:

- Serve as a liaison between the university and the cooperating school, cooperating teacher, and intern.
- Communicate and promote the objectives of the internship experience to the intern and the cooperating teacher/school.
- Act as a resource person to the intern and the cooperating teacher by sharing innovative methods, procedures and materials, research findings, and current trends.
- Assist the cooperating teacher in guiding the intern. You can help focus purposeful conferencing, assist in resolving problems that may develop and/or arrange through the Director of Teacher Internship for a reassignment of the intern if the need arises.
- Make routine observations (Elementary = 7-8 visits; Secondary/PK-12 = 6-7 visits) of the intern's performance and provide evaluative feedback using the Teacher Intern Observation Form. Observations will include review of all components of the student teaching notebook.
- Receive and respond to interns' daily and weekly reflections.
- Review lesson plans for content and clarity. Observe to assure that lesson plans are being implemented appropriately.
- Provide written feedback after each observation and schedule post-observation conferences as often as possible.
- Schedule discussions with the cooperating teacher at least once every two weeks.
- Review the intern's videotapes and respond to them in writing; review self-evaluations completed by the intern.
- Supervise the development of the Teacher Impact Study, including collection and analysis of evidentiary data for meeting program standards. Periodic reviews of the impact study should be conducted before the final review, accompanied with your signature to indicate that you did review each section of the impact study prior to the intern submitting it for a grade.
- Complete a mid-term evaluation, working with the intern and the cooperating teacher to develop a plan of action for improvement if necessary.
- Complete a disposition evaluation for each assigned student teacher intern at the mid-point of the internship.
- Schedule at least two three-way conferences between the intern, the cooperating teacher and the university supervisor to discuss progress. The mid-term evaluation and final evaluation are the suggested times for these conference.
- Complete TWO final evaluations to be included in the intern's placement file. The FIRST final evaluation is "clean" and should be marked as such, because it is completed without any input from the cooperating teacher. The SECOND final evaluation should be completed AFTER your joint meeting with the cooperating teacher and intern and should be marked "joint." It is acceptable to make a change to your rating of the intern after the joint meeting with the cooperating teacher and intern on your second final evaluation. Both evaluations are to be submitted to the Director of Teacher Internship based on the Internship calendar.
- Evaluate Impact Studies submitted by interns other than your assigned intern using the AQUA Evaluation system.

- Assign the intern's final grade after consulting with the cooperating teacher, reviewing all evaluations and the completed impact study, and conducting an exit interview with the intern. Any grade of C+ or below must be discussed with the Director of Teacher Internship prior to assignment.
- Provide recommendations for the intern, if asked.
- Complete the Internship Survey at the end of the internship. This information informs decisions made by the Office of Teacher Preparation and must be reported to numerous stakeholders.

It is the responsibility of the university supervisor to recommend removal of any intern who has demonstrated lack of instructional effectiveness, lack of preparation in a subject area, lack of effectiveness in dealing with students, or who is not meeting the requirements of the teacher internship experience for any reason. The decision to remove an intern will be made jointly by you and the Director of Teacher Internship, with input from the cooperating teacher/school where appropriate. Any report indicating unprofessional conduct on the part of the intern is immediate grounds for removal from the internship and failure of the internship course (TCHG 510). Removal from the internship may prohibit re-applying for or re-taking TCHG 510. The intern may appeal in writing any decision to the Director of Teacher Internship.

Impact Study Development

The student teacher interns will complete an impact study as the culminating project of their teacher preparation program.

The main goals of this assignment are:
- To evaluate whether the intern can design and analyze appropriate assessments;
- To provide an opportunity for the intern to evaluate and reflect upon ability to impact student learning;
- To provide an opportunity for the intern to produce actual evidence of student learning;
- To evaluate the intern's ability to use assessment-based decisions to drive instruction;
- To allow the intern to self-evaluate professional competencies;
- To provide supporting evidence of the intern's professional expertise and capabilities according to state and program standards.

Information on the impact study, including specific requirements and evaluation, is located on pp. 55-73 of this handbook, and will be reviewed at the impact study seminar. The impact study is a significant portion of the teacher internship final grade and must be completed satisfactorily (42 out of 60 impact study points) in order to successfully pass the internship. Impact studies that are turned in late may be penalized.
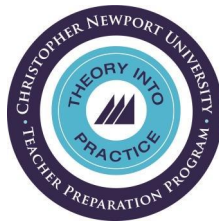
Teacher Intern Impact Study Overview

The teacher impact study is the culminating project of your program.

Goals
The main goals of this assignment are:

1) to evaluate whether you can design and analyze appropriate assessments;
3) to provide an opportunity for you to evaluate and reflect upon your ability to impact student learning;
4) to provide an opportunity for your to produce actual evidence of student learning; and
5) to evaluate your ability to use assessment-based decisions to drive instruction

Your Teacher Impact Study is submitted <u>electronically</u> at the end of the student teaching internship. It should look as professional as possible.

> * The final document should be typed on standard 8 ½ x 11" paper. Each item should be clearly identified/labeled. Tabulations and/or Tables of Contents are recommended.

> * Student work samples should have student names removed; any pictures of students should have faces blurred or have the permission of the parent.

The Impact Study is worth 30 points of your final internship grade. Please make sure you review the Impact Study Rubric carefully as you are putting your Impact Study together, as it contains valuable information for you. All Impact Study components must be signed off on by both the intern and the university supervisor.

 ***<u>Note:</u> Impact Studies that are not well-written or that contain distracting grammar or mechanical errors may be penalized up to three (3) points.

TEACHER INTERN IMPACT STUDY COMPONENTS

Required Components of the Impact Study:

1. **Title Page**
   Teacher Intern Impact Study
   Your Name
   Semester_____ Year_____
   School Site_____
   Grade Level and Subject(s) _____

2. **Description of the Learning Environment**
   a. Describe the school in one paragraph (name of district, demographic information, key information about the student body)
   b. Describe the students in the class included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, and physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs describing this class and concluding with your thoughts on what these demographics mean for your instruction.
   **Both a and b due to supervisor Jan. 28

3. **Planning for Instruction**
   a. Review the subject/grade level curriculum guide to find out which topics and standards will be covered during your student teaching time period. Choose a unit for your impact study. Begin collecting resources on that topic (school textbooks, on line information, web sites).
   **Due to supervisor Jan. 28

   b. Write a detailed unit plan, following the unit plan template given to you in TCHG 516, including title of unit and length/duration of unit, SOLs addressed, essential knowledge/skills, essential vocabulary, assessment/evaluation, materials, and a brief summary of activities.
   **Due to supervisor Feb. 4

   c. Complete the Implementing Instruction Template. Include all elements of the template, including SOLs, and an explanation of the critical thinking skills to be addressed (refer to Bloom's Taxonomy). Address cultural and interdisciplinary connections, as well as plans to integrate technology. This template should match/reflect what is on the unit plan template.
   **Due to supervisor Feb. 4

   d. Include at least 3 complete daily lesson plans from the unit, on the long-form, with accompanying materials and completed self-reflections (at bottom of plans). Select one plan from the beginning of the unit, one at mid-point, and one at the end.

On your lesson plans, be sure to describe any adaptations to instruction and/or assessment for diverse learners (e.g., ELL, SPED, TAG), as well as to address critical thinking and student engagement. Pay particular attention to how you show differentiation for the two students you selected to study in depth. ***Due in final impact study.**

4. Implementing Instruction

   a. Teach lessons from the unit. After each plan, reflect in writing on the effectiveness of the plan and your teaching, including how you assessed student learning. Include adaptations you will make to the plan in the future to maximize student learning.

   b. Provide evidence of effective implementation of instruction by including the following items:

1. At least ONE observation evaluation by your cooperating teacher that verifies effective implementation of instruction based on one of the 3 lessons plans included in the work sample.
2. ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction based on one of the 3 lessons plans included in the work sample.
   *If possible, the cooperating teacher and university supervisor should observe the same lesson.

**Due in final impact study, but collected during unit

5. Assessment of Student Learning

Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your impact study:

   a. A **pre-test** to discover what students already know prior to your unit. Analyze the data and compile results in chart form by individual student and question (essential content/skill). Discuss the data/results in terms of what the results mean for your instruction. Based on your data, generate at least one specific learning goal (SMART goal) for your students.

A SMART goal is one that is:

*S*pecific—is focused by content area and learners' needs
*M*easurable-uses an appropriate instrument/measure to assess the goal.
*A*ppropriate-is clearly related to the role and responsibilities of the teacher
*R*ealistic-is attainable
*T*ime-bound-is limited to the scope of the work sample unit

Examples:

During the instructional unit on _____, all students will improve their math problem-solving skills by 15% as measured by pre- and post-test data.

During the instructional unit on _____, ESL students in the lowest reading group level will improve their vocabulary skills by 15% as measured by pre- and post-test data.

During the instructional unit on _____, the percentage of all special needs students scoring in the proficient or "pass" category on the pretest will increase by 10% as measured by the post-test.

During the instructional unit on _____, all students will improve their performance by at least 15%, as measured by pre- and post-test data. Additionally, at least 90% of students will receive a passing score (75 or better) on the post-test.

Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. ***You will use the same pre-test as the post-test for your unit.***

**Initial pretest due to supervisor for feedback by Feb. 11; pretest with written discussion is due in final impact study, <u>but MUST be submitted to supervisor for preview before then.</u>

b.   A **post-test instrument** (typically, a 'unit test') to discover what students know and can do at the end of the unit. This will be the SAME TEST as the pretest, but the question order will be rearranged. Compile the results and display them in chart form, comparing the pre-test data to the post-test data by student and question, by class and question, and also by essential skill/content and question (three charts total). Based on the data, discuss what your students did/did not achieve, as well as their attainment of the SMART goals.

**Due in completed impact study, but implemented during unit. <u>MUST be submitted to supervisor for preview before turning in the study.</u>

c.   At least **two formative assessments** conducted during the unit, including an analysis of how you assessed them. Describe how these formative assessments impacted your future instruction.
**Due in completed impact study, but implemented during unit. <u>MUST be submitted to supervisor for preview before turning in the study.</u>

d.   A **culminating activity/project that is performance-based and its accompanying rubric. This project should target the unit's essential skills and content. Include the directions for the project/activity.** Analyze the results of the class performance as a whole on this project as it relates to your essential skills/content and discuss.
**Due in completed impact study, but implemented during unit. <u>SUBMIT idea for culminating activity/project and rubric to SUPERVISOR for REVIEW by Feb. 25.</u>

e. Examples of student work (2-4) from the culminating activity that demonstrate student performance on the actual assignment <u>MUST be included in your impact study</u>.

f. A **student survey** of teacher intern effectiveness. This should be a survey developed by you to that includes meaningful questions to help you assess your teaching effectiveness, including student perceptions of learning. This should be done at the conclusion of the unit. You should include a copy of the survey and an analysis of the results.
      **Due in completed impact study, but implemented during unit.
<u>MUST be submitted to supervisor for preview before turning in the study.</u>

6. Differentiation of Instruction
Select two students from your impact study class to examine in depth during the course of the unit. One student should be a high-performer and the other should be a low-performer or an ESL student.

Describe both students in terms of their learning strengths and weaknesses, and then explain how you differentiated instruction for them to meet their learning needs during this unit. This differentiation should be evident on the three lesson plans included with the unit, and/or in the accompanying materials. Include an analysis of the effects of this differentiation on the two students' engagement and learning, as well as their pre-/post-tests results and culminating activity.
      ****Due in completed impact study but <u>MUST be submitted to supervisor for preview before turning in the study.</u>**

7. Reflection on Teaching Effectiveness (a) and Professional Development Plan (b)
Reflect on the effectiveness of your instruction. Discuss how you plane to modify future instruction to better meet students' needs. In your reflection:

a1. Identify the degree to which your unit plan's essential skills, SMART goals, and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this. (May do this as a chart, with percentages.)

a2. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.

a3. What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.

a4. Discuss your most significant insight about teaching this content/unit. Link this insight to theories you have learned about effective teaching.
      ****Due in completed impact study but <u>MUST be submitted to supervisor for preview before turning in the study.</u>**

b. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future. Use the CNU Teacher Intern Evaluation Matrix (six standards and components) in your reflection.

Set several specific goals for improving your teaching and discuss your plan for achieving them.

**Due in completed impact study but <u>MUST be submitted to supervisor for preview before turning in the study.</u>

Teacher Impact Study: Step by Step

Note: Interns in PK-12 areas, will have different due dates for their work samples, as determined by the supervisor. The order of completion, however, is not changed and should be followed as listed below.

<u>Step 1:</u> (Items 2 a &b) Identify the class/block you want to use for your impact study. Use your demographic information (collected in August and updated now) to write a 2+ paragraph **narrative** about the school and the class you selected. Send to your supervisor for approval. **Due January 28**

<u>Step 2:</u> (Item 3a) Identify the unit that you will be using for the impact study. Type up a brief statement that discusses the unit topic, the SOLs covered, and possible materials/resources you will need. Send to your supervisor for approval. **Due January 28**

<u>Step 3: (Items 3 b & c)</u> Complete the Unit Plan Template and Implementing Instruction Template. Send to your supervisor for approval. **Due February 4**

<u>Step 4: (Item 5a)</u> Create your pre-test, using the specific skills/objectives you identified in your Unit Plan Template. Send to your supervisor for approval. **Due February 11**

<u>Step 5: (Items for 5d)</u> Create the idea for your culminating activity and rubric. Send it to your supervisor for review. **Due February 25**

<u>Step 6</u> (Item 5a, cont.)Administer your pre-test and analyze the results to determine where you need to begin your instruction and what kind of differentiation you will need to do. Create at least one SMART goal for student learning. **Two-three days prior to start of unit. Send SMART goal to supervisor for review.**

<u>Step 7. (Item 3d, 4a, and 4b)</u> Teach the unit. Remember to **include 3 plans with materials** from this unit in your final impact study. Remember to have both your coop and your supervisor **observe** one of these three selected lessons. Include their observation forms/feedback in your final impact study. **Initiate your** impact study **sometime around March 2022. This window may vary with supervisor/coop approval.**

<u>Step 8:</u> (Items 5b, 5c, 5d, 5e, 5f) Assess the unit (pre/post- tests, formative assessments, culminating activity, student survey). **Completed at end of unit; due in final impact study. Send each item to your supervisor for preview as you construct it.**

<u>Step 9: (Items 5 a-f)</u> Write the **narrative** that discusses your assessments (unit pre/post- tests, formative assessments, culminating activity, student survey) and how you used results to make

instructional decisions, including selecting your SMART goals. **Due in final impact study. Send each item to your supervisor for preview as you write it.**

Step 10: (Items 6a-d and 7) Write the **narratives** that discuss your reflection on teaching effectiveness in the unit and also your professional development plan. **Due in final impact study. Send to supervisor for preview as you write it.**

Step 11: Submit entire impact study electronically. **Due on April 25 by 12:00 noon. Send to supervisor for preview as you write it. Do NOT forget to include your completed signature page documenting that your supervisor previewed each impact study component.**

** The assembly of your final Impact Study should follow the order listed on

the following page.

*** This sign-off sheet should be included as the last page of the assignment.

SUPERVISOR SIGN OFF SHEET: IMPACT STUDY COMPONENTS***

Intern Name: _____

Impact Study Item	Intern Date of Submission and Initial	Supervisor Signature
1. Title Page		
2. Description of the Learning Environment, a and b—1 pg. +/-		
3. Planning for Instruction **b.** Unit Plan Template **c.** Planning for Instruction Template		
3d. Minimum of 3 lesson plans from the unit (1 beginning, 1 middle, 1 end) with materials		
4a. Reflections on the effectiveness lesson at bottom of plans		
4b. Copies of 1 evaluation by your cooperating teacher and 1 evaluation by your supervisor of a lesson observed from the three plans included.		
5a. Pre-test, with charts/graphs, SMART goals, and discussion—2 pg. +/-		
5b. Post-test, with charts/graphs and discussion as compared to pre-test—3 pgs. +/-		
5c. Discussion of formative assessments—2 pgs. +/-		
5d. Directions for the culminating activity, grading rubric, and discussion of student performance—2pgs +/-		
5e. Copies and discussion of student work from culminating project/activity		
5f. A copy of the student survey used, with analysis and discussion of the results—1 pg. +/-		
6. Narrative describing how instruction was differentiated for the two selected students. 3pgs +/-		
7 a1-4. Reflection of Teaching Effectiveness --4 pgs. +/-		
7b. Reflection on Professional Development and plan—4 pgs. +/-		

Christopher Newport University
Teacher Intern Impact Study Evaluation Rubric

Directions: Please rate this Impact Study according to the specified criteria below. Each item may receive only one score. Passing scores are those of 42 and above out of the 60 total available points. Additionally, any impact study that falls below 47 points must be scored by a second reader. The average of those two scores will then be given as the final grade.

VA/CNU Internship Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Intern Name: _____

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
	1. Title Page		X	X	X		X
N/A	**2 a & b. Description of Learning Environment**	X	Description includes demographic information about the school and selected class as a whole that is relevant to instruction, as well as information about particular individuals (ELL, SPED, TAG) within the class. The discussion of what these demographics mean for planning and instruction is grounded in pedagogical theory.	Description includes demographic information about the school and the selected class as a whole that is relevant to instruction There is discussion of what these demographics mean for planning and instruction.	Description is incomplete and/or missing key information.	There is no description of the learning environment.	
N/A	**3a. Planning for Instruction: Topics, SOLs, Resources**		X	X	X		X

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 2	3 b & c. Planning for instruction: Unit Template and Implementing Instruction Template	X	Unit plan follows required format and is aligned with SOLs and other standards. Critical thinking plays a key role and is exhibited across many of the content/skills identified. Technological, cultural, and/or interdisciplinary connections play a significant role and their integration is clearly identified.	Unit plan follows required format and is aligned with SOLs. Some critical thinking skills are addressed. Technological, cultural, and/or interdisciplinary connections are evident, but integration may not be clear.	Unit plan does not follow the required format. Critical thinking skills addressed are minimal or absent. Cultural, and interdisciplinary connections, as well as technology, play a minor role or are absent	There is no inclusion of the unit plan template **or** the implementing instruction template.	

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 2	3d. Planning for Instruction: Selected Lesson Plans	X	Lesson plans follow required format and include functional objectives translated into learning targets.

Higher-level thinking skills are integrated into objectives and activities.

All lesson activities are aligned with objectives, promote knowledge/skill acquisition through optimal sequencing, and address individual learner progress.

All activities are designed to promote active student engagement and are learner-centered.

The materials used are diverse and creative. | Lesson plans follow the required format and include functional objectives.

Attention to higher-level thinking skills is evident in objectives or activities.

All lesson activities are aligned with objectives and demonstrate reasonable sequencing.

At least one of the lesson's activities is learner-centered, and all activities promote knowledge/skill acquisition.

Some creativity in material design is evident. | Lesson plans do not follow required format and/or lesson objectives may not be functional.

Higher-level thinking skills are minimally addressed.

Lesson activities do not align with objectives and/or are sequenced inappropriately.

Lesson is not effective in promoting knowledge/skill acquisition. There are no learner-centered activities.

Instructional materials consist mainly of textbook, PPT, and/or commercially prepared materials. | Lesson plans are absent. | |

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 6	**4a. Implementing Instruction: Self Evaluation/ Lesson Reflections**	X	Self- Evaluation/ Lesson Reflections use specific evidence to support conclusions about lesson effectiveness and student learning and are linked to subsequent instructional changes. Analysis offers multiple strategies for improving instruction and student learning. Focus is in on the impact of the lesson on student learning.	Self- Evaluation/ Lesson Reflections offer suggestions for how the lesson might be improved, but do not cite specific evidence for instructional changes. Focus is on teacher behavior more than the impact of the lesson on student learning.	Self- Evaluation/ Lesson Reflections offer no evidence to support conclusions about student learning or a rationale for future instructional changes. Analysis is not tied to how the lesson might be improved.	There is no evidence of reflection.	
St. 3	**4b. Implementing Instruction: Evaluation by Supervisors/ Coops is present and supports lesson plans.**		X	X	X		X

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 4 and 7	5a. Presentation and Assessment of Student Learning: Pre-Tests and SMART goals	X	Graphic presentation of pre-test data is present, clear, and presented in more than two ways. The pre- test assessment is SOL-based and aligned with instructional objectives and other standards. Teacher analyzes the data, establishes several SMART goals based on student performance, and differentiates SMART goals for individual students	Graphic presentation of pre-test data is present and clear and is presented in at least two ways. The pre-test is SOL-based and aligned with instructional objectives. The teacher analyzes data and establishes at least one SMART goal based on student performance.	Graphic presentation of pre-test data is unclear and data presented is not meaningful for analysis. The pre-test is minimally aligned with SOLs and/or objectives. Analysis of data is not linked to any SMART goals and/ or SMART goals are inappropriate.	There is no pre-test data.	
St. 4 and 7	5b. Presentation and Assessment of Student Learning: comparison of Pre-/Post-Test Data	X	Graphic presentation of comparison of pre-/ post-test data is clear and easily understood. The post-test is SOL based and aligned with instructional objectives and other standards. Analysis discusses SMART goals and comparison of pre/post –test data in terms of both teacher and student performance. The data analysis and conclusions drawn demonstrate meaningful insight into student performance and future instruction.	Graphic presentation of pre-/post-test data is present but is unclear. The post-test is SOL-based and aligned with instructional objectives. Analysis discusses SMART goals and pre-/post-test results. The data analysis demonstrates meaningful insight into student performance or future instruction.	Graphic presentation of post-test data is unclear and data presented is not meaningful for analysis. The post-test is not aligned with objectives and/or SOLs. Analysis of post-test data is not linked to SMART goals and is not linked to pre-test data. The data analysis does not demonstrate insight for student performance or future instruction.	There is no post-test data.	

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 4 and 7	5c. Assessment of Student Learning: Formative Assessments	X	Formative assessments align to objectives/ learning targets; objectives/learning targeted are assessed in multiple ways. Grading /evaluation of assessments provides information for both teacher and students to adjust future instruction/ study. Narrative gives several examples of how instruction was specifically modified for the class and for individuals based on assessment.	Formative assessments align to objectives/ learning targets; objectives/learning targets are assessed in at least one way. Grading /evaluation of assessments provides information for teacher to meaningfully adjust future instruction. Narrative states how the formative assessment(s) impacted future instruction.	Formative assessments do not align to objectives/ learning targets. Grading /evaluation system is absent or unsatisfactory for providing meaningful instructional direction. Narrative provides no examples of how future instruction was modified.	There are no formative assessments.	

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 4 and 7	5d. Assessment of Student Learning: Culminating Activity and Rubric	X	The culminating activity and rubric assesses all or most objectives/learning targets through a performance task that focusses on critical thinking and multiple intelligences.	The culminating activity and rubric assesses objectives/ learning targets through a performance task.	The culminating activity and rubric fails to adequately assess objectives/learning targets.	There is no culminating activity.	
			Directions for the activity are clear. The rubric matches the directions, has clear, distinct, easily scored categories, and allows for student self-evaluation as well as teacher evaluation.	Directions for the activity are clear. The rubric matches directions and has clear, distinct, easily scored categories for teacher evaluation.	Directions for the project are unclear, and/or the rubric does not match directions.		
			Student performance results are analyzed and discussed in relationship to objectives/learning targets, including how the activity could be improved.	Results of student performance in the culminating activity are analyzed and discussed on an overall basis.	Results of student performance on culminating activity are not discussed.		
St. 4 and 7	5e. Assessment of Student Learning: Student Work (Examples of student work are included)		X	X	X		X

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 4 and 7	5f. Assessment of Student Learning: Student Survey	X	Student survey is clearly written, developmentally appropriate, and offers multiple ways for student response. Survey includes research-based, meaningful criteria for examining teaching effectiveness. Analysis of the results includes specific steps for improvement in instruction.	Student survey is clear and is written in a developmentally appropriate way. Items include meaningful criteria for examining teaching effectiveness. Results are summarized in terms of teacher strengths/weaknesses	Student survey is unclear and/or not developmentally appropriate. Survey lacks specific criteria for teaching effectiveness. Results are not analyzed.	There is no student survey.	

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
	6. Differentiation of instruction		Both high-achieving and low-achieving or ESL students are described in specific terms of their learning weaknesses and strengths together with what that means in terms of planning and instruction. The differentiation methods/ strategies used are research-based, aligned with students' learning strengths and weaknesses, and are designed to increase each student's capacity for continued learning. Analysis of the effects of differentiation on both students is thorough and proposes new ideas for future differentiation based on results.	Both high-achieving and low-achieving or ESL students are described in terms of learning weaknesses and strengths. The differentiation methods/ strategies are research-based and aligned with students' learning strengths and weaknesses. There is analysis of the effect of differentiation on both students.	Both high-achieving and low-achieving or ESL students are described, but not in terms of their learning weaknesses and strengths. The differentiation methods/strategies used are not supported by research and/or or do not help learners meet objectives. There is minimal discussion of the effects of differentiation for one or both students.	There is no description of the high-achieving and low-achieving or ESL students	

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 6	7. a1-4 **Reflection on Teaching Effectiveness**	X	**a1.** Reflection on teaching and student mastery of goals/objectives is detailed with insightful connections between planning and actual instruction.	**a1**. Reflection upon teaching and student mastery of objectives is present and linked to goals/objectives.	**a1.** Reflection on teaching effectiveness is superficial.	**a1** is missing.	
			a2. Discussion of most/least successful classroom activities is thoroughly and thoughtfully linked to teaching practices.	**a2.** Discussion of most/least successful classroom activities is present and linked to teaching practices.	**a2.** Discussion of most/least successful classroom activity is minimally present, and/or does not critically analyze teaching practices.	**a2** is missing.	
			a3. Proposes a systematic, effective plan for improving student performance based on assessment results of this study.	**a3.** Offers several effective ideas for improving student performance based on assessment results of this study.	**a3.** Ideas for improving student performance are inadequate and/or ineffective and may not be based on the results of the study.	**a3** is missing.	
			a4. Commentary on the unit is based on theoretical principles and how they relate to and inform classroom practice through four or more references.	**a4.** Commentary on the unit reflects ability to link theory to practice through at least one-three references.	**a4.** Commentary on the unit demonstrates no ability to link theory to practice.	**a4** is missing.	

VA/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations -3	Not Evident- 0	Points Earned
St. 6	7 b. Professional Development Plan	X	Detailed, thoughtful reflection on own teaching preparation and personal dispositions for teaching, linked closely to the 6 standards of the VA/CNU Teacher Prep Program. Goals for future and personal strengths/weaknesses are identified and planned for, including specific steps for implementation.	Adequate reflection on teaching preparation and personal dispositions for teaching, linked closely to the six standards of the VA/CNU Teacher Prep Program. Goals for future and personal strengths/weaknesses are identified. A plan for improvement is included.	Inadequate reflection on teaching preparation and personal dispositions for teaching, and/ or not linked closely to the six standards of the VA/CNU Teacher Prep Program. Goals for future and personal strengths/weaknesses are not identified, and/or a plan is not articulated.		
	Penalty (if applied): Impact Study has areas that are not well-written and /or has grammatical or mechanical errors that detract from reading.				**-3 pts**		**-2 pts** / **-1 pt**
		TOTAL RAW POINTS: _____/60 available points					

There are 30 final evaluation rubric points available for Standard 7, the Impact Study. The final Impact Study, worth 60 pts, will be divided by 2 to derive the final score.

Raw Impact Study Score:_____ divided by 2=_____

CHRISTOPHER NEWPORT UNIVERSITY

Teacher Intern Observation Form

Intern Name_____**Date of Observation**_____
Next Observation_____
Supervisor/Coop Teacher Name _____**Lesson Topic**_____

1. What's Working:	2. Current Focus-Challenges-Concerns:

3. Next Steps (should address box 1 and 2):

Standard	**Evidence (may refer to by component)**
1 *Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	2 *Plans using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.*
3 *Effective engages students in learning by using a variety of instructional strategies in order to meet individual needs.*	4 *Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.*
5 *Uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	6 *Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning*

Midterm Evaluation Form for University Supervisors

Student Teaching Intern: **Cooperating Teacher:**

Date of Evaluation: **School:**   **Grade/Subject**

Directions: Please evaluate your intern on the standards/components below. For each component, check the level of performance at which you believe your intern is performing, then assign an overall rating for each Standard. In addition, please provide sample evidence as appropriate. *At midterm any overall rating of Needs Improvement requires an action plan for improvement.

Exemplary/Exceeds Expectations-the intern clearly understands the standard/components, is implementing them effectively on a consistent basis, AND performs at a level beyond that which is expected for a novice teacher. *Exemplary scores are not awarded for every component.

Satisfactory/Meets Expectations-the intern is effectively implementing the elements of the standard/components on a relatively consistent basis and performing at a level consistent with expectations for a novice teacher.

Developing/Emerging-the intern appears to understand the theory behind the standard/components, is beginning to satisfactorily implement the elements intermittently, and is moving toward performing at a level expected for a novice teacher.

Needs Improvement-the intern has not demonstrated an understanding of the standard and/or components and is performing below expectations for a novice teacher.

*Any components/overall standard scores receiving "needs improvement" must be accompanied by comment/documentation. Other areas may be commented upon, as appropriate.

Performance Standard 1. Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Standard 1 Overall:
_____Exemplary/Exceeds Expectation
_____Satisfactory/Meets Expectations
_____Developing/Emerging
_____Needs Improvement

Component	Performance Level	Evidence
1.1 Demonstrates complete and accurate knowledge of the subject matter.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	

Performance Standard 2. Instructional Planning		
The teacher plans using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.		

Standard 2 Overall:
_____Exemplary/Exceeds Expectation
_____Satisfactory/Meets Expectations
_____Developing/Emerging
_____Needs Improvement

Component	Performance Level	Evidence
2.1. Uses student learning data to guide planning	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
2.2. Develops plans that are clear, logical, sequential, and integrated across the curriculum	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
2.3. Uses existing materials or creates new materials that are challenging and engaging.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
2.4. Plans time realistically for pacing, content mastery, and transitions.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
2.5. Plans for differentiated and relevant instruction to students' learning needs, including TAG, ELL, SPED, etc.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
2.6. Plans lessons that reflect high expectations for all learners.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	

Performance Standard 3. Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual needs.

Standard 3 Overall:
_____**Exemplary/Exceeds Expectation**
_____**Satisfactory/Meets Expectations**
_____**Developing/Emerging**
_____**Needs Improvement**

Component	Performance Level	Evidence
3.1 Provides learning experiences that challenge, motivate, engage and maintain students' attention.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.2 Delivers directions, procedures and instructions that are clear, detailed and accurate.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.3 Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.4 Demonstrates the ability to pace instruction appropriately, including introduction, learning activities, and closure	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.5 Uses instructional technology, materials, and resources to enhance learning	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.6 Delivers lessons that reflect high expectations for all learners.	_____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.7 Integrates students' use of higher-level thinking skills in instruction.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.8 Monitors and adjusts lessons to meet students' needs.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
3.9 Provides consistent and timely feedback to students.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	

Performance Standard 4. Assessment of/for Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.

Standard 4 Overall:
_____Exemplary/Exceeds Expectation
_____Satisfactory/Meets Expectations
_____Developing/Emerging
_____Needs Improvement

Component	Performance Level	Evidence
4.1. Uses assessment data to develop expectations for students, differentiate instruction, and document learning.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.2. Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.3 Uses grading practices that reflect mastery of content goals and objectives.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.4 Provides ongoing, timely, and specific feedback to students on student progress.	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	
4.5 Provides evidence of timely and appropriate intervention strategies for students not making adequate progress	_____Exceeds Expectations _____Meets Expectations _____Developing/Emerging _____Needs Improvement	

Performance Standard 5. Learning Environment *The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

Standard 5 Overall:
_____**Exemplary/Exceeds Expectation**
_____**Satisfactory/Meets Expectations**
_____**Developing/Emerging**
_____**Needs Improvement**

Component	Performance Level	Evidence
5.1 Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening and enthusiasm for learning	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
5.2 Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
5.3 Establishes and maintains clear expectations for classroom rules, routines and procedures, involving students as appropriate	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
5.4 Creates an atmosphere of respect for individual differences and cultural diversity.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
5.5 Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
5.6 Implements a clear cohesive plan for behavior management	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	

Performance Standard 6. Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.

Standard 6 Overall:
_____**Exemplary/Exceeds Expectation**
_____**Satisfactory/Meets Expectations**
_____**Developing/Emerging**
_____**Needs Improvement**

Component	Performance Level	Evidence
6.1 Completes work in a timely fashion that accurately and thoroughly responds to assignments	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
6.2 Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
6.3 Keeps parents/guardians informed of classroom activities and student progress through ongoing communication.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	
6.4 Collaborates with colleagues and peers to develop skills and incorporate learning into instructional practice.	_____**Exceeds Expectations** _____**Meets Expectations** _____**Developing/Emerging** _____**Needs Improvement**	

Summary Comments for Midterm Evaluation:

_____

Student Teaching Intern Signature   **Date**

_____

University Supervisor Signature   **Date**

CHRISTOPHER NEWPORT
UNIVERSITY

PLAN OF ACTION FOR IMPROVEMENT

Teacher Intern _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____University Supervisor _____

This plan of action is to be developed cooperatively by the teacher intern, the university supervisor, and the cooperating teacher at any time when an intern's performance is considered to be less than satisfactory according to the expectations of the Teacher Internship Handbook. The plan is to assist the intern in achieving a satisfactory assessment and to improve his/her potential to be a successful classroom teacher.

I.   Specific areas of concern:

II.   Objectives for performance improvement:

III.   Implementation timeline:

IV.   Assistance/resources to be provided by the cooperating teacher and/or university supervisor:

V.   Assessment criteria & procedures:

_____   _____
        Teacher Intern Signature   Date
_____   _____
      University Supervisor Signature   Date
_____   _____
      Cooperating Teacher Signature   Date

Teacher Internship Final Evaluation Form for University Supervisors

Student Teaching Intern Name_____

Cooperating Teacher Name_____School_____

Grade Level/Subject_____Date_____

Directions: In conjunction with the Internship Final Evaluation Matrix, please evaluate where your intern falls in terms of competency and <u>performance on each standard and component using the scale below</u>. The expectation is that by the end of the internship, your intern will be at the "Meets Expectations" level for EACH OVERALL STANDARD, although a "Developing/Emerging" for any overall standard, is also considered appropriate for a novice teacher. Interns who receive below 42 total points may not successfully pass the internship.

<u>Point values should be exact and not rounded or halved:</u>

10= Exemplary/Exceeds Expectations-the intern clearly understands the standard/components, is implementing them effectively on a consistent basis, AND performs at a level beyond that which is expected for a novice teacher.

8.5= Satisfactory/Meets Expectations-the intern is effectively implementing the elements of the standard/components on a relatively consistent basis and performing at a level consistent with expectations for a novice teacher.

7.5= Developing/Emerging-the intern appears to understand the theory behind the standard/components, is beginning to satisfactorily implement the elements intermittently, and is moving toward performing at a level expected for a novice teacher.

6.5= Needs Improvement-the intern has not demonstrated an understanding of the standard and/or components and is performing below expectations for a novice teacher.

Any components/overall standard scores receiving "needs improvement" must be accompanied by comment/documentation. Other areas may be commented upon, as appropriate. Summary comments for each standard, as well as an overall summary, are required.

Performance Standard 1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	
Overall Rating for this Standard: _____**Exemplary/Exceeds Expectation (10 pts)** _____**Satisfactory/Meets Expectations (8.5 pts)** _____**Developing/Emerging (7.5 pts)** _____**Needs Improvement (6.5 pts)**	
Component	**Circle Numerical Component Score**
1.1 Demonstrates complete and accurate knowledge of subject matter.	10 8.5 7.5 6.5
1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	10 8.5 7.5 6.5

Comments for Standard 1:

Performance Standard 2. Instructional Planning *The teacher plans using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.*				
Overall Rating for this Standard: _____**Exemplary/Exceeds Expectation (10 pts)** _____**Satisfactory/Meets Expectations (8.5 pts)** _____**Developing/Emerging (7.5 pts)** _____**Needs Improvement (6.5 pts)**				
Component	**Circle Numerical Component Score**			
2.1. Uses student learning data to guide planning.	10	8.5	7.5	6.5
2.2. Develops plans that are clear, logical, sequential, and integrated across the curriculum.	10	8.5	7.5	6.5
2.3. Uses existing materials or creates new materials that are challenging and engaging.	10	8.5	7.5	6.5
2.4. Plans time realistically for pacing, content mastery, and transitions.	10	8.5	7.5	6.5
2.5. Plans for differentiated and relevant instruction relevant to the students' learning needs, including TAG, ELL, SPED, etc.	10	8.5	7.5	6.5
2.6. Plans lessons that reflect high expectations for all learners.	10	8.5	7.5	6.5

Comments for Standard 2:

Performance Standard 3. Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual needs.*				
Overall Rating for this Standard: _____**Exemplary/Exceeds Expectation (10 pts)** _____**Satisfactory/Meets Expectations (8.5 pts)** _____**Developing/Emerging (7.5 pts)** _____**Needs Improvement (6.5 pts)**				
Component	**Circle Numerical Component Score**			
3.1 Provides learning experiences that challenge, motivate, engage and maintain students' attention.	10	8.5	7.5	6.5
3.2 Delivers directions, procedures and instructions that are clear, detailed, and accurate.	10	8.5	7.5	6.5
3.3 Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.	10	8.5	7.5	6.5
3.4 Demonstrates the ability to pace instruction appropriately, including introduction, learning activities, and closure.	10	8.5	7.5	6.5
3.5 Uses instructional technology, materials, and resources to enhance learning	10	8.5	7.5	6.5
3.6 Delivers lessons that reflect high expectations for all learners.	10	8.5	7.5	6.5
3.7 Integrates students' use of higher-level thinking skills in instruction.	10	8.5	7.5	6.5
3.8 Monitors and adjusts lessons to meet students' needs.	10	8.5	7.5	6.5
3.9 Provides consistent and timely feedback to students.	10	8.5	7.5	6.5

Comments for Standard 3:

Performance Standard 4. Assessment of/for Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.

Overall Rating for this Standard:
_____**Exemplary/Exceeds Expectation (10 pts)**
_____**Satisfactory/Meets Expectations (8.5 pts)**
_____**Developing/Emerging (7.5 pts)**
_____**Needs Improvement (6.5 pts)**

Component	Circle Numerical Component Score			
4.1. Uses assessment data to develop expectations for students, differentiate instruction, and document learning.	10	8.5	7.5	6.5
4.2. Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.	10	8.5	7.5	6.5
4.3 Uses grading practices that reflect mastery of content goals and objectives.	10	8.5	7.5	6.5
4.4 Provides ongoing, timely, and specific feedback to students on student progress.	10	8.5	7.5	6.5
4.5 Provides evidence of timely and appropriate intervention strategies for students not making adequate progress	10	8.5	7.5	6.5

Comments for Standard 4:

Performance Standard 5. Learning Environment *The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*				
Overall Rating for this Standard: _____**Exemplary/Exceeds Expectation (10 pts)** _____**Satisfactory/Meets Expectations (8.5 pts)** _____**Developing/Emerging (7.5 pts)** _____**Needs Improvement (6.5 pts)**				
Component	**Circle Numerical Component Score**			
5.1 Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening and enthusiasm for learning	10	8.5	7.5	6.5
5.2 Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom.	10	8.5	7.5	6.5
5.3 Establishes and maintains clear expectations for classroom rules, routines and procedures involving students as appropriate	10	8.5	7.5	6.5
5.4 Creates an atmosphere of respect for individual differences and cultural diversity.	10	8.5	7.5	6.5
5.5 Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills	10	8.5	7.5	6.5
5.6 Implements a clear cohesive plan for behavior management	10	8.5	7.5	6.5

Comments for Standard 5:

Performance Standard 6. Professionalism *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.*				
Overall Rating for this Standard: _____**Exemplary/Exceeds Expectation (10 pts)** _____**Satisfactory/Meets Expectations (8.5 pts)** _____**Developing/Emerging (7.5 pts)** _____**Needs Improvement (6.5 pts)**				
Individual Component	**Circle Numerical Component Score**			
6.1 Completes work in a timely fashion that accurately and thoroughly responds to assignments	10	8.5	7.5	6.5
6.2 Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional growth.	10	8.5	7.5	6.5
6.3 Keeps parents/guardians informed of classroom activities and student progress through ongoing communication.	10	8.5	7.5	6.5
6.4 Collaborates with colleagues and peers to develop skills and incorporate learning into instructional practice.	10	8.5	7.5	6.5

Comments for Standard 6:

Final Score

Standard	Points Available	Points Awarded
1	10	
2	10	
3	10	
4	10	
5	10	
6	10	
Final Raw Score out of 60 available points: _____ / 60 pts		

Summary/Overall Final Evaluation Comments:

_____
Teacher Intern Signature   **Date**

_____
Supervisor Signature   **Date**

TEACHER INTERNSHIP ADMINISTRATIVE EVALUATION

Teacher Intern _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____ Number of times observed _____

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
Does the intern demonstrate an understanding of curriculum, content, standards, and students' needs?   Does intern have learning targets clearly displayed and aligned standards and curriculum framework?
Rating (select one): ☐Strongly Agree ☐ Agree   ☐ Disagree ☐ Strongly Disagree

Sample Performance Indicators:
     Demonstrates accurate knowledge of the subject matter.
     Demonstrates skills relevant to the subject area(s) taught.
     Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
     Effectively addresses appropriate curriculum standards and learning targets.
 Comments:

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.
Does the intern develop clear and logical plans that are differentiated to meet students' needs?   Are plans well-paced? Is it evident that data was used to drive instructional planning?
Rating (select one): ☐Strongly Agree ☐ Agree   ☐ Disagree ☐ Strongly Disagree

Sample Performance Indicators:
     Develops plans that are clear, logical, sequential, and integrated across the curriculum based on the Standards of Learning.
     Plans time realistically for pacing, content mastery, and transitions.
     Plans for differentiated instruction relevant to students' learning needs, including TAG, ELL, SPED, etc.
 Comments:

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
Does the intern deliver instruction in a variety of ways that consistently maintain students' attention?   Is instruction differentiated to meet students' needs?
Rating (select one): ☐Strongly Agree ☐ Agree   ☐ Disagree ☐ Strongly Disagree

Sample Performance Indicators:
     Provides learning experiences that challenge, motivate, engage, and maintain students' attention.
     Presents verbal and written directions, procedures, and instructions in a clear and detailed manner.
     Delivers instruction in a logical order according to the lesson content; uses instructional technology.
     Paces instruction and activities appropriately; has a hook/introduction and closure.
     Delivers instruction that clearly define high expectations for all learners that encourages understanding of lesson topics by all learners.
 Comments:

Performance Standard 4: Assessment for/of Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.

Does the intern use data to guide their instructional decisions?
Does the intern provide specific and ongoing feedback to the students?

Rating (select one): ☐Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Sample Performance Indicators:
Uses a variety of formative and summative assessments that are valid and appropriate for the content and the students.
Provides ongoing, timely, and specific feedback to students on student progress.
Provides evidence of timely and appropriate intervention strategies for students not making adequate progress.
Uses assessment data to develop expectations for students, differentiate instruction, and document learning.
Comments:

Performance Standard 5: Learning Environment
The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Does the intern maintain a learning environment where students feel safe physically, academically, and emotionally? Does the intern establish relationships with students that promote a culture of learning?

Rating (select one): ☐Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Sample Performance Indicators:
Establishes and maintains relationships with students to promote rapport and engagement; models courtesy, active listening, and enthusiasm for learning.
Creates and maintains a physical setting that is appropriate for activities; and allows for efficient, safe movement around the classroom.
Establishes and maintains clear expectations for classroom rules, routines, and procedures involving students as appropriate.
Implements a clear, cohesive plan for behavior management; provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills.
Comments:

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in professional growth that results in enhanced student learning.

Does the intern demonstrate professionalism within the classroom and school?
Is s/he a reflective practitioner of their work? Does s/he regularly seek feedback?

Rating (select one): ☐Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Sample Performance Indicators:
Demonstrates willingness to reflect on personal strengths and weaknesses as related to professional skills
Seeks opportunities for professional development.
Works in a collegial and collaborative manner to promote students' well-being and success.
Collaborates with colleagues and seeks opportunities to develop skills by working with a coach, team, specialists, and other school resource personnel.
Comments:

_____   _____

School Administrator Signature   Date

Teacher Internship Grading Policy

The teacher internship is a graded internship. Your final grade will be determined by your University Supervisor, earned through the following components:

Notebook:	**3 points**	**Notebook Rubric (see below)**
Videotape 1:	**3 points**	**Videotape Rubric (see below)**
Videotape 2:	**3 points**	**Videotape Rubric (see below)**
Self-Evaluation:	**1 point**	**Completed by Intern**
Final Evaluation:	**60 points**	**Final Evaluation**
Impact Study:	**30 points**	**Impact Study Rubric**
	100 Total Points	

A= 92-100	**A-= 90-91**	**B+= 88-89**	**B= 82-87**
B-= 80-81	**C+=78-79**	**C= 72-77**	**C-= 70-71**
	F= <70		

**Missed seminars will result in a 2 point deduction per seminar missed from the final grade. **

Notebook Rubric

At the end of the semester, your notebook will be graded by your University Supervisor on the following criteria: **1) Completeness of notebook 2) Availability for Review 3) Reflective Journals (daily/weekly emails)**

0-1	2 points	3 points
Few elements present	Most elements present	All elements present
Often not available	Usually available	Always available
Minimal/incomplete journal	Log of activities or descriptive reflections only	Thoughtful, analytic reflections

Videotape Rubric

Each videotape and Videotape Self-Evaluation (see <u>handbook)</u> will be reviewed by your University Supervisor using the following criteria:

All questions answered	**0**	**1**
Quality of Analysis	**0-1**	**2**

0-1= *Poor*: incomplete answering of questions; absence of reflection or descriptive commentary
2= *Acceptable*: all questions answered; analysis gives descriptive commentary and provides ideas for self-improvement
3= *Exceptional*: all questions answered; analysis gives descriptive commentary and addresses why lesson went as it did and provides ideas for self-improvement; offers insights into own or others' behavior

Teacher Internship Final Grade Rubric

Name of Teacher Intern: _____

Name of University Supervisor: _____

Please enter the point value the intern received for each section of the rubric.

Item	Points Available	Points Earned	Remarks
Notebook	3		
Videotape 1	3		
Videotape 2	3		
Self Evaluation	1		
Final Evaluation (St 1-6)	60		
Impact Study (St 7)	30		
Total Points	100		

Missed Seminar Point Deduction (if any): _____

Final Grade: _____

Overall Comments/Remarks:

_____   _____

Signature of University Supervisor   Date