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Using Electronic Versions of Forms

Electronic versions of the above forms are available by visiting the Office of Teacher Education and Professional Services home page at:

http://education.wm.edu/academics/oteps/documents/HDBK_PracticaStudTeach.pdf

When using electronic versions of the form, please follow these steps:

1. Save the form to your computer.

2. Complete the form.

3. Return the form as an attachment to Deborah Walker at dswalk@wm.edu, or return a hard copy to the Office of Teacher Education and Professional Services.
OFFICE OF TEACHER EDUCATION AND PROFESSIONAL SERVICES

The *Handbook for Practica and Student Teaching Experiences* is produced by the Office of Teacher Education and Professional Services in the School of Education. The Office of Teacher Education and Professional Services is responsible for (1) facilitating partnerships with area schools and educational agencies, (2) placing teacher candidates in field experiences and collaborating with School of Education faculty and partners in the field to ensure the professional supervision of teacher candidates, and (3) assisting teacher candidates in securing professional licensure.

The Office of Teacher Education and Professional Services is located in the administrative offices of the School of Education and is staffed by the Associate Dean for Teacher Education and Professional Services and the Director of Clinical Placements and Licensure. For additional information, including electronic versions of this handbook and related forms, please visit the Office of Teacher Education and Professional Services home page:

http://education.wm.edu/academics/oteps/index.php

The mailing address for the Office of Teacher Education and Professional Services is:

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The College of William & Mary  
School of Education  
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Williamsburg, VA 23187-8795
FOREWORD

Practica and student teaching—known as field placements, clinical experiences, or internships—are generally regarded as the most enjoyable and rewarding experiences in pre-service education. As the field-based components of the teacher preparation program, the practica and student teaching experiences collectively represent a bridge between the knowledge, skills, and dispositions developed through formal course work in the School of Education and the practical application of those professional attributes as a pre-service teacher and, subsequently, as a classroom teacher.

**Practica** are a series of supervised observational and interactive experiences in a school placement that provide for and emphasize the practical application of theory in the field. To facilitate the practica, William & Mary students are placed with a Cooperating Teacher in a partnering school by the Office of Teacher Education and Professional Services. The primary role of the Cooperating Teacher is to supervise and guide the practica student throughout his or her field placement. At the same time, the teacher candidate is completing coursework in the School of Education. Certain courses in the teacher preparation program are linked to the practica experiences, and the faculty members who teach these courses direct teacher candidates in many of the observational and interactive experiences that are completed in the field. The School of Education (SOE) faculty believes strongly in the value of early and meaningful clinical experiences, and the faculty values the partnership that it has with local schools, school administrators, and teachers. The collaboration among SOE faculty, local schools, and William & Mary students is at the heart of successful field experiences including the culminating student teaching internship.

**Student Teaching** is the culminating field experience for pre-service teachers. During this time, they work as full-time teaching interns, assuming assigned responsibilities and duties of the Cooperating Teacher over a ten-week period under the direction of a University Supervisor. Teacher candidates complete internships in the same setting and with the same Cooperating Teacher with whom they completed their practica experiences. This provides an intensive, long-term experience that develops and advances teacher candidates’ professional knowledge, skills, and dispositions. As with the practica experiences, collaboration among the Student Teacher, Cooperating Teacher, and University Supervisor is at the heart of a successful student teaching experience. This relationship is illustrated graphically in Figure 1. In addition, the practica and student teaching experiences are supported by faculty members and administrators who arrange, direct, and oversee field experiences for the School of Education and its partnering school divisions.
The *Handbook for Practica and Student Teaching Experiences* is designed as a guide for all parties involved in the practica and student teaching process. Ultimately, the professional judgment, collaboration, and integrity of all involved participants serve to guide practica and student teaching experiences.

Through practica and student teaching, each teacher candidate experiences an extended period of guided induction into the profession through mentorship, field-based observation, and application of theory to practice. Clinical experiences are a complement to and an integral component of the teacher preparation courses in the School of Education. The progression of practica and student teaching experiences generally begins with planned observation, followed by varying degrees of participation in the classroom, and then in the broader school community. These experiences are primarily intended to develop the teacher candidate into a highly qualified professional teacher, but are also considered mutually beneficial to all participants.
GOALS OF PRACTICA AND STUDENT TEACHING

The fundamental goals of the practica and student teaching experiences are:

1. To prepare teachers who are capable of teaching in today’s diverse PreK-12 schools and who will be able to provide constructive leadership in meeting future challenges in the profession.

2. To provide teacher candidates with experiences that will integrate the various aspects of theory and practice relating to teaching methodology, curriculum and assessment, and the learner.

3. To provide teacher candidates with the opportunity to become directly involved in public school programs by (a) selecting, training, and collaborating with Cooperating Teachers who will reinforce the behaviors taught to School of Education students; (b) participating with Student Teachers and Cooperating Teachers as they enhance the learning of pupils in PreK-12 classrooms; and (c) providing University Supervisors who contribute expertise and knowledge to the teacher candidates’ programs through their own experience and training.

4. To provide teacher candidates with a public school classroom setting in which they have an opportunity to learn, practice, and analyze teaching under optimal conditions while making a contribution to PreK-12 education.

NOVICE TEACHER COMPETENCIES

While these four goals provide a framework for teacher candidates’ field experiences, the School of Education faculty does not presume to teach each teacher candidate every discrete fact, skill, or habit that a teacher may need during the course of his or her career in the classroom. Rather, the faculty takes a competency-based approach to the development of highly qualified novice teachers, who are prepared for full professional responsibilities as well as for continuous and self-directed professional growth over the course of a career.

Fundamental to the School of Education framework for teaching is the Interstate Teacher Assessment and Support Consortium (InTASC) model for beginning teacher licensure, evaluation, and development. The InTASC standards listed on the following page are incorporated into the specific competencies of the School of Education teacher preparation programs.
### Figure 2: InTASC Standards for Teachers

#### The Learner and Learning
1. **Learner Development**: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences**: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments**: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#### Content Knowledge
4. **Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content**: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Instructional Practice
6. **Assessment**: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. **Planning for Instruction**: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Professional Responsibility
9. **Professional Learning and Ethical Practice**: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration**: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education incorporates a shared view across all professional preparation programs of the broad aims intended for our students. The faculty believes that graduates of the School of Education are characterized by four essential elements that will enable them to deliver services to a diversity of children, schools, families, and communities in a manner that will promote educationally and psychologically healthy environments in a pluralistic society. This framework also embodies the core elements of our programs, courses, teaching, student performance, and student and faculty scholarship. As an integrative whole, the framework is comprised of the four main strands represented below, in Figure 3, which represent a highly qualified professional who will positively and productively contribute to the lives of students, families, colleagues, communities, and the profession.

**Reflective Practitioner**
The basis of the first strand emanates from our belief that the ideal preparation is one that produces a teacher who is able to “reflect in action” (Schon, 1987). According to principles of reflective practice, learning does not occur through direct transmission of knowledge from instructor to student. Instead, learners are provided with opportunities to articulate their own ideas, experiment with the ideas, and make connections between their studies and their world.

**Content Expert**
The basis of the second strand is our belief that professionals must have specific knowledge to be able to learn and problem solve throughout a career. We understand that a deep and confident understanding of disciplinary subject matter is vital. We also understand that subject matter knowledge must be accompanied by pedagogical content knowledge so that individuals will have an understanding of how to interpret, communicate, and construct such knowledge to promote student learning.

**Effective Collaborator**
The premise of the third strand is that we promote and develop the use of collaborative styles in recognition of the need to work effectively and cooperatively in the professional community.

**Educational Leader**
The final strand highlights our expectations that our graduates will be prepared and willing to assume leadership roles that allow them to effectively impact educational and societal change.

**Figure 3: The Conceptual Framework of the School of Education**
CONCEPTUAL FRAMEWORK OF SOE TEACHER EDUCATION COMPETENCIES

In conjunction with partnering schools and teachers, the School of Education faculty developed a conceptual framework of competencies for Teacher Education. The aim of the teacher preparation programs is to develop these competencies in each teacher candidate through the sequence of courses and field experiences, with mastery and successful demonstration of the competencies during student teaching. The SOE Teacher Education competencies are organized into six major domains: (1) Foundational Understanding; (2) Ability to Plan, Organize, and Prepare for Teaching; (3) Teaching Skills; (4) Assessment and Evaluation for Learning; (5) Classroom Management, Knowledge, and Skills; and (6) Professional Dispositions. These six main themes include thirty specific competencies. Figure 4 provides a conceptual model of the SOE Teacher Education Competencies.

Figure 4: Conceptual Model of SOE Teacher Education Competencies
**STUDENT TEACHER COMPETENCIES**

The William & Mary Student Teacher Competencies represent the knowledge, skills, and dispositions that teacher candidates are expected to develop and demonstrate through courses and clinical experiences in their professional preparation, culminating in the student teaching internship. There are thirty competencies, which are grouped into the following six domains:

1. Foundational Understanding
2. Ability to Plan, Organize, and Prepare for Teaching
3. Teaching Skills
4. Assessment and Evaluation for Learning
5. Classroom Management Knowledge and Skills
6. Professional Dispositions

Within each of these six domains, there are three to seven competencies. Competencies describe the core knowledge, skills, and dispositions that can be assessed in the practice of pre-service teachers. Accompanying each of the 30 competencies is a list of performance indicators. The performance indicators are intended to be illustrative (but not exhaustive) of specific actions that may be observed in the field.

**Foundational Understanding**

1. Demonstrates understanding of subject matter and pedagogical knowledge for instruction.
   - Reflects knowledge of subject matter appropriate for grade level in lessons
   - Reflects understanding of pedagogy appropriate to subject matter
   - Reflects understanding of pedagogy appropriate for diverse learners
   - Understands the interrelatedness of subject area content
   - Understands keys of culturally responsive pedagogy

2. Demonstrates understanding of how students learn and develop and provides learning opportunities that support students’ intellectual, social, and personal development.
   - Understands that students may learn and develop differently
   - Demonstrates understanding of students’ cognitive, social, and emotional levels
   - Promotes student self-regulation
   - Promotes creativity in learning
   - Recognizes that learning occurs in social and cultural contexts

3. Demonstrates understanding of the central role of language and literacy in student learning.
   - Understands the role of reading in student learning
   - Understands the role of writing in student learning
   - Understands the role of speaking in student learning
   - Understands the role of listening in student learning
   - Understands the role of viewing (i.e. interpreting visual representation) in student learning
   - Understands the roles of new literacies in student learning
   - Understands the role of language and dialect in student learning
4. Demonstrates understanding of how all students differ in their experiences and their approaches to learning.
   - Recognizes how one’s own culture(s) and life experiences impacts one’s views about teaching and learning
   - Recognizes that every individual is shaped by his or her own culture and experiences
   - Demonstrates willingness to improve one’s understanding of other cultures, while recognizing one’s limitation to do so completely
   - Applies knowledge of diverse ways of knowing and prior experiences to design culturally responsive practices
   - Creates instructional opportunities that engage and challenge diverse student populations (cultural, linguistic, and socioeconomic diversity)
   - Differentiates instruction to engage students’ multiple needs, interests, and abilities

5. Demonstrates an understanding of the purposes and roles of PreK-12 education in a diverse and inclusive democratic society.
   - Understands recent reform policies and expresses awareness of how these policies impact schools
   - Develops and expresses awareness of the vocation of teaching
   - Understands and expresses the roles and relationships among families, school personnel, and other community members
   - Promotes inclusive education for diverse learners

### Ability to Plan, Organize, and Prepare for Teaching

6. Plans lessons that align with local, state, and national standards.
   - Clearly identifies intended learning outcomes for individual students
   - Engages in day-to-day and long-range planning
   - Seeks innovative and creative ways to deliver the curriculum
   - Uses scope and sequence information to guide lesson design
   - Develops focused lessons

7. Selects appropriate instructional strategies/activities aligned to instructional goals and responsive to diverse student needs.
   - Differentiates instructional strategies/activities for diverse student populations (e.g. language proficiencies, special needs, gifted, cultural groups, gender)
   - Identifies appropriate flexible grouping strategies based on instructional goals
   - Identifies and selects activities/strategies that engage students
   - Plans effective homework and extension activities that reinforce or enhance student learning and the home-school collaboration
   - Selects or creates appropriate assessment methods or tools that align with planned objectives
   - Applies knowledge of diverse ways of knowing and prior experiences to design culturally responsive practices
   - Integrates and effectively responds to issues of diversity (e.g., stereotypes, prejudices, institutional barriers, discriminatory policies, privilege, power) in planning,
designing, implementing, and evaluating responsive practices

8. Selects appropriate materials/resources aligned to instructional goals and that are reflective of diverse perspectives.
   - Selects materials appropriate for diverse student populations (e.g. language proficiencies, special needs, gifted, cultural groups, gender)
   - Selects materials that enhance the learning process
   - Uses outside resources as needed
   - Uses a variety of supplemental materials
   - Adapts and modifies materials as needed
   - Selects materials that engage students through diverse perspectives
   - Incorporates multimedia instructional technology

Teaching Skills

9. Teaches based on planned lessons.
   - Communicates objectives of the lesson clearly
   - Explains content accurately
   - Provides clear directions for student activities
   - Provides guided and independent practice of skills
   - Summarizes/Reviews major concepts of lesson
   - Modifies and improves the lesson during instruction

10. Provides for individual differences.
    - Accommodates or makes modifications for exceptional learners (e.g. special education, limited English proficient and gifted)
    - Differentiates instruction for students’ multiple intelligences
    - Differentiates instruction for students’ multiple ability levels
    - Recognizes and respects individual differences in culture, experiences, and learning styles
    - Maintains high expectations and creates equity of opportunities for all learners
    - Uses materials/activities that reflect various kinds of diversity

11. Uses motivational strategies to promote learning for all students.
    - Employs extrinsic and intrinsic motivational strategies
    - Assesses motivational issues affecting student learning
    - Diagnoses individual motivational problems
    - Uses strategies that reflect culturally responsive pedagogy

    - Generates enthusiasm and/or appreciation for the lesson
    - Helps students understand the relevance of the lesson to them
    - Paces the lesson to maintain interest
    - Uses learner-centered activities and assignments that give students multiple opportunities to respond
    - Uses strategies that reflect culturally responsive pedagogy
• Creates lessons within students’ instructional range (e.g., zone of proximal development)

13. Uses a variety of effective teaching strategies.
• Helps students link new information with prior knowledge
• Uses cues and advanced organizers
• Uses questioning strategies effectively
• Helps students generate and test hypotheses
• Uses cooperative learning strategies effectively
• Includes nonlinguistic representations
• Uses technology appropriately to facilitate learning
• Uses strategies that reflect culturally responsive pedagogy

14. Helps students develop thinking skills that promote learning.
• Promotes critical thinking strategies through questions and other inquiry-based activities
• Promotes creative thinking skills through brainstorming, flexibility, and elaborative strategies
• Uses problem-solving models and approaches that encourage student-initiated thinking

15. Monitors student learning.
• Checks student understanding before, during, and after instruction
• Provides timely and meaningful feedback to students about progress and performance
• Adjusts instruction in response to student performance and progress
• Collects, records, and analyzes student data

Assessment and Evaluation for Learning

• Uses both formal and informal means of assessment
• Uses oral, nonverbal, and written forms of performance assessment
• Creates/selects assessment techniques that provide a reliable representation of student learning
• Creates/selects assessment techniques that provide a valid representation of student learning
• Creates/selects culturally responsive assessments

17. Implements assessments for learning.
• Uses a variety of assessment techniques
• Provides ongoing and timely feedback
• Assesses achievement of local, state, and national curricular standards
• Differentiates assessment strategies for diverse learners

18. Interprets/uses assessment results to make instructional decisions.
• Diagnoses students’ prior knowledge and learning needs
• Provides oral and/or written feedback to students and family members
• Uses acceptable scoring and grading practices to evaluate and report student learning
• Understands and uses student records to guide instructional decisions
• Understands the limitations of standardized assessments as monitors of student learning

**Classroom Management Knowledge and Skills**

19. Builds positive rapport with and among students, fostering an environment that values and encourages respect for diversity.
   • Promotes positive classroom environment
   • Communicates enthusiasm, encouragement, and support
   • Models caring, fairness, courtesy, respect, and active listening
   • Exhibits professional demeanor with students
   • Interacts effectively with individuals to understand their social and cultural contexts
   • Builds an inclusive and responsive classroom community

20. Organizes for effective teaching.
   • Uses appropriate grouping strategies to align with instructional goals (e.g., cooperative groups, peer groups, small groups, whole, groups)
   • Organizes classroom for instruction
   • Has all materials needed on hand

21. Demonstrates use of effective routines and procedures.
   • Transitions between activities in an organized manner
   • Implements efficient procedures for use of materials
   • Uses effective procedures for managing individual, small group, and whole class activities

22. Demonstrates efficient and effective use of time.
   • Uses discretionary time wisely
   • Maintains appropriate pace
   • Demonstrates ability to use unexpected moments to enhance learning

23. Maintains a physically and emotionally safe learning environment for all students.
   • Maintains respect for rules and policies
   • Sets clear expectations and responds consistently
   • Models strategies for problem solving
   • Teaches appropriate behavior
   • Fosters an environment that values and encourages respect for diverse cultures and perspectives

24. Responds appropriately and equitably to student behavior.
   • Responds positively and equitably to appropriate behavior
   • Redirects off-task behavior
   • Uses appropriate disciplinary approaches
• Intervenes to manage disruptive behavior
• Responds fairly and equitably to all students

**Professional Dispositions**

25. Demonstrates professional demeanor and ethical behavior.
   • Shows initiative and self-direction
   • Demonstrates effort and enthusiasm
   • Maintains confidentiality
   • Is punctual and reliable
   • Maintains professional appearance
   • Values and encourages respect for diversity

   • Uses educational research to inform teaching decisions
   • Actively and reasonably applies new knowledge of content or methods
   • Sets and acts upon professional growth goals
   • Attends school functions (e.g., PTA, faculty/team meetings, extra-curricular activities)
   • Holds membership in professional organizations
   • Shares professional learning with colleagues

27. Demonstrates effective oral and written communication.
   • Communicates effectively and appropriately with students
   • Communicates effectively and appropriately with supervisor, Cooperating Teacher, and other professionals
   • Communicates effectively and appropriately with families and other members of the school community
   • Initiates communication with family members and responds promptly to concerns

28. Reflects actively and continuously upon practice, leading to enhanced teaching and learning for all students.
   • Demonstrates the ability to make informed instructional decisions based on continuous reflection upon past experiences, present instructional situations, and future instructional goals
   • Demonstrates the ability to make informed professional decisions based on continuous reflection of his or her knowledge, skills, beliefs, and attitudes
   • Attends to the intellectual, emotional, and ethical aspects of the profession
   • Recognizes how one’s own culture(s) and life experiences impacts one’s views about teaching and learning and recognizes how others are similarly shaped by their own culture and experiences
   • Demonstrates commitment to cultural responsiveness as a lifelong developmental process that requires ongoing engagement and reflection

29. Cooperates, collaborates and fosters relationships with families and other members of the community.
• Shares innovative teaching strategies and materials with colleagues
• Initiates and responds to offers of professional cooperation and collaboration
• Productively participates in school-based teams, committees, and/or departments
• Demonstrates awareness of school-community connections
• Demonstrates cultural competence in collegial interactions
• Interacts effectively with individuals to understand their social and cultural contexts
• Contributes to an inclusive, responsive school community
• Interacts effectively and responsively with families to support student learning

30. Demonstrates potential for teacher leadership.
   • Has a whole-school perspective
   • Demonstrates basic knowledge of school administration and organization
   • Serves students and/or the school beyond the classroom
   • Constructively influences the professional practice of others
   • Promotes social justice (e.g., to eliminate discriminatory practices, create inclusive environments, incorporate diverse perspectives, challenge prejudices)

Meeting these competencies provides a foundation for beginning a professional career.
PROCEDURES AND POLICIES FOR PRACTICA AND STUDENT TEACHING EXPERIENCES

Although differences in objectives and organization among the various teacher education programs in the School of Education necessitate some variations in procedures and policies, all teacher education programs recognize the importance of a planned, sequenced, and systematic field experience. This section addresses the procedures and policies that govern teacher candidates’ experiences in the schools.

While the procedures and policies that guide field experiences are common among all SOE teacher preparation programs, there are differences in the sequence and lengths of field experiences of the various programs.

In the elementary and secondary teacher preparation programs, teacher candidates complete a series of practica experiences during one or more semesters (depending on the program) prior to student teaching. During the student teaching semester, teacher candidates complete the final “block” of coursework during the first five weeks of the term. While taking these final classes, teacher candidates continue their practica experience in the schools during either the morning or afternoon, depending on SOE course schedules. The student teaching experience begins the sixth week of the semester and consists of a ten-week, full-time experience.

The practica experiences for teacher candidates in the foreign language programs are the same as for those in the elementary and secondary programs. Teacher candidates complete a series of practica courses prior to student teaching, including during the five-week block of the student teaching semester. Since the licensure for foreign language is K-12, the practica experiences are split between an elementary or middle school, and a high school, or between an elementary and a middle school, or a high school setting. The student teaching experience begins the sixth week of the semester and consists of a ten-week, full-time experience.

For teacher candidates in the special education program, practica experiences are integrated into the program coursework. Teacher candidates complete two student teaching experiences, one in the fall and one in the spring semester. Because the special education endorsement is K-12, teacher candidates are placed in both upper and lower grade levels in two different schools.

SCHOOL PLACEMENTS

School placements rely on the ongoing, positive, and collaborative relationships that exist between the School of Education and local schools and school divisions. The partnerships that the SOE enjoys with local education agencies are the result of many years of successful teacher candidate placements, a shared expectation of excellence, and a common educational mission. When William & Mary students are placed in the schools for practica and student teaching experiences, they become part of—and are expected to be positive contributors to—this long-standing partnership.

The placement of teacher candidates in the schools is central to the School of Education teacher programs. The Associate Dean for Teacher Education and Professional Services and the
Director of Clinical Placements and Licensure are responsible for this important function. Field placements are made in close collaboration with school administrators and, where available, Lead Clinical Faculty members. Each semester, 100-150 School of Education students who are completing field experiences are placed in 30-40 schools typically within six to ten school districts. Ultimately, field placements are controlled by the schools; therefore, the School of Education cannot guarantee the availability of a field placement for each teacher candidate.

When making placements, the Office of Teacher Education and Professional Services balances the needs of individual students, SOE faculty, and host schools. Since each partnership school division processes requests for placements differently, the Office of Teacher Education and Professional Services cannot predict when or if placements will be confirmed. Nevertheless, the following list, although not exhaustive, provides some examples of factors considered in arranging field placements for teacher candidates:

- Endorsement area sought by teacher candidate
- SOE faculty availability
- Student transportation needs
- Diversity of setting
- Requests from schools or school divisions
- Establishment of teacher candidate cohort groups
- Experience/training of Cooperating Teachers
- Formal partnerships with specific schools
- Specific needs or special circumstances of the teacher candidate

With the exception of special education and foreign language, school placements are intended to be “single-school placements,” meaning that a teacher candidate’s practica and student teaching experiences take place in the assigned school with the assigned Cooperating Teacher over the course of the program. The single-school placement is designed to provide a deep, rich, and focused experience for teacher candidates to develop and hone their mastery of knowledge, skills, and dispositions as a teacher, while minimizing the “start-up time” associated with multiple placements. Although teacher candidates are placed with a single Cooperating Teacher, field experiences are not limited to that one classroom. Some assignments and experiences will take place in other classrooms and even in other schools.

Occasionally, circumstances necessitate consideration of a change in placement for a teacher candidate. In such situations, the teacher candidate, Cooperating Teacher, University Supervisor, or School Administrator who has a concern about a student placement should contact the Associate Dean for Teacher Education and Professional Services. Since a change in placement can represent a very significant disruption in a teacher candidate’s program and in the continuity of a PreK-12 classroom, requests for changes are given very careful consideration. In most cases, the Associate Dean for Teacher Education and Professional Services will first consider other possible, appropriate solutions to resolve any issues that may be interfering with the success of a placement. If the Associate Dean determines that a change in placement is warranted, then every effort will be made to secure a new placement for the teacher candidate in a manner that is fair and minimally disruptive to everyone involved. However, since placement in the schools is ultimately controlled by the schools, the School of Education cannot guarantee the availability of a new placement.
PRACTICA AND STUDENT TEACHING PLACEMENTS

Practica and student teaching placements are made primarily within a 50-mile radius of campus. Teacher candidates should expect to incur travel time and associated expenses; the School of Education cannot supplement these expenses. Teacher candidates should consult the College’s “Vehicle Use Policy” for important information about insurance and liability with regard to the use of personal vehicles for travel to and from internships.

IDENTIFICATION BADGES

Schools are secure environments, and access to schools is controlled. In recognition of the schools’ efforts to ensure the safety and security of their students and staff, William & Mary teacher candidates are required to wear an identification badge when in the schools for practica and student teaching visits. The W&M student identification card should be used as student identification in the school. Teacher candidates should purchase a W&M lanyard, which is designed to hold the identification badge. Lanyards can be purchased from the Director of Clinical Placements and Licensure for $4.00 each.

SUPPORT FOR W&M STUDENTS WITH DISABILITIES

The School of Education is committed to providing equal educational opportunities for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act of 1990. A teacher candidate with a disability who seeks and is entitled to reasonable accommodations must notify Student Accessibility Services in the Office of the Dean of Students for the College. It is the responsibility of the staff of Disability Services to verify a student’s disability, to work with the student to identify reasonable accommodations, and to notify the student’s instructors.

Teacher candidates with disabilities should note that practica and student teaching experiences are field-based and therefore may necessitate consideration of accommodations other than those deemed appropriate for a typical university classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can both satisfactorily offset the disability and maintain the appropriate supervision and adequate instruction of all PreK-12 students affected by the relevant field experience. When either of these would be compromised, alternative educational roles may need to be considered.

Teacher candidates with disabilities who will be participating in field experiences should discuss potential needs and concerns with the Associate Dean for Teacher Education and Professional Services and the Assistant Dean of Students for Student Accessibility Services well in advance of any field experience to allow adequate time for planning, including the involvement of practica professors, the internship supervisor, the Cooperating Teacher, and the administrators at the host school, as appropriate.

BACKGROUND CHECKS

All Virginia school divisions are required by state code to obtain background checks on their employees. Some partnering school divisions require similar background checks for their practica students and Student Teachers. For teacher candidates placed in school divisions that
require criminal background checks, the Office of Teacher Education and Professional Services will inform the teacher candidates of the requirement at the time that placements are given and will direct teacher candidates as to how to obtain the required background check. Typically, background checks must be completed prior to beginning one’s field experiences. **Responsibility for having the background check completed and submitted to the appropriate agency resides with the teacher candidate.** Acceptance or termination of a placement based on the results of a background check is at the discretion of the school division. The School of Education does not pay background check fees; therefore, any cost will be the responsibility of the teacher candidate.

Virginia colleges and universities are not directed by state code to require background checks of their teacher education candidates as a condition for admission or participation in field experiences in the PreK-12 schools. However, as part of the application for student teaching, teacher candidates must disclose any prior felony convictions, sexual offenses, or crimes against minors. A teacher candidate’s failure to disclose prior convictions on the student teaching application is cause for denial of entry to student teaching and dismissal from the program. **If a teacher candidate is concerned that a prior conviction may prevent the granting of a teacher license by the state, then he or she should seek the advice of the Office of Teacher Education and Professional Services.**

**LIABILITY INSURANCE**

Practica students and Student Teachers are covered by the General Liability Plan of the Commonwealth of Virginia. Coverage is provided only when teacher candidates are participating in an authorized clinical, internship or other educational program in order to meet pedagogical requirements. The plan does not cover willful or wanton misconduct, nor does it cover vehicle use when traveling to and from internship sites.

As aspiring teachers, teacher candidates are advised to secure professional liability insurance. Such policies are typically available through membership in professional associations, such as the Association for Childhood Education International (ACEI), the Council for Exceptional Children (CEC), the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), the National Science Teachers Association (NSTA), the National Council for the Social Studies (NCSS), the American Council on the Teaching of Foreign Language (ACTFL), the National Education Association (NEA), Student Virginia Education Association (SVEA) or the Virginia Professional Educators (VPE) association. Liability insurance can also be obtained through private insurance companies.

**REQUIRED CLOCK HOURS**

Attendance in the schools during practica and student teaching experiences is governed by the state-approved program requirements of the teacher preparation programs in the School of Education. The School of Education emphasizes the quality of practica and student teaching experiences rather than the number of hours, and the School of Education’s program requirements exceed the minimum state requirements. The minimum state requirements are 300 clock hours of which 150 have to be in direct instruction. Teacher candidates are expected to
meet the School of Education requirements, as shown in Figure 5, for purposes of program/degree completion and recommendation for licensure. The following guidelines apply:

**Figure 5: School of Education Practicum Requirements**

<table>
<thead>
<tr>
<th>Practicum courses</th>
<th>20 clock hours per one credit course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five-week “Block” Practicum (student teaching semester)</td>
<td>Mornings or afternoons depending on teacher candidate’s coursework schedule.</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>Full-time, Monday through Friday. During the ten weeks of student teaching, teacher candidates are in the school before classes start until after classes are dismissed.</td>
</tr>
</tbody>
</table>

**NOTE:** Travel time to and from placement does not count as field experience.

**During practica experiences, faculty members will require teacher candidates to complete attendance logs to verify attendance for purposes of course completion and licensure.** Logs for practica and for student teaching are provided in the appendices.

Students enrolled in an initial licensure program who are seeking ESL licensure must complete 150 clock hours of direct instruction with ESL students in K-12 classrooms in addition to the prescribed assignments for MDLL 347 or the graduate-level equivalent. These 150 clock hours must include experiences in elementary and secondary settings. This requirement may be fulfilled on the practica and student teaching experiences associated with the elementary, secondary, or special education initial licensure program or through other experiences in accredited settings approved by the instructor. Students must coordinate their field placements through the Office of Teacher Education and Professional Services in the School of Education. Additional information about securing placements is available on the OTEPS website.

**ATTENDANCE**

Attendance during practica and student teaching experiences is a fundamental requirement of successful completion of these program requirements. During the practica experiences, the specific attendance times should be arranged collaboratively in advance by the Student Teacher and Cooperating Teacher to accommodate their respective schedules. **As a professional courtesy, the Student Teacher should contact the Cooperating Teacher in advance of any change in attendance schedule.**

During the full-time student teaching experience, Student Teachers maintain the same schedule as their Cooperating Teachers. Any deviation from this general rule must be approved in advance by the Student Teacher’s Cooperating Teacher and the University Supervisor. If absence is unavoidable due to illness or emergency, the Cooperating Teacher and University Supervisor should be notified as soon as possible. In cases of absence during student teaching, the Cooperating Teacher serves as “substitute teacher” for the Student Teacher. In such cases, the Student Teacher is expected to prepare adequate and appropriate substitute plans for the Cooperating Teacher.
As a general guideline, a Student Teacher may use **two (2) personal days** and **three (3) sick days** during the ten-week student teaching internship, if necessary. Personal days should be reserved for job interviews or unavoidable personal obligations. Sick days should only be used in the case of illness. **If total absences during student teaching exceed five (5) days, then the Student Teacher should ensure that the University Supervisor and the Associate Dean for Teacher Education and Professional Services are notified in a timely manner. Excessive absences or abuse of these guidelines may result in an extended student teaching experience or failure.**

_Because of the time-intensive nature of student teaching, holding another job or taking additional courses during this time is not recommended. Student Teachers are not permitted to take an additional course during times that conflict with the regular school day during student teaching._

School system calendars do _not_ coincide with the College calendar. Student Teachers must be present when school is in session, even though the College may not be in session. During student teaching, teacher candidates take any breaks given by the school system but do _not_ take the College’s Fall Break or Spring Break. In cases of inclement weather and school closings, Student Teachers follow the inclement weather policy of the school system.

School schedules and calendars can be found by exploring school division websites. Some of the local school system websites are listed below:

- **Williamsburg-James City County**  [http://www.wjccschools.org/](http://www.wjccschools.org/)
- **York County**  [http://www.yorkcountyschools.org/](http://www.yorkcountyschools.org/)
- **Newport News**  [http://www.sbo.nn.k12.va.us/](http://www.sbo.nn.k12.va.us/)
- **Hampton**  [http://www.sbo.hampton.k12.va.us/](http://www.sbo.hampton.k12.va.us/)
- **Gloucester County**  [http://gets.gc.k12.va.us/](http://gets.gc.k12.va.us/)
- **New Kent County**  [http://www.newkentschools.org/](http://www.newkentschools.org/)

School calendars are also available in the main office of any school and on the webpages of individual schools.

**Appearance and Demeanor**

Every school has norms and expectations regarding the appearance and demeanor of its faculty and staff. As pre-service teachers participating in practica and student teaching experiences in the schools, SOE students are expected to meet or exceed the schools’ expectations of appearance and behavior. Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, excessive body piercing, t-shirts, bare shoulders, and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for school teachers. Teacher candidates should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties, and the like. It is the teacher candidate’s responsibility to become familiar with the school’s expectations for faculty appearance and dress immediately upon
beginning the first practicum experience. Inappropriate appearance or dress can adversely affect a teacher candidate’s placement or continuation in the School of Education.

Teacher candidates’ behavior is also governed by general expectations of professionalism and civility. Teaching is a service profession. During field experiences, teacher candidates will interact with minors, parents/guardians, support staff, administrators, and teachers. While these interactions will be typically be positive, teacher candidates are also likely to encounter some situations that are uncomfortable or challenging. A vital area of training as a teacher is developing the attitudes, skills, and capacity to work productively and professionally with all populations in the myriad situations that arise each day. Teacher candidates are responsible for their behavior during school visits. Continuation in a field placement and in the School of Education can be adversely affected by unprofessional or inappropriate dispositions, behaviors, or interactions with others.

CONFIDENTIAL INFORMATION

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP’s), family histories, and more. Student Teachers are held to the same legal and professional standards as full-time teachers with regard to confidential information. Questions regarding confidentiality policies should be directed to the Cooperating Teacher and/or University Supervisor.

PERMISSION TO VIDEO IN THE CLASSROOM

With the proliferation of digital media, parents and educators must use caution and ensure safety and welfare of the students in their care. On the other hand, teacher candidates have legitimate purposes in video recording classroom activities. Such purposes include self reflection, asynchronous supervision and feedback from faculty members, and demonstration of professional competencies in the electronic teaching portfolio.

Prior to video recording in a school setting for any purpose, the teacher candidate should learn the policy and procedures used in the school of his or her placement. The teacher candidate should follow the school’s policy. In the case that the school’s policy requires explicit parental permission, the teacher candidate may use the language below to compose a permission slip. Teacher candidates are cautioned to allow ample turn-around time to compose, distribute, and collect permission slips prior to video recording.

Sample language for parental permission to video in a school setting (modify as needed):

Dear Parent/Guardian:

The School of Education at The College of William & Mary recognizes the need to protect students’ privacy. As part of the teacher preparation program at W&M, teacher candidates are periodically required to video themselves delivering instruction. These videos are used for supervision by W&M faculty, self reflection by the teacher candidates, and documentation of professional
competency in electronic teaching portfolios. The focus of such a video is the teacher candidate, not the students in class. Furthermore, these videos are not intended for public broadcasting or dissemination, however, they will be publically available and may be viewed by professional educators with a legitimate responsibility for supervising and/or potentially employing a W&M teacher candidate.

Please indicate below whether you do or do not grant permission for your student to be videoed for the purposes described above. If you have any questions, please contact your child’s teacher, the school principal, or the Associate Dean for Teacher Education at William & Mary.

☐ I give permission for my student to be videoed for use by individuals associated with the teacher preparation program at William & Mary.

☐ I do NOT give permission for my student to be videoed for use by individuals associated with the teacher preparation program at William & Mary.

**CODE OF CONDUCT**

All schools and many professional organizations develop a code of ethics to guide behavior. Teacher candidates are expected to follow the code of conduct for the school system as well as maintain the William & Mary Honor Code. General guidelines are listed below.

1. **Do no harm.** SOE students are placed in classrooms to assist and facilitate the growth, learning, and development of the students in the public schools.

2. **Demonstrate cultural competency.** Respect all children, families, and colleagues. Treat all children, families, and colleagues with care and professional courtesy.

3. **Maintain the College of William & Mary Honor Code.**

4. **Read and follow the faculty handbook of the placement school.** All teacher candidates must abide by the guidelines and code of ethics established by the school administration.

5. **Maintain confidentiality at all times.** Information related to student’s behavior, academic performance, social interactions, or family must be confidential. Federal guidelines are used to inform all decisions related to confidentiality of student records.

6. **Project professionalism in all areas at all times.** As another adult in a classroom, pre-service teachers function as role models for students and represent the College of William & Mary.

7. **Be prepared.** Prepare appropriately for clinical experiences. Add to the learning experience in the classroom.

8. **Arrive and depart punctually.** As an adult and representative of the School of Education, your arrival and departure times should occur in a timely fashion that reflects your interest. Signing in inaccurate times is a violation of the honor code.

9. **Communicate appropriately.** Language is a powerful tool and professional, child-first language should be used at all times.

10. **Dress professionally.** As adults in the schools, SOE students are required to dress appropriately.
GUIDELINES FOR THE PREVENTION OF SEXUAL MISCONDUCT & ABUSE

Responsibility for protecting K-12 students from sexual misconduct and abuse is shared by professionals, adults, and agencies that work with these students. The Virginia Board of Education developed *Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools* to deter misconduct, provide accountability, and establish clear and reasonable boundaries for interactions among students and teachers, as well as other school board employees, and adult volunteers. Teacher candidates should avoid appearances of impropriety when interacting with students. Behaviors that can create an appearance of impropriety include the following:

- Conducting ongoing, private, conversations with individual students that are unrelated to school activities or the well-being of the student and that take place in locations inaccessible to others
- Inviting a student or students for home visits without informing parents
- Visiting the homes of students without the knowledge of parents
- Inviting students for social contact off school grounds without the permission or knowledge of parents; and
- Transporting students in personal vehicles without the knowledge of parents or supervisors.

Personal contact between adults and students must always be nonsexual, appropriate to the circumstances and unambiguous in meaning. Teacher candidates should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:

- Physical contact with a student that could be reasonably interpreted as constituting sexual harassment
- Showing pornography to a student
- Unnecessarily invading a student’s personal privacy
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate educator/mentor-student relationship
- Conversation of a sexual nature with students not related to the employee’s professional responsibilities
- A flirtatious, romantic or sexual relationship with a student.

Additionally, teacher candidates should avoid impropriety when communicating electronically with students. All electronic and online communications between teacher candidates and individual students should be transparent, accessible to supervisors and parents, and professional in content and tone. As with in-person communications, educators and volunteers should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors that may be considered in determining whether an electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing and frequency of the communication
- Whether there was an attempt to conceal the communication from supervisors and/or parents
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.
APPLYING FOR STUDENT TEACHING

While the initial placement of teacher candidates for practica experiences is made upon enrollment in the School of Education, teacher candidates must apply for student teaching. They must apply during the semester prior to student teaching by completing two forms: (1) the Student Teaching Application (FORM TE.4 in the Appendix), which is used by the Office of Teacher Education and Professional Services for program and licensure purposes; and (2) the Introduction to University Supervisor (FORM TE.5 in the Appendix). Both of these forms must be turned in to the Director of Clinical Placements and Licensure by the deadline indicated on the OTEPS webpage “Calendar of Events.” The Introduction to University Supervisor provides the University Supervisor with up-to-date contact information.

Applying for student teaching ensures that the teacher candidate has met the prerequisites for student teaching, including (but not limited to) the following:

- Program coursework
- General studies coursework
- Praxis Core Academic Skills for Educators Tests (Praxis Core)
- Background check (Typically, if a school division requires a background check, it must be completed prior to beginning field experiences. Please see “Background Check” section of this Handbook for more information.)

The application for student teaching not only serves as a measure of the teacher candidate’s successful progress in the program, but it also serves as a means of evaluating the program by the School of Education faculty.

SUBSTITUTE TEACHING POLICY

School of Education faculty recognizes that there are oftentimes shortages of substitute teachers in the school divisions that provide practica and student teaching experiences for William & Mary students. Some school divisions allow student interns to substitute and some do not. To assist local school divisions in their efforts to locate and hire qualified individuals as substitute teachers and to offer teacher candidates opportunities to expand their professional experiences, the School of Education has adopted the following policy to allow teacher candidates to serve as substitute teachers, if they choose. For a teacher candidate enrolled in the School of Education to work as a substitute teacher, these conditions must be met:

1. The teacher candidate must be in good academic standing at William & Mary.
2. Substitute teaching cannot conflict with the teacher candidate’s regularly scheduled William & Mary classes. Substitute teaching does not constitute an excused absence from class.
3. Substitute teaching cannot substitute for required practica experiences. Time requirements for observations and other practica experiences must be met separately from substitute teaching.
4. The teacher candidate must complete the regular application and hiring procedures for the school division in order to serve as a substitute teacher. *A teacher candidate is not allowed to serve as a substitute teacher unless he or she has been duly identified as a substitute teacher by the school division.* This typically involves completion of an application and background check. The teacher candidate must follow all requirements of the local school division when identified and hired as a substitute teacher. Remuneration is the responsibility of the school division.

5. Prior to the student teaching experience, William & Mary does not place restrictions on the number of times, the locations, the courses, or the grade levels in which a teacher candidate may serve as a substitute teacher.

6. During the student teaching experience, the teacher candidate is restricted to no more than five days total and only two days in succession of substitute teaching. During student teaching, the teacher candidate can substitute only in the class(es) of his or her assigned Cooperating Teacher. Exceptions to these restrictions require advance permission from the Associate Dean for Professional Services, in consultation with the University Supervisor. *Violation of these restrictions can result in failure of student teaching.*

7. When substituting during the student teaching semester, as a professional courtesy the teacher candidate must inform his or her University Supervisor.

**EARLY-HIRE/CONTRACTUAL TEACHING POLICY**

To assist local school divisions in their efforts to locate and hire qualified teachers, the School of Education has adopted a policy that allows teacher candidates to be hired simultaneously to or during the student teaching experience. For a teacher candidate enrolled in the School of Education to be hired as a teacher prior to the completion of the preparation program, the following conditions must be met:

1. The teacher candidate must have completed all of the course requirements for the teacher preparation program, with the exception of student teaching, the seminar, and any simultaneous coursework within the typical program sequence. Teacher candidates in the master’s level initial preparation programs must have completed all degree requirements except for student teaching, the student teaching seminar, and second-summer courses (for Special Education students) in the graduate programs.

2. The teacher candidate must have a 3.0 grade point average or higher in the School of Education coursework and must have met the Praxis Core requirements.

3. The teacher candidate cannot hold a Graduate Assistantship.

4. The teacher candidate must be able to attend and complete the student teaching seminar.

5. The Associate Dean for Teacher Education and Professional Services, in consultation with the University Supervisor, must approve early-hire or contractual teaching in
advance. The hiring school division must submit a formal letter of request to the Associate Dean for Professional Services specifying (1) the rationale for the request, (2) effective dates, (3) placement level and subject area(s), (4) provisions for assigning an appropriate mentor teacher, and (5) acknowledgement of and support for the request from the school administrator. The teacher candidate must complete the regular application and hiring procedures for the school division in order to serve as a long-term substitute or a full-time teacher. This typically involves completion of an application, interview, and background check. The teacher candidate must follow all requirements of the local school division when identified and hired as a substitute teacher or full-time teacher. Remuneration is the responsibility of the school division.

6. The hiring school division must assign the teacher candidate to the appropriate grade level and subject area(s) for the degree program in which the teacher candidate is enrolled.

7. The hiring school division, in consultation with the Associate Dean of Teacher Education and Professional Services and the University Supervisor, must assign a mentor teacher who is licensed and endorsed in the area of the teaching candidate, and tenured. The mentor teacher must fulfill the responsibilities of the traditional Cooperating Teacher, including formal observation, conferencing, and evaluation. The mentor teacher must work in collaboration with the University Supervisor.

8. The administrator in the school for which the teacher candidate is hired must fulfill observation and evaluation responsibilities, including a mid-term and final evaluation. The school administrator must work in collaboration with the University Supervisor and mentor teacher.

9. The School of Education will provide supervision and evaluation of the teacher candidate through a University Supervisor, who will conduct the required number of observations and conferences and will complete mid-term and final evaluations. Evaluation of the teacher candidate and assignment of a grade for the student teaching course remains solely with the University Supervisor and the School of Education. Completion of contractual teaching with a school division does not guarantee successful completion of the student teaching course or the seminar.

**EVALUATION**

**Evaluation Criteria: Practicum Experiences**

During practicum experiences, teacher candidates are evaluated on an ongoing basis by the Cooperating Teacher and course instructor using the forms listed below, which are located in the Appendix.

**Form TE.1: Practicum Log** (submitted on paper)
The teacher candidate attendance and activities are recorded on Form TE.1. The Cooperating Teacher must sign the practicum log. **The practicum log is submitted by the teacher candidate to the course instructor at the end of the practicum semester.**
Form TE.2a and TE.2b: Teacher Candidate’s Self-Evaluation of Practicum (two parts—one on paper and one online)
Each teacher candidate completes a self-evaluation of each semester-long practicum experience. This evaluation is completed in two parts:

1. Self-Evaluation of Required Practicum Activities (Form TE.2a): The practicum instructor will provide the teacher candidate with a self-evaluation form listing specific assignments/activities to be completed in the field. This portion of the self-evaluation is completed on paper and returned to the course instructor.

2. Self-Evaluation of Professional Dispositions (Form TE.2b): The evaluation of professional dispositions is completed through an online evaluation system. Practica students are notified by the School of Education Assessment Coordinator by e-mail when the online evaluation website is open. Practicum instructors access this self-evaluation online, once it is completed by the practicum student.

Form TE.3a and TE.3b: Cooperating Teacher’s Evaluation of Intern’s Practicum (two parts—one on paper and one online)
Each Cooperating Teacher completes an evaluation of each semester-long practicum experience. This evaluation is completed in two parts:

1. Evaluation of Required Practicum Activities (Form TE.3a): The practicum instructor will provide each practicum student with a copy of the evaluation form listing specific assignments/activities to be completed in the field. This portion of the evaluation is completed on paper and returned to the course instructor either via the practicum student or by mail. Cooperating Teachers are strongly encouraged to review their practicum evaluations with their teacher interns.

2. Evaluation of Professional Dispositions (Form TE.3b): The evaluation of professional dispositions is completed through an online evaluation system. Cooperating Teachers are notified by the School of Education Assessment Coordinator by e-mail when the online evaluation website is open. Practicum instructors access this self-evaluation online, once it is completed by the practicum student. Cooperating Teachers are strongly encouraged to review their evaluations of professional dispositions with their teacher interns.

Teacher candidates should note that there are three minimum requirements for successful completion of a practicum:

1. Completion and submission of the Practicum Log, indicating the completion of the required hours in the field placement and signed by the Cooperating Teacher
2. Completion and submission of both parts of the Self-Evaluation
3. Completion and submission of both parts of the Cooperating Teacher’s evaluation of the teacher candidate’s performance and dispositions during the practicum experience

A grade cannot be given until all three parts are submitted and reviewed by the instructor-of-record for the practicum.
Successful completion of all School of Education coursework and practicum experiences is required prior to student teaching.

Evaluation Criteria: Student Teaching

Evaluation of teacher candidates during student teaching is completed in three ways: (1) during the experience through formal and informal observations and written/oral feedback; (2) formally at the mid-point of the experience; and (3) formally at the end of student teaching. The University Supervisor, the Cooperating Teacher, and the building principal (or designee) each play a role in evaluating the Student Teacher.

1. Student Teachers are observed, coached, and evaluated by the Cooperating Teacher and University Supervisor throughout the student teaching experience.

2. The Mid-term Evaluation is intended to be formative in nature, providing Student Teachers with formal feedback on their performance in order to promote their continuing development during the latter half of the experience. Student Teaching mid-term evaluations are completed by the Cooperating Teacher, the University Supervisor, and the Student Teacher. The three participants also meet at mid-term to share and discuss the teacher candidate’s performance, progress, and areas for improvement. The evaluation of the Student Teacher’s performance during full-time student teaching is completed through an online evaluation system. (A sample of the form is provided in this handbook as Form TE.8.) Student Teachers, University Supervisors, and Cooperating Teachers are notified by e-mail by the School of Education Assessment Coordinator when the online evaluation website is open at the appropriate point in the semester.

3. Final Evaluation of student teaching occurs during the last week of the experience and is intended to be summative in nature. Again, all three participants complete the Student Teaching Final Evaluation online (see Form TE.9 for a sample of this) and meet to discuss their evaluations. Student Teachers, University Supervisors, and Cooperating Teachers are notified by e-mail by the School of Education Assessment Coordinator when the online evaluation website is open at the appropriate point in the semester. The final evaluations of the Cooperating Teacher and the University Supervisor can become part of the teacher candidate’s credential file, if the teacher candidate chooses. Responsibility for determination of the final grade in student teaching rests solely with the University Supervisor.

4. Hosting school principals are requested by the School of Education to observe both formally and informally each Student Teacher in their respective schools and to complete a brief evaluation online. Principals are notified by e-mail by the School of Education Assessment Coordinator when the online evaluation website is open at the appropriate point in the semester. A sample of the Administrator Evaluation Form (TE.10) is provided in this handbook.

Ratings on the Mid-Term and Final Evaluation Forms are Below Expectations, Developing, Meets Expectations, Exceeds Expectations and Unable to Observe. Ratings are based on expectations for beginning teachers, not master teachers. The standard of Meets Expectations is a high standard, and it is the standard that most teacher candidates are anticipated to demonstrate
in their performance as Student Teachers. In other words, there is nothing wrong with earning an evaluation of *Meets Expectations*—indeed, it represents a very high standard of performance. Ratings of *Exceeds Expectations* are intended to indicate superior quality and consistency of performance.

In order to pass student teaching, a Student Teacher must receive a rating from his or her University Supervisor of *Meets* or *Exceeds Expectations* for *Overall Teaching Effectiveness*. Note: It is possible that a teacher candidate may receive one or more ratings of *Below Expectations* or *Developing* for individual competencies on the Final Evaluation and yet still receive an overall rating of *Meets Expectations*. However, this is at the discretion of the University Supervisor. On a related note, a single rating of *Below Expectations* may constitute an overall rating of *Below Expectations* if the University Supervisor judges the Student Teacher’s unsatisfactory demonstration of a given competency to be significantly detrimental to his or her overall performance, egregious in nature, and/or persistent.

The forms used for evaluation are described here.

**Form TE.6. Student Teaching Log** (submitted on paper)
Teacher candidates record their attendance and submit this form to the University Supervisor regularly. University Supervisors and Cooperating Teachers provide consistent, ongoing feedback throughout the student teaching experience.

**Form TE.7. Student Teaching Pacing Chart** (on paper, not submitted)
The Student Teacher, Cooperating Teacher, and University Supervisor discuss an optimal plan for the teacher candidate to assume the duties and responsibilities of the classroom. The plan does not necessarily require the Student Teacher to adhere to the scheduled weeks, but a plan should be in place so that all three agree when this will occur.

**Form TE.8. Student Teaching Mid-Term Evaluation** (submitted online)
Mid-term evaluations are completed by the Cooperating Teacher, the University Supervisor, and the Student Teacher. The three participants meet at mid-term to share and discuss the teacher candidate’s performance, progress, and areas for improvement. These forms are submitted online. The evaluation rubric in this handbook is an excellent resource to use to complete this evaluation.

**Form TE.9. Student Teaching Final Evaluation** (submitted online)
All three participants complete a summative evaluation and meet to discuss their evaluations. The evaluation rubric in this handbook is an excellent resource to use to complete this evaluation. *Responsibility for determination of the final grade in student teaching rests solely with the University Supervisor.*

**Form TE.10. Administrator’s Evaluation of Student Teacher** (submitted online)
Hosting principals (or their designees) are requested to complete this brief evaluation online. The evaluation results are used to provide confirmation of the Student Teacher’s performance and, in the aggregate, these evaluations are used by School of Education faculty for program evaluation.

**Form TE.11. Teacher Candidate’s Feedback on Field Placement** (on paper) – *optional*
This optional evaluation form can be used by the Student Teacher to provide confidential, constructive feedback to the Associate Dean for Teacher Education and Professional Services regarding the quality of the field placement.

Teacher candidates who fail Student Teaching will be referred to the Teacher Candidate Review Panel in order to determine whether they can continue in the program.

Unsatisfactory Performance

During the practica and student teaching experiences, teacher candidates are expected to develop, apply, and demonstrate proficiency of a complex set of knowledge, skills, and dispositions that constitute the professional teaching. If a teacher candidate’s performance or professional dispositions are judged to be unsatisfactory, then he or she faces the prospect of removal from the field experience, and/or failure of the practicum or student teaching course, and/or removal from the teacher preparation program. It is the responsibility of the instructor-of-record to work in collaboration with the Cooperating Teacher to judge the teacher candidate’s level of performance, provide assistance as time and resources allow, and make a final determination regarding the teacher candidate’s continuation in and/or grade in the field experience.

The following are suggestions for assisting a teacher candidate whose performance is unsatisfactory. The University Supervisor, professor, or Cooperating Teacher may identify other effective strategies:

- Identify the specific concerns and conduct a conference including the teacher candidate, Cooperating Teacher, and University Supervisor (or instructor-of-record).
- Contact the Associate Dean for Teacher Education and Professional Services to seek assistance regarding the concerns.
- If appropriate, confer with the Lead Clinical Faculty member, school principal, or assistant principal.
- Temporarily revise the teacher candidate’s responsibilities in the classroom in order to permit a more focused attempt to improve performance.
- Clarify the teacher candidate’s responsibilities as a novice professional.
- Conduct observations and follow-up conferences more frequently.
- Provide additional opportunities for the teacher candidate to reflect and evaluate his or her own performance (e.g., through videotape analysis).
- Maintain an accurate record of performance concerns.
- Arrange for a principal or designee to observe and conference with the teacher candidate.
- Arrange for the teacher candidate to observe other teachers.
- Identify areas for growth and create an improvement plan with clear expectations for what constitutes expected performance levels.
Improvement Assistance Plan

In some instances, the performance of a teacher candidate during either practica or student teaching experiences may warrant a more formal intervention. An Improvement Assistance Plan is a formal intervention initiated by a School of Education faculty member, instructor, or dean to address areas of concern in the performance of the teacher candidate. Such concerns may include, but are not limited to, poor lesson planning, ineffective instructional delivery, classroom management issues, unwillingness to comply with school rules, or unprofessional behavior. An improvement plan may be written at any time during a practicum or student teaching experience, but it should provide, when feasible, sufficient time for a teacher candidate to attempt to improve his or her performance based upon the objectives and strategies cited by the faculty member, instructor, or dean. An Improvement Assistance Plan form (Form TE.13) is included in the Appendix.

For a teacher candidate whose performance has been deemed unsatisfactory, a decision must be made regarding the continuation of the teacher candidate in the field experience and the teacher preparation program. Decisions about continuation in a field placement are made collaboratively, typically involving the Associate Dean for Teacher Education and Professional Services, relevant faculty members, and a representative of the hosting school or school division (e.g., the principal, Lead Clinical Faculty member, the Cooperating Teacher, and/or central office placement coordinator). Typically, concerns about unsatisfactory performance in a field placement result in one or more of the following decisions:

- Failing the practicum or student teaching experience (Note: The instructor-of-record holds final responsibility for determining the grade in a university course.)
- Extending the practicum or student teaching experience to allow opportunities to demonstrate satisfactory performance
- Repeating the experience by registering for the course, if available, in another semester
- Providing a new placement with a different Cooperating Teacher (which is permitted only under unique and compelling circumstances)
- Withdrawing from the experience and, if university requirements are met, withdrawing from the course
- Counseling out of or removing the teacher candidate from the preparation program

Semester Review Process

The Curriculum & Instruction Area of the College of William & Mary School of Education is committed to preparing teacher candidates who possess content expertise, skills of reflective practice and collaboration, and who demonstrate potential for teacher leadership. In short, each teacher candidate is expected to develop the knowledge, skills, and dispositions that are appropriate to the profession of education. Thus, faculty are committed to evaluating the progress toward and attainment of these critical competencies by each teacher candidate; to recognize outstanding achievement by teacher candidates; and, to counsel, coach, and direct any teacher candidate who demonstrates unsatisfactory performance or dispositions. Each teacher candidate must meet the standards and expectations of the School of Education and the College
Professional knowledge, skills, and dispositions are developed and demonstrated through a variety of means, such as the following: coursework; class participation; field experiences; licensure tests; and interactions with School of Education faculty and administration; and interactions with PK-12 teachers, staff, pupils, and families. In order to facilitate the systematic and regular review of teacher candidate performance, the faculty and administration of the teacher preparation program have developed the Semester Review process. This process applies explicitly to teacher candidate professional competencies and is complementary to existing policies of the College of William & Mary Honor Code or the School of Education standards for academic performance.

Each teacher candidate’s performance, is reviewed each semester by a group of faculty most directly related to the candidate’s program emphasis. (Typically, the Semester Review process is undertaken by representatives of faculty in work group meetings of the Elementary, Secondary, and Special Education programs, respectively. The Associate Dean for Teacher Education and Professional Services participates in the Semester Review process, as well.) As part of this review, faculty may identify teacher candidates who are demonstrating exemplary performance. Faculty also identify any teacher candidate who is demonstrating unsatisfactory performance in knowledge, skills, or dispositions. The Semester Review is intended to be a regular and systematic process; therefore, it occurs after the end of each semester. However, faculty, deans, partners in the field, or other individuals with responsibilities for teacher candidates may identify concerns at any time in a teacher candidate’s progression in the program.

Again, the Semester Review is a means of monitoring each teacher candidate’s progress toward attainment of professional knowledge, skills, and dispositions. For purposes of clarification, the National Council for Accreditation of Teacher Education (NCATE) defines dispositions as:

… the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

(NCATE Unit Standards, 2000, p. 30)

The Curriculum & Instruction (C&I) faculty in the School of Education have identified six overarching dispositional competencies that must be exhibited by each teacher candidate for program completion and recommendation for licensure or endorsement. C&I policy requires that teacher candidates demonstrate acceptable performance for each of these competencies. Specifically, the candidate must do the following:

1. Demonstrate professional demeanor and ethical behavior.
2. Demonstrate effective oral and written communication.
3. Reflect actively and continuously upon practice, leading to enhanced teaching and learning for all students.
4. Participate in and apply professional development
5. Cooperate, collaborate, and foster relationships with families and members of the school community.

6. Demonstrate potential for teacher leadership.

In addition, teacher candidates must meet or exceed the School of Education’s expectations in the following specific dispositions:

1. Dependability
2. Organization and preparation
3. Communication skills
4. Effort and initiative
5. Cooperativeness and flexibility
6. Enthusiasm
7. Rapport with students
8. Rapport with faculty and other school personnel
9. Professional demeanor and dress
10. Respect for diversity

Procedures for Addressing Concerns about Teacher Candidates’ Performance

All Curriculum and Instruction programs prepare teacher candidates to serve as professionals in roles of service to pupils and clients who may be minors or in circumstances of significant vulnerability. School of Education teacher candidates come into direct contact with such pupils and clients as part of their educational experiences that include internships, practica, field placements, and student teaching. The School of Education can have no tolerance for any teacher candidate behavior that exploits, endangers, compromises or threatens the welfare, safety, wellbeing, or rights of those pupils or clients.

When a concern about a teacher candidate’s potential to serve effectively or ethically in the profession for which the individual is seeking preparation or certification is brought to the attention of the School of Education, an open and fair process will be undertaken to address the concern. The policies and procedures specified here shall not supplant or limit the existing policies of the College of William & Mary or the School of Education. Nor shall they limit the authority of School of Education administrators to properly manage the programs of the School. Refusal by the teacher candidate to participate in the procedures for addressing concerns related to teacher candidate performance, including dispositions, constitutes grounds for removal from the program.

The following scenarios are intended to explain, illustrate, and guide procedures for addressing concerns related to a teacher candidate’s performance.

Scenario A: A performance concern surrounding a teacher candidate is identified by one or more faculty members or partnering professionals.
Step 1: Individual faculty member, University Supervisor, Cooperating Teacher, or cooperating principal meets with the teacher candidate informally to discuss the area of concern. *If the concern abates, no further action is needed.*

Step 2: If the concern continues, then a second meeting with the faculty member, University Supervisor, Cooperating Teacher, or cooperating principal is held. The individual initiating the meeting may request that the Associate Dean for Teacher Education and Professional Services attend the meeting. During the second meeting, a specific written plan of remediation may be developed and agreed upon by relevant supervisors. The teacher candidate will be provided with opportunities to provide feedback on the plan. The result of this step is a written contract that specifies the activities and level of competency expected of the teacher candidate to be considered satisfactory performance as well as the timeline for completion of the specified activities. The methods and timelines for monitoring the teacher candidate’s progress also will be stated explicitly. *If the concern abates, no further action is needed.*

Step 3: If the concern continues, then the faculty member, University Supervisor, Cooperating Teacher, or cooperating principal may request that the Associate Dean for Teacher Education and Professional Services empanel an ad hoc Teacher Candidate Review Panel or may bring the concern to the next scheduled Semester Review meeting for review and action.

Scenario B: A performance concern surrounding a teacher candidate is identified in the Semester Review.

Step 1: Based on the recommendation of the Semester Review, the following may occur:

- The reviewing team of faculty appoints an individual to meet with the teacher candidate informally.

**OR**

- The reviewing team of faculty meets with the teacher candidate and a written plan of remediation will be developed. The specific written plan of remediation, including timelines, will be developed and agreed upon by all review team members. The teacher candidate will be provided with opportunities to provide feedback on the plan. The result of this step is a written contract that specifies the activities and level of competency expected of the teacher candidate to be considered satisfactory performance as well as the timeline for completion of the specified activities. The methods and timelines for monitoring the teacher candidate’s progress also will be stated explicitly.

*If the concern abates, no further action is needed.*

Step 2: If the concern continues, then the faculty member, University Supervisor, Cooperating Teacher, or cooperating principal may request that the Associate Dean for Teacher Education and Professional Services empanel an ad hoc Teacher Candidate Review Panel or may bring the concern to the next scheduled Semester Review meeting for review and action.
Scenario C: A teacher candidate commits or is suspected of committing an egregious offense.

Step 1: Individual faculty, University Supervisor, Cooperating Teacher, or cooperating principal will request that the Associate Dean for Teacher Education and Professional Services empanel a Teacher Candidate Review Panel. The reporting individual will present the incident that has led to the request for the Teacher Candidate Review Panel. Whether the teacher candidate will continue in his/her field placement will be determined by the Associate Dean for Teacher Education and Professional Services and the appropriate clinical administrator.

Teacher Candidate Review Panel

A Teacher Candidate Review Panel may be convened in those instances when the regularly scheduled Semester Review is not eminently available or when the nature of a particular concern allows for or suggests a need for the consideration of a number of School of Education faculty in order to most effectively address it. A Teacher Candidate Review Panel consists of the Associate Dean for Teacher Education and Professional Services and two or more faculty members in the teacher preparation program. The chair of the Teacher Candidate Review Panel shall be the Associate Dean for Teacher Education and Professional Services. The chair of the Teacher Candidate Review Panel will schedule the meeting and notify in writing the teacher candidate and the individual(s) that requested the panel of the date, time, and location of the meeting. Whenever possible, the meeting should be held within 10 working days of the date of the request for the review. The teacher candidate will be notified of the Teacher Candidate Review Panel meeting at least two working days in advance.

Since all School of Education programs are professional programs, teacher candidates are expected to be present at the meeting, to speak on their own behalf, and to appropriately participate in the process of the review meeting. Failure to attend the meeting will constitute grounds for a decision for removal from the program.

If the teacher candidate elects to do so, the teacher candidate may be accompanied by one individual of his or her choice who may observe but not actively participate in the review meeting. At least one day prior to the review meeting, the teacher candidate shall inform the chair of the Teacher Candidate Review Panel of the name of the support person who will be attending.

The following process will guide the review meeting:

1. The Teacher Candidate Review Panel will hear the concern. The teacher candidate will then be provided with an opportunity to respond to the concerns raised by those requesting the review. The members of the Review Panel may then ask questions of those requesting the review and/or the teacher candidate.

2. At any time, the members of the Teacher Candidate Review Panel may interrupt the teacher candidate or those requesting the review to ask questions. During the meeting, the teacher candidate may not ask those who requested the review any questions and those who requested the review may not ask the teacher candidate any questions, unless waived by the Panel.
3. The chair of the Teacher Candidate Review Panel may conclude the meeting at any time after the teacher candidate and those who have requested the review have had an opportunity to speak and after the members of Review Panel have asked any questions deemed appropriate.

4. The Teacher Candidate Review Panel will deliberate. Such deliberation, at the Teacher Candidate Review Panel’s discretion, may include discussions with the teacher candidate, those who requested the review, or any others who may have relevant information.

5. At the conclusion of its deliberations, the Teacher Candidate Review Panel may take any of the following actions:
   i. Find in favor of the teacher candidate and inform the candidate in writing of the decision.
   ii. Place the teacher candidate on probation and require the development of a remediation plan; inform the teacher candidate of the decision in writing.
   iii. Recommend dismissal from the program; inform the teacher candidate of the decision in writing.

Within 10 working days of the meeting, the chair of the Teacher Candidate Review Panel will notify the teacher candidate, and those requesting the review of the decision.

If the Teacher Candidate Review Panel recommends dismissal, the recommendation for dismissal will be reviewed by the Associate Dean for Academic Programs of the School of Education. In reviewing the decision, the Associate Dean for Academic Programs may elect to request information from, and/or meet individually or as a group with the teacher candidate, those who requested the review, the members of the Teacher Candidate Review Panel, or any other persons connected with the decision under review. At the conclusion of the Associate Dean’s review, the Associate Dean for Academic Programs will uphold, reverse, or amend the decision of the Teacher Candidate Review Panel to recommend dismissal. A decision to dismiss a teacher candidate will be overturned only if it is determined that the decision was arbitrary and capricious. A decision will not be overturned simply because others might have reached a different decision given the performance of the teacher candidate. Arbitrary and capricious action is defined as: willful and unreasonable action, without consideration and in disregard of facts or circumstances. Where there is room for two opinions, action is not arbitrary and capricious when exercised honestly and upon due consideration, even though it may be believed that an erroneous conclusion has been reached. The Associate Dean for Academic Programs will notify the teacher candidate, those requesting the original review, and the Teacher Candidate Review Panel of the decision within 10 working days of being notified of the recommendation for dismissal.

The decision of the Associate Dean for Academic Programs is final and is not subject to further review or appeal.

**STUDENT TEACHING PACING GUIDE**

The School of Education faculty recognizes that the nature of the various teacher education programs, varying placements, and individual skills and experience levels will affect the pacing of student teaching for different teacher candidates. Therefore, the following pacing guide is
offered to provide a framework within which individual experiences can be tailored for the Student Teacher through the collaboration of the University Supervisor and Cooperating Teacher.

The Student Teacher, Cooperating Teacher, and University Supervisor should plan a schedule for taking responsibility for classes gradually over the course of the student teaching experience. In most cases, the Student Teacher should spend the first week of the experience observing, planning, preparing objectives and materials, learning the achievement levels and behavior patterns of the students, and participating in individual and small group instruction. Depending on the degree of interaction and responsibility assumed in prior practica experiences, the Student Teacher may begin teaching a class or subject as early as the first week of the experience. Beginning during the second week of student teaching, the Student Teacher should gradually increase the number of classes for which he or she has responsibility.

By the mid-point of the experience, the Student Teacher should assume responsibility for the Cooperating Teacher’s entire teaching load. Plans should also be collaboratively made to handle the gradual transition of classes back to the Cooperating Teacher during the final weeks of the student teaching experience. The Student Teacher should continue teaching some portion of the Cooperating Teacher’s load into the final week of the experience.

The number of courses that constitutes a “full load” of teaching varies from program to program and from setting to setting. A full load for a secondary or foreign language Student Teacher is typically four or five classes, plus participation in responsibilities such as homeroom and/or study hall. An elementary or special education Student Teacher’s full load includes all subject/class preparations, as well as supervisory and homeroom duties.

Since individual situations vary among student teaching experiences, it is important that the participants in the experience work collaboratively to ensure a successful transition of responsibilities both to and from the Student Teacher during the experience. The following bar graphs provide just two illustrations of how the pace at which responsibility for the Cooperating Teacher’s full load may be given to the Student Teacher over a ten-week period.

In the mid-loaded pacing guide, the teacher candidate gradually assumes responsibility for the full load of classes in the fourth week, carries the full load for three weeks, and then gradually returns responsibility for classes during the final four weeks of the experience.
In the **end-loaded pacing guide**, the teacher candidate assumes responsibility for the full teaching load more gradually, working toward three weeks of full responsibility in weeks six, seven, and eight, and then returning responsibility for the classes during the final two weeks of the experience.

The mid- and end-loaded pacing guide examples are intended to serve only as illustrations of the options available to University Supervisors, Cooperating Teachers, and Student Teachers in developing a successful student teaching experience. Whatever the pace of an individual teacher candidate’s experience, consideration should be given to the teaching load, the teacher candidate’s previous experiences and abilities, the needs of the PreK-12 students, and the required contact/instructional hours. *Whatever the pacing schedule, Student Teachers are expected to carry the full load of teaching responsibilities for at least three weeks. Student Teachers are permitted and strongly encouraged to carry the full load for more than three weeks, if agreed to by the Cooperating Teacher and University Supervisor.*

**Virginia Standards of Learning**

In the state of Virginia, PreK-12 public schools have been charged with the task of implementing objectives to improve the academic achievement of all students and are held to standards of accountability for that achievement. Those objectives are the Standards of Learning (see [http://www.doe.virginia.gov/testing/index.shtml](http://www.doe.virginia.gov/testing/index.shtml)), which emphasize the following:
• Setting high, clear measurable academic standards on a statewide basis
• Measuring student progress toward meeting those standards through regular testing
• Ensuring accountability for teachers and administrators regarding student learning

Teacher candidates take on the responsibility of the Cooperating Teacher to ensure that Virginia children, during the course of their PreK-12 education, acquire the skills and knowledge necessary for lives as productive and thoughtful citizens and as articulated within the SOLs. The teacher candidate should therefore attend to the following with regard to the Virginia SOLs:

• Use the prescribed SOLs for the grade level(s) and courses that the teacher candidate is teaching
• Plan lessons focused on the SOLs for that grade level and the subject being taught during that grading period
• Follow the SOL and/or division pacing guide for teaching objectives
• Utilize Virginia Blueprints to plan lessons
• Implement lessons that are related to the SOLs
• Maintain documentation of student progress toward mastery of the SOLs
• Develop materials appropriate for objectives
• Deliver remediation to students who are not making sufficient progress toward attaining objectives
• Develop assessments for students
• Utilize a variety of teaching methods that develop the student’s skills for a better understanding of the SOLs

The SOLs are a critical part of public schooling in Virginia. In order to effectively promote student learning, instructional activities should be aligned with the SOLs at each grade level and in each subject area.

LESSON PLANS

Lesson planning is essential to effective teaching and should be viewed as evidence of accountability in the Student Teacher’s effort to gain maximum benefit from the field experience. Lesson plans are evidence of advanced preparation and provide an outline of objectives and activities to guide learning experiences.

A teacher candidate typically needs to plan in greater detail than does an experienced teacher. As the student teaching experience progresses, the Student Teacher should become more adept and efficient at creating lesson plans, and their lesson plans may become more succinct. In any case, the Student Teacher, the Cooperating Teacher, and the University Supervisor must meet and agree upon expectations for lesson plans.

The following questions may provide some guidance for such a conversation:
1. What lesson plan format will be used?
2. How frequently will lesson plans be submitted to the Cooperating Teacher? To the University Supervisor?
3. In what manner will lesson plans be submitted?
4. How will the University Supervisor provide feedback regarding lesson plans?

Lesson plan formats vary according to the school, Cooperating Teacher, content area, and experience. It is common for Student Teachers to experiment with several lesson plan formats during the student teaching experience. The important outcome of the experience is that the Student Teacher becomes adept at conceptualizing, preparing, following, and modifying his or her own lesson plans. A minimum expectation is that all lesson plans will include the following:

1. Objective(s) of the lesson or series of lessons (including essential understandings)
2. Instructional activities (including timing)
3. Adaptations and/or differentiation strategies
4. Resources
5. Assessment strategy or strategies (whether formative or summative)

Regardless of the lesson plan used, William & Mary teacher candidates are not authorized to teach a lesson in a public school classroom unless the Cooperating Teacher has approved the lesson plan.

PRACTICA

Clinical Placements and Expectations

The program is designed to provide teacher candidates with increasingly complex experiences in clinical settings that will prepare them to be effective professionals in diverse classroom settings. During the initial experiences, teacher candidates are expected to become acquainted with the educational community and curriculum and assessment systems. As teacher candidates develop skills, they will assume more responsibility; the practica is designed as a first experience that prepares the teacher candidate for assuming more responsibility during the student teaching process. This experience is supervised by the Cooperating Teacher, the course instructor, and the Associate Dean for Teacher Education and Professional Services.

Practica Experience Checklist

During the clinical experience, teacher candidates should follow these guidelines:

- Be familiar with and adhere to the Code of Conduct.
- Develop a positive working relationship with the Cooperating Teacher and other professionals and support staff in the school.
- Observe, participate in, and become familiar with the class.
☐ Observe and interact with the students in the class, under the supervision of the Cooperating Teacher.

☐ Become familiar with the climate, culture, rules, and procedures of the school.

☐ Under the supervision and direction of the Cooperating Teacher, instruct students in small groups and, if possible, as a whole class.

☐ Complete all course requirements assigned by the course instructor that require on-site experiences in the classroom.

☐ Complete all forms with the required signature from the supervising teacher.

☐ Submit all forms to the course instructor.

**STUDENT TEACHING**

The internship is the culminating experience that prepares teacher candidates to enter the profession of PreK-12 education. Teacher candidates must apply for student teaching, complete the experience successfully, and apply for licensure through the Office of Teacher Education and Professional Services in order to receive licensure from the Virginia State Department of Education.

**Student Teaching Experience Checklist**

No two student teaching experiences are the same. Teacher candidates experience differences in schools, classrooms, colleagues, students, curricula, and more, so it is difficult to address all of the experiences that a Student Teacher may encounter in the classroom. Nonetheless, there are many core experiences that the School of Education faculty encourages Student Teachers to have. A few of the experiences listed here may not be available to a Student Teacher, depending on when he or she begins student teaching and the unique circumstances of the particular placement. This checklist is offered as a guide for the Student Teacher, Cooperating Teacher, and University Supervisor in planning the experience.

☐ Meet with the principal within the first week of the student teaching experience.

☐ Discuss and receive in written form, if possible, the policies and procedures of the school division and local school which apply to student teaching.

☐ Examine student records and become informed of students’ physical disabilities or other health impairments in the class or team.

☐ Develop schedules with the Cooperating Teacher.

☐ Provide a copy of the daily or weekly schedule (instructional periods, conferences, lunch, planning periods, art, music, PE periods, etc.) to the University Supervisor.

☐ Observe a variety of teaching techniques used by a variety of professional staff outside of the assigned classroom.

☐ Utilize alternative grouping arrangements, if appropriate.

☐ Review required format for lesson plans.
Discuss report cards and reporting procedures with Cooperating Teacher and other appropriate school staff members.

Have the following materials readily available for the University Supervisor:

- Time log
- Requirements for course/syllabus
- School information
- Class information/seating chart/management plans
- Map of the room/location of supplies
- Teacher’s long-range plans
- Lesson plans

(If you know you are going to be observed, having these materials available for your supervisor is important.)

Attend P.T.A. meetings.

Attend faculty meetings and in-service programs as scheduled.

Examine the observation and teacher evaluation forms used in the school division.

Review the mid-term and final evaluation of student teaching performance.

Participate in the following types of conferences:

- Parent-teacher
- Teacher-administrator
- Professional staff
- Supporting staff
- IEP/504/Child study meeting (if appropriate)

During student teaching, teacher candidates should maintain an interactive journal with either the Cooperating Teacher or the University Supervisor. Entries should include reflections on issues such as lesson effectiveness, student interaction, instructional procedures, evaluation, technology, diversity, and guidance issues. This is designed as a form of communication with the Cooperating Teacher or the University Supervisor. Some teacher candidates elect to maintain an interactive journal with both the Cooperating Teacher and University Supervisor.

ELECTRONIC PROFESSIONAL PORTFOLIOS

In an effort to bring a greater sense of coherence to the academic and field experiences of teacher candidates in the School of Education teacher preparation programs, faculty members work with teacher candidates in developing electronic professional portfolios of their pre-service training and development. The purpose of the professional portfolios is three-fold: (1) to serve as an extended, reflective instructional activity in the development of teaching competencies during the course of the program, (2) to provide SOE faculty with data for program evaluation and accreditation, and (3) to provide teacher candidates with documentation of their professional competencies for interviews and post-graduate development.

Electronic portfolios give teacher candidates the opportunity to demonstrate technology competency as well as teaching expertise. Beginning in the technology class, online portfolios are developed and maintained throughout the program. A final presentation at the end of the
student teaching experience provides an opportunity to synthesize experiences and showcase pre-service work.

Successful completion and presentation of an electronic portfolio is required for completion of the teacher preparation program. Additional information regarding procedures, expectations, and criteria are provided at the eFolio website: http://efolio.wmwikis.net/.

SEMINAR

During the student teaching experience, teacher candidates are enrolled in a student teaching seminar. Student Teachers must meet all requirements of these seminars, which are planned to supplement the student teaching experience. These seminars should be treated as an extension of the school day, the same as a faculty or team meeting, parent/teacher conference, or continuing education workshop.

EVALUATION RUBRIC

The Student Teaching Evaluation Rubric on the following pages is a resource for University Supervisors, Cooperating Teachers, Clinical Faculty, and teacher candidates in evaluating teacher candidate performance in the student teaching internship. The rubric is aligned with the School of Education Student Teaching Competencies and provides criteria to distinguish performance at each of three levels: Below, Developing, Meets, or Exceeds Expectations.

Note: Not all indicators of a competency must be demonstrated in order to meet or exceed performance expectations. Also, egregious or unacceptable performance on any single indicator may be enough to constitute a rating of “Below Expectations.”
# Evaluation Rubric

<table>
<thead>
<tr>
<th>Competency</th>
<th>Performance Rating</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates understanding of subject matter and pedagogical knowledge for instruction.</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
</tr>
<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
</tr>
<tr>
<td>• Reflects knowledge of subject matter appropriate for grade level in lessons</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
</tr>
<tr>
<td>• Reflects understanding of pedagogy appropriate to subject matter</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
</tr>
<tr>
<td>• Reflects understanding of pedagogy appropriate for diverse learners</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>• Understands the interrelatedness of subject area content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands keys of culturally responsive pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates understanding of how students learn and develop and provides learning opportunities that support students’ intellectual, social, and personal development.</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
</tr>
<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
</tr>
<tr>
<td>• Understands that students may learn and develop differently</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
</tr>
<tr>
<td>• Demonstrates understanding of students’ cognitive, social, and emotional levels</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
</tr>
<tr>
<td>• Promotes student self-regulation</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>• Promotes creativity in learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognizes that learning occurs in social and cultural contexts</td>
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</tbody>
</table>
3. Demonstrates understanding of the central role of language and literacy in student learning.

**Performance indicators of the competency:**
- Understands the role of reading in student learning
- Understands the role of writing in student learning
- Understands the role of speaking in student learning
- Understands the role of listening in student learning
- Understands the role of viewing (i.e. interpreting visual representation) in student learning
- Understands the roles of new literacies in student learning
- Understands the role of language and dialect in student learning

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<thead>
<tr>
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<tbody>
<tr>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
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<td>Demonstrating progress toward competency but not yet consistently proficient</td>
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<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
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<tr>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
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</tbody>
</table>

4. Demonstrates understanding of how all students differ in their experiences and their approaches to learning.

**Performance indicators of the competency:**
- Recognizes how one’s own culture(s) and life experiences impacts one’s views about teaching and learning
- Recognizes that every individual is shaped by his or her own culture and experiences
- Demonstrates willingness to improve one’s understanding of other cultures, while recognizing one’s limitation to do so completely
- Applies knowledge of diverse ways of knowing and prior experiences to design culturally responsive practices
- Creates instructional opportunities that engage and challenge diverse student populations (cultural, linguistic, and socioeconomic diversity)
- Differentiates instruction to engage students’ multiple needs, interests, and abilities

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</tbody>
</table>
5. Demonstrates an understanding of the purposes and roles of PreK-12 education in a diverse and inclusive democratic society.

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<tr>
<th>Performance indicators of the competency:</th>
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<th>□ Below Expectations</th>
<th>□ Unable to Observe (mid-term evaluation only)</th>
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</thead>
<tbody>
<tr>
<td>• Understands recent reform policies and expresses awareness of how these policies impact schools</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
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<tr>
<td>• Develops and expresses awareness of the vocation of teaching</td>
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<tr>
<td>• Understands and expresses the roles and relationships among families, school personnel, and other community members</td>
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<tr>
<td>• Promotes inclusive education for diverse learners</td>
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### Ability to Plan, Organize, and Prepare for Teaching

6. Plans lessons that align with local, state, and national standards.

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<tr>
<th>Performance indicators of the competency:</th>
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<th>□ Unable to Observe (mid-term evaluation only)</th>
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<tbody>
<tr>
<td>• Clearly identifies intended learning outcomes for individual students</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
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<tr>
<td>• Engages in day-to-day and long-range planning</td>
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<td>• Seeks innovative and creative ways to deliver the curriculum</td>
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<tr>
<td>• Uses scope and sequence information to guide lesson design</td>
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<td>• Develops focused lessons</td>
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<td>Performance indicators of the competency:</td>
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<tr>
<td>• Differentiates instructional strategies/activities for diverse student populations (e.g. language proficiencies, special needs, gifted, cultural groups, gender)</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
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<tr>
<td>• Identifies appropriate flexible grouping strategies based on instructional goals</td>
<td>□ Meets Expectations</td>
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<tr>
<td>• Identifies and selects activities/strategies that engage students</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
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<tr>
<td>• Plans effective homework and extension activities that reinforce or enhance student learning and the home-school collaboration</td>
<td>□ Developing</td>
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<tr>
<td>• Selects or creates appropriate assessment methods or tools that align with planned objectives</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
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<tr>
<td>• Applies knowledge of diverse ways of knowing and prior experiences to design culturally responsive practices</td>
<td>□ Below Expectations</td>
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<tr>
<td>• Integrates and effectively responds to issues of diversity (e.g., stereotypes, prejudices, institutional barriers, discriminatory policies, privilege, power) in planning, designing, implementing, and evaluating responsive practices</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
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<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
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<tr>
<td>8. Selects appropriate materials/resources aligned to instructional goals and that are reflective of diverse perspectives</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
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<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
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<tr>
<td>• Selects materials appropriate for diverse student populations (e.g. language proficiencies, special needs, gifted, cultural groups, gender)</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
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<tr>
<td>• Selects materials that enhance the learning process</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
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<tr>
<td>• Uses outside resources as needed</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
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<tr>
<td>• Uses a variety of supplemental materials</td>
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<tr>
<td>• Adapts and modifies materials as needed</td>
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<tr>
<td>• Selects materials that engage students through diverse perspectives</td>
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<tr>
<td>• Incorporates multimedia instructional technology</td>
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### Teaching Skills

<table>
<thead>
<tr>
<th>9. Teaches based on planned lessons.</th>
<th>□ Exceeds Expectations</th>
<th>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
</tr>
<tr>
<td>• Communicates objectives of the lesson clearly</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
</tr>
<tr>
<td>• Explains content accurately</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
</tr>
<tr>
<td>• Provides clear directions for student activities</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>• Provides guided and independent practice of skills</td>
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<tr>
<td>• Summarizes/Reviews major concepts of lesson</td>
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<tr>
<td>• Modifies and improvises the lesson during instruction</td>
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<tr>
<td>10. Provides for individual differences.</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
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<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
</tr>
<tr>
<td>• Accommodates or makes modifications for exceptional learners (e.g. special education, limited English proficient and gifted)</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
</tr>
<tr>
<td>• Differentiates instruction for students’ multiple intelligences</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
</tr>
<tr>
<td>• Differentiates instruction for students’ multiple ability levels</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>• Recognizes and respects individual differences in culture, experiences, and learning styles</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
</tr>
<tr>
<td>• Maintains high expectations and creates equity of opportunities for all learners</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
</tr>
<tr>
<td>• Uses materials/activities that reflect various kinds of diversity</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
</tr>
<tr>
<td>11. Uses motivational strategies to promote learning for all students.</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
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<td>Performance indicators of the competency:</td>
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<tr>
<td>• Employs extrinsic and intrinsic motivational strategies</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
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<tr>
<td>• Assesses motivational issues affecting student learning</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
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<tr>
<td>• Diagnoses individual motivational problems</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
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<tr>
<td>• Uses strategies that reflect culturally responsive pedagogy</td>
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<tr>
<td>13. Uses a variety of effective teaching strategies.</td>
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<tr>
<td>Promotes critical thinking strategies through questions and other inquiry-based activities</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
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<tr>
<td>Promotes creative thinking skills through brainstorming, flexibility, and elaborative strategies</td>
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<tr>
<td>Uses problem-solving models and approaches that encourage student-initiated thinking</td>
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<tr>
<td>Assessment and Evaluation for Learning</td>
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<tr>
<td>16. Creates and selects appropriate assessments for learning.</td>
<td>□ Exceeds Expectations Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
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<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations Regular and proficient demonstration of the competency and most of the performance indicators</td>
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<tr>
<td>• Uses both formal and informal means of assessment</td>
<td>□ Developing Demonstrating progress toward competency but not yet consistently proficient</td>
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<tr>
<td>• Uses oral, nonverbal, and written forms of performance assessment</td>
<td>□ Below Expectations Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
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<tr>
<td>• Creates/selects assessment techniques that provide a reliable representation of student learning</td>
<td>□ Unable to Observe (mid-term evaluation only) No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
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<tr>
<td>• Creates/selects assessment techniques that provide a valid representation of student learning</td>
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<td>• Creates/selects culturally responsive assessments</td>
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| 17. Implements assessments for learning. | □ Exceeds Expectations Consistent and exemplary demonstration of the competency and all or most of the performance indicators |
| Performance indicators of the competency: | □ Meets Expectations Regular and proficient demonstration of the competency and most of the performance indicators |
| • Uses a variety of assessment techniques | □ Developing Demonstrating progress toward competency but not yet consistently proficient |
| • Provides ongoing and timely feedback | □ Below Expectations Inconsistent and/or poor performance of the competency and/or one or more performance indicators |
| • Assesses achievement of local, state, and national curricular standards | □ Unable to Observe (mid-term evaluation only) No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials |
| • Differentiates assessment strategies for diverse learners | |
18. Interprets/uses assessment results to make instructional decisions.

Performance indicators of the competency:
• Diagnoses students’ prior knowledge and learning needs
• Provides oral and/or written feedback to students and family members
• Uses acceptable scoring and grading practices to evaluate and report student learning
• Understands and uses student records to guide instructional decisions
• Understands the limitations of standardized assessments as monitors of student learning

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<td>□ Unable to Observe</td>
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(mid-term evaluation only) |

Classroom Management Knowledge and Skills

19. Builds positive rapport with and among students, fostering an environment that values and encourages respect for diversity.

Performance indicators of the competency:
• Promotes positive classroom environment
• Communicates enthusiasm, encouragement, and support
• Models caring, fairness, courtesy, respect, and active listening
• Exhibits professional demeanor with students
• Interacts effectively with individuals to understand their social and cultural contexts
• Builds an inclusive and responsive classroom community

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(mid-term evaluation only) |
| 20. Organizes for effective teaching. | □ Exceeds Expectations | Consistent and exemplary demonstration of the competency and all or most of the performance indicators |
| Performance indicators of the competency: | □ Meets Expectations | Regular and proficient demonstration of the competency and most of the performance indicators |
| • Uses appropriate grouping strategies to align with instructional goals (e.g., cooperative groups, peer groups, small groups, whole, groups) | □ Developing | Demonstrating progress toward competency but not yet consistently proficient |
| • Organizes classroom for instruction | □ Below Expectations | Inconsistent and/or poor performance of the competency and/or one or more performance indicators |
| • Has all materials needed on hand | □ Unable to Observe (mid-term evaluation only) | No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials |
| 21. Demonstrates use of effective routines and procedures. | □ Exceeds Expectations | Consistent and exemplary demonstration of the competency and all or most of the performance indicators |
| Performance indicators of the competency: | □ Meets Expectations | Regular and proficient demonstration of the competency and most of the performance indicators |
| • Transitions between activities in an organized manner | □ Developing | Demonstrating progress toward competency but not yet consistently proficient |
| • Implements efficient procedures for use of materials | □ Below Expectations | Inconsistent and/or poor performance of the competency and/or one or more performance indicators |
| • Uses effective procedures for managing individual, small group, and whole class activities | □ Unable to Observe (mid-term evaluation only) | No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials |
22. Demonstrates efficient and effective use of time.

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<tr>
<th>Performance indicators of the competency:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Below Expectations</th>
<th>Unable to Observe (mid-term evaluation only)</th>
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<tbody>
<tr>
<td>Uses discretionary time wisely</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>Maintains appropriate pace</td>
<td></td>
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<tr>
<td>Demonstrates ability to use unexpected moments to enhance learning</td>
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</tr>
</tbody>
</table>

23. Maintains a physically and emotionally safe learning environment for all students.

<table>
<thead>
<tr>
<th>Performance indicators of the competency:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Below Expectations</th>
<th>Unable to Observe (mid-term evaluation only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains respect for rules and policies</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>Sets clear expectations and responds consistently</td>
<td></td>
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<tr>
<td>Models strategies for problem solving</td>
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<tr>
<td>Teaches appropriate behavior</td>
<td></td>
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<tr>
<td>Fosters an environment that values and encourages respect for diverse cultures and perspectives</td>
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</tr>
</tbody>
</table>
24. Responds appropriately and equitably to student behavior.

**Performance indicators of the competency:**
- Responds positively and equitably to appropriate behavior
- Redirects off-task behavior
- Uses appropriate disciplinary approaches
- Intervenes to manage disruptive behavior
- Responds fairly and equitably to all students

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Competency</th>
<th>Expectation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Dispositions**

25. Demonstrates professional demeanor and ethical behavior.

**Performance indicators of the competency:**
- Shows initiative and self-direction
- Demonstrates effort and enthusiasm
- Maintains confidentiality
- Is punctual and reliable
- Maintains professional appearance
- Values and encourages respect for diversity

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Competency</th>
<th>Expectation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Participates in and applies professional development.</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
<td></td>
</tr>
<tr>
<td>• Uses educational research to inform teaching decisions</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
<td></td>
</tr>
<tr>
<td>• Actively and reasonably applies new knowledge of content or methods</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
<td></td>
</tr>
<tr>
<td>• Sets and acts upon professional growth goals</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
<td></td>
</tr>
<tr>
<td>• Attends school functions (e.g., PTA, faculty/team meetings, extra-curricular activities)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Holds membership in professional organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shares professional learning with colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Demonstrates effective oral and written communication.</th>
<th>□ Exceeds Expectations</th>
<th>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
</tr>
<tr>
<td>• Communicates effectively and appropriately with students</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
</tr>
<tr>
<td>• Communicates effectively and appropriately with supervisor, Cooperating Teacher, and other professionals</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
</tr>
<tr>
<td>• Communicates effectively and appropriately with families and other members of the school community</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>• Initiates communication with family members and responds promptly to concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Statement</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>28.</td>
<td>Reflects actively and continuously upon practice, leading to enhanced teaching and learning for all students.</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
</tr>
<tr>
<td>29. Cooperates, collaborates and fosters relationships with families and other members of the community.</td>
<td>□ Exceeds Expectations</td>
<td>Consistent and exemplary demonstration of the competency and all or most of the performance indicators</td>
</tr>
<tr>
<td>Performance indicators of the competency:</td>
<td>□ Meets Expectations</td>
<td>Regular and proficient demonstration of the competency and most of the performance indicators</td>
</tr>
<tr>
<td>• Shares innovative teaching strategies and materials with colleagues</td>
<td>□ Developing</td>
<td>Demonstrating progress toward competency but not yet consistently proficient</td>
</tr>
<tr>
<td>• Initiates and responds to offers of professional cooperation and collaboration</td>
<td>□ Below Expectations</td>
<td>Inconsistent and/or poor performance of the competency and/or one or more performance indicators</td>
</tr>
<tr>
<td>• Productively participates in school-based teams, committees, and/or departments</td>
<td>□ Unable to Observe (mid-term evaluation only)</td>
<td>No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials</td>
</tr>
<tr>
<td>• Demonstrates awareness of school-community connections</td>
<td></td>
<td></td>
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<tr>
<td>• Demonstrates cultural competence in collegial interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interacts effectively with individuals to understand their social and cultural contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contributes to an inclusive, responsive school community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interacts effectively and responsively with families to support student learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 30. Demonstrates potential for teacher leadership. | □ Exceeds Expectations | Consistent and exemplary demonstration of the competency and all or most of the performance indicators |
| Performance indicators of the competency: | □ Meets Expectations | Regular and proficient demonstration of the competency and most of the performance indicators |
| • Has a whole-school perspective | □ Developing | Demonstrating progress toward competency but not yet consistently proficient |
| • Demonstrates basic knowledge of school administration and organization | □ Below Expectations | Inconsistent and/or poor performance of the competency and/or one or more performance indicators |
| • Serves students and/or the school beyond the classroom | □ Unable to Observe (mid-term evaluation only) | No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials |
| • Constructively influences the professional practice of others | | |
| • Promotes social justice (e.g., to eliminate discriminatory practices, create inclusive environments, incorporate diverse perspectives, challenge prejudices) | | |
RESPONSIBILITIES OF THE STUDENT TEACHER, COOPERATING TEACHER, UNIVERSITY SUPERVISOR, AND COOPERATING PRINCIPAL

The student teaching experience assumes the cooperation of university personnel, school personnel, and the teacher candidate in order to ensure the most appropriate and meaningful field experience. The following guidelines are designed to assist the Student Teacher, the Cooperating Teacher, the University Supervisor, and building-level administrator in fulfilling their respective roles and responsibilities. These guidelines cannot specifically address each setting. It is the responsibility of the Cooperating Teacher, the University Supervisor, and the teacher candidate to cooperatively address the unique variations in classroom procedures for individual placements. These guidelines are recommendations which embody the teacher education program as a collective and must be adapted to fit the existing policies, procedures, and philosophies underlying each specific assignment.

STUDENT TEACHER’S EXPECTATIONS AND RESPONSIBILITIES

A primary role of the Student Teacher during the intern experience is that of an inquiring learner in the teaching-learning process. The primary purpose is to learn and become prepared to assume full professional responsibilities. Recognition of the developing aspects of the teacher role demands the willingness to intelligently question, reflect, and evaluate decisions and actions.

The Student Teacher is a pre-professional intern on the faculty of the school in which he or she is placed. Therefore, participation in all aspects of the school life (e.g., departmental and faculty meetings, curriculum planning, extra-curricular activities, professional association concerns, SOL training) is extremely important.

While teacher candidates participate in an active collegiate life during the Student Teacher experience, they are directly responsible to the Cooperating Teacher and through him or her to the principal. They are responsible to the University Supervisor for related student teaching activities such as attendance and participation in seminars, completion of certain reports, and submission of lesson plans. Teacher candidates should proceed first to the office of the principal when reporting to the school before student teaching. Many principals or assistant principals conduct an orientation session for all Student Teachers assigned to the school. During this time, information about school policies and regulations will be explained and questions answered. Student Teachers are expected to immerse themselves in the school environment and to follow the public school calendar, adhere to the schedule of regular teachers, attend school regularly, and participate in the routine duties and activities of the Cooperating Teacher.

The following are specific responsibilities of the Student Teacher:

1. Adhere to time requirements for the school-based experiences each semester. Student Teachers are required to spend a minimum of 300 clock hours participating in student teaching related activities. Of the 300 hundred hours, at least 150 must be in direct teaching activities and the remaining 150 are for other classroom participation and observation. The expectations of the SOE programs exceed these minimums. If for any reason you cannot meet the SOE time requirements, you must promptly notify your
Cooperating Teacher, University Supervisor, and the Associate Dean for Professional Services.

2. Abide by the academic calendar of the school division within which you are assigned and not the academic calendar for the College. You may arrange for any special holidays that relate to your religious beliefs.

3. Observe the school’s daily schedule and schedule time for related professional activities such as planning, conferences, meetings, and the like.

4. Notify your Cooperating Teacher as soon as possible if you will be late. In case of absence, notify your Cooperating Teacher and your University Supervisor, the day before if at all possible.

5. Be conscientious about preparation and participation in classroom activities in the school. This includes providing your Cooperating Teachers with your course syllabi, assignments, and due dates.

6. Act professionally at all times. Such behavior applies to accepted dress codes; attendance; confidentiality of pupil and teacher information; interactions with parents; interactions with the Cooperating Teachers and other school personnel; and any additional behavior code that is required or expected at the placement site.

7. Attend all student teaching seminars and evening classes, as scheduled.

8. Complete mid-term and final self-evaluations of your student teaching, according to the agreed upon schedule.

9. Evaluate your University Supervisor fairly and honestly through the College’s course evaluation system to ensure the improvement of our teacher education program.

10. Complete the online evaluation named “Teacher Candidate’s Feedback on Field Placement,” a copy of which is provided in the Appendix. The purpose is to provide constructive feedback to the Associate Dean for Teacher Education and Professional Services on the quality of your field placement. Your input regarding the quality of your placement is important.

11. Balance the demands of your academic classes, the responsibilities associated with your field placement, and the needs of your personal life during the busy weeks of the student teaching experience.

12. Follow up with your Cooperating Teacher and University Supervisor to ensure that their final evaluations have been submitted to the Office of Teacher Education and Professional Services.

13. Thank your Cooperating Teacher and your University Supervisor for working with you during your student teaching experience. Cooperating Teachers and University Supervisors are typically characterized by high degrees of professional achievement and commitment. They work with Student Teachers out of a sense of professional responsibility and a continuing desire to make a positive difference in the lives of other people.
The main goals of the Cooperating Teacher include modeling, mentoring, providing feedback, observing, and conferencing with the Student Teacher. The specific role and responsibilities of the Cooperating Teacher include the following:

1. Maintain overall responsibility for the instructional and behavioral management programs of students in the classroom.

2. Maintain primary responsibility for determining the manner in which the Student Teacher assumes instructional responsibilities.

3. Monitor all aspects of the Student Teacher’s performance and provide the Student Teacher with professional guidance and assistance.

4. Assist the University Supervisor in planning the student teaching program and any adjustments in the requirements based upon the talents of the teacher candidate or the needs of the situation.

5. Prepare your students in advance for the arrival of the Student Teacher as a fellow professional and present him or her in such a way as to establish an attitude of respect and cooperation. Recall what it was like for you as a pre-service teacher and generally strive to make your Student Teacher’s experience as productive, meaningful, and rewarding as possible.

6. Familiarize your Student Teacher with the school and its staff, including school policies, rules, and routines. Introduce him or her to administrators, teachers, and other members of the school staff.

7. Provide opportunities for the Student Teacher to observe in other classes under established observation guidelines and at convenient times. Invite the Student Teacher to participate in appropriate faculty meetings and conferences.

8. Provide the Student Teacher with designated personal space in the classroom.

9. Provide opportunities for your Student Teacher to gradually become involved in your classroom by allowing him or her to assist in planning and conducting learning activities for your students. Share information about the interests and abilities of each pupil and how to establish close rapport.

10. Make arrangements for your Student Teacher to have a range of experiences and exposure to different grade levels and content areas in the classrooms of your fellow teachers.

11. Provide the Student Teacher with teacher guides, textbooks, and any other aids used in the classroom. Share with the Student Teacher ideas, discoveries and innovations in education. Demonstrate different techniques and procedures of teaching and explain their underlying principles.

12. Be present or immediately available when the Student Teacher is working with the pupils.

13. Hold regularly scheduled conferences to discuss concerns and progress.

14. Complete online the mid-term and final student teaching evaluation forms during the ten-week internship. The University Supervisor will also participate in these evaluations and
will serve as your face-to-face link to the School of Education. It would be extremely helpful for you to discuss your evaluation and recommendations with the Student Teacher.

15. Contact the Associate Dean for Teacher Education and Professional Services to share and discuss any questions, concerns, suggestions, or other helpful feedback regarding your intern, the University Supervisor, SOE faculty, or the program.

**UNIVERSITY SUPERVISOR’S RESPONSIBILITIES**

The University Supervisor should:

1. Coordinate the expectations of the School of Education and the school.
2. Maintain regular contact with the Cooperating Teacher to discuss the Student Teacher’s performance and progress.
3. Make at least five formal observations of the Student Teacher, and confer with the Cooperating Teacher and the Student Teacher to offer formative feedback and direction.
4. Serve as a resource person for the Student Teacher concerning techniques, materials, and curricula.
5. Mediate between the Student Teacher and the Cooperating Teacher when differences arise over any facet of the student teaching experience.
6. Keep the Student Teacher apprised of the degree of satisfaction with which the student teaching activities are being completed, and set appropriate additional expectations.
7. Examine and analyze teaching plans, materials, and evaluation instruments prepared by the Student Teacher as appropriate.
8. Lead a formative evaluation conference with the Student Teacher and the Cooperating Teacher at or around the midpoint of the student teaching experience, and also complete and submit a mid-term evaluation.
9. Schedule and lead the presentation and review of Student Teacher portfolios, and submit online the evaluation of the portfolios.
10. Evaluate the performance and professional competencies of the Student Teacher and, after consultation with the Cooperating Teacher, and submit online the final evaluation to the School of Education.
11. Submit a final grade for student teaching per the procedures required by the College.
12. Contact the Associate Dean for Teacher Education and Professional Services to share and discuss any questions, concerns, suggestions, or other helpful feedback regarding your intern, the University Supervisor, SOE faculty, or the program.

**HOSTING PRINCIPAL’S RESPONSIBILITIES**

The ultimate responsibility for what occurs within the school is borne by the school principal. On a general basis, the school principal or his or her designee will:

1. Provide the Student Teacher with a general orientation to the school.
2. Provide information concerning pertinent administrative policy and procedures that faculty members are expected to follow.

3. Advise the Student Teacher as to his or her professional responsibility for the tasks and activities undertaken with the supervision of the Cooperating Teacher.

4. Assist in the development of a cooperative and professional attitude toward the teaching profession.

5. Complete the online evaluation of each Student Teacher.

**CLINICAL FACULTY**

One of the distinguishing features of the School of Education teacher preparation programs is the presence and involvement of Clinical Faculty. Clinical Faculty members are select, experienced teachers who have completed graduate-level training with School of Education faculty in areas of supervision and mentoring. These teachers regularly serve as Cooperating Teachers for William & Mary students, employing techniques from their training that result in improved practica and student teaching experiences. There are more than 220 clinical faculty members in more than 32 schools in the School of Education’s partnership area. In many of these schools, clinical faculty members serve leadership roles among their teacher colleagues, sharing their insights, knowledge, and skills to improve the quality of field experiences for all Student Teachers and Cooperating Teachers in the building. In addition, as adjunct faculty members of the School of Education, clinical faculty members play an important role in ensuring the articulation and alignment of expectations between theory and practice.

**POLICY FOR HIRING COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS**

In order to ensure supportive and professionally sound experiences during practica and student teaching placements, the following qualifications are sought in applicants for positions of Cooperating Teachers, Clinical Faculty, and University Supervisors.

**Cooperating Teacher**

- Three years of successful teaching experience
- Written or verbal recommendation or approval of building principal or designee based upon meeting or exceeding expectations in all domains of teaching roles and responsibilities, including instructional effectiveness and professionalism
- Valid teaching license
- Teaching endorsement in the same area as that sought by the university student
- Teaching in an accredited public or private school
- Teaching assignment in the same area as that sought by the university student

**Clinical Faculty**

- *Same requirements as for Cooperating Teacher*
• Successful completion of the School of Education’s clinical faculty training program or of an equivalent university clinical faculty program

**University Supervisor**

• Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school division
• At least five years of successful, full-time teaching
• Written or verbal recommendations of former supervisors or administrative colleagues
• Current or former state teacher’s license
• Endorsement in the same level and broad-subject area as Student Teacher
• Master’s degree
LICENSURE PROCEDURES

VIRGINIA LICENSURE

Upon completion of the state-approved School of Education Program teacher candidates are eligible for a five-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. A Licensure Check-Off Sheet (Licensure Procedures) is provided in the appendixes and should be completed by teacher candidates two weeks prior to graduation.

The Office of Teacher Education and Professional Services assists in the application process for Virginia licensure. The following forms and documents must be submitted to The Office of Teacher Education and Professional Services for licensure in Virginia. Forms are available on the website of the Office of Teacher Education and Professional Services at http://education.wm.edu/academics/oteps/licensure/index.php.

- **Application for Initial Licensure (Sample FORM TE.15).** This is completed by the teacher candidate.

- **College Verification Form (Sample FORM TE.16).** Teacher candidates complete Part I. The Office of Teacher Education and Professional Services will complete Part II and sign this form to verify completion of a state-approved program. You do not sign this form.

- **$50.00 ($75.00 out-of-state fee)** is required in the form of a personal check, certified check, cashier’s check, or money order made out to the “Treasurer of Virginia.”

- **William & Mary Official Transcripts.** File a request through the Registrar’s Office to have a transcript sent to the Office of Teacher Education and Professional Services. Be sure to check the box “Hold processing until (blank) degree is posted.” A fee is charged for each transcript. Do not order an electronic transcript. The Virginia Department of Education will not accept an electronic transcript.

- **Official Transcripts Other Than William & Mary.** If you have attended a college or university other than William & Mary, we must have an official transcript of your courses. Graduate students must submit an undergraduate transcript. The one you submitted for admissions cannot be used. We can accept an “Official Transcript Issued to Student.” Transcripts should be mailed to: Director of Clinical Placements and Licensure, The College of William & Mary, The School of Education, P.O. Box 8795, Williamsburg, VA 23187-8795.

- **Test Scores.** Submit a copy of Praxis Core (or appropriate equivalent), Praxis II, Virginia Communication and Literacy Assessment (VCLA), and (if required) Reading for Virginia Educators (RVE) is with your license application.

The process of obtaining the license normally takes six to ten weeks following graduation. Use an address on your application that will be applicable in ten weeks. The Virginia Department of Education processes the application materials we submit to them and issues the initial teaching license. The license is mailed directly to the address on the initial licensure form. Once the
licensing paperwork has been sent to the Virginia Department of Education, all questions or concerns about the license should be directed to the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

**TEST REQUIREMENTS FOR VIRGINIA STATE TEACHER LICENSURE**

Teacher candidates seeking licensure in Virginia are required to achieve passing scores on professional teacher’s assessments prescribed by the State Board of Education. Up to four tests are required for program completion and licensure, depending upon the program: Praxis Core Academic Skills for Educators Test (or equivalent), Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Reading for Virginia Educators (RVE) assessment. The tests required for program completion and licensure in Virginia are as follows.

**Praxis Core Academic Skills for Educators Test**

**Praxis Core Academic Skills for Educators Tests (Praxis Core)** are a set of academic skills assessments of reading, writing, and mathematics. Praxis Core, or an appropriate substitution, is a program requirement for elementary, secondary, and special education programs and must be passed prior to student teaching.

Praxis Core consists of three assessments, which are presented in the table below. The Virginia Department of Education has established the following passing scores for each test:

<table>
<thead>
<tr>
<th>Praxis Core Academic Skills for Educators Tests</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>Writing</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5732</td>
<td>150</td>
</tr>
</tbody>
</table>

**SAT/ACT Waiver:** There are three alternate means by which a teacher candidate may meet the Praxis Core requirement in lieu of taking the full battery of tests (i.e., reading, writing, and mathematics).

- **SAT Qualifying Score Option:** A composite score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics tests or a score of 1000 on the SAT, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis Core.

- **ACT Qualifying Score Option:** A composite score of 24 on the ACT may be substituted for Praxis Core if taken after April 1, 1995, with the ACT mathematics score no less than 22 and the ACT English plus Reading scores no less than 46, or a composite score of 21 may be substituted, if taken prior to April 1, 1995, with the ACT mathematics score no less than 21 and the ACT English plus Reading scores no less than 37.

- **VCLA Qualifying Score combined with a Qualifying Score on the Mathematics Subtest of Praxis Core or SAT or ACT:** A composite score of 470 on the VCLA with subtest scores of at least 235 on writing and 235 on reading may be paired with a qualifying score on the mathematics portion of the Praxis Core mathematics subtest.
(minimum 150) or the SAT mathematics subtest (530 after April 1, 1995, or 510 prior to that date) or the ACT mathematics subtest (22 after April 1, 1995, or 21 prior to that date).

The Praxis Core or SAT/ACT equivalent requirement must be met prior to student teaching for elementary, secondary, foreign language, and special education students.

Praxis II

Praxis II is a subject-area assessment. Praxis II is a program requirement for elementary and secondary education programs. (Praxis II is not required in the special education program.) It must be taken in your teaching endorsement area and is content specific. The Virginia Department of Education has established the following passing scores for each test:

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Test Code</th>
<th>Passing Score</th>
<th>Endorsement Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>155</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>153</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Earth &amp; Space Sciences: Content Knowledge</td>
<td>5571</td>
<td>156</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5001): To register for all four subjects at one time register for 5001. (required 7/1/15)</td>
<td>5002</td>
<td>157</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5002): Reading and Language Arts (required 7/1/2015) {Must take all 4 subtests at one time}</td>
<td>5002</td>
<td>157</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5003): Mathematics (required 7/1/2015) {Must take all 4 subtests at one time}</td>
<td>5003</td>
<td>157</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5004): Social Studies (required 7/1/2015) {Must take all 4 subtests at one time}</td>
<td>5004</td>
<td>155</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education Multiple Subjects (5005): Science (required 7/1/2015) {Must take all 4 subtests at one time}</td>
<td>5005</td>
<td>159</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>167</td>
<td>English</td>
</tr>
<tr>
<td>French: World Language</td>
<td>5174</td>
<td>163</td>
<td>French</td>
</tr>
<tr>
<td>German: World Language</td>
<td>5183</td>
<td>163</td>
<td>German</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Physics: Content Knowledge</td>
<td>5265</td>
<td>147</td>
<td>Physics</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>161</td>
<td>History &amp; Social Sciences</td>
</tr>
<tr>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
Refer to the following website for more information about the test content, test dates, costs, registration, and accommodations for individuals with disabilities: http://www.ets.org/praxis/.

Sample questions and information about each Praxis Series Test are available on the ETS website. Follow the links to the Study Companion. More in-depth test preparation materials are also available online and can be ordered using most credit cards.

**Virginia Communication and Literacy Assessment (VCLA)**

The Virginia Communication and Literacy Assessment (VCLA) is a test of communication, reading, and writing skills. *The VCLA must be taken and passed for purposes of program completion and for Virginia licensure in the elementary, secondary, foreign language, and special education programs.*

Passing scores for the Virginia Communication and Literacy Assessment are as follows:

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

Refer to the following website for more information about the test content, taking the VCLA online, test dates, costs, registration, and accommodations for individuals with disabilities, [http://www.va.nesinc.com](http://www.va.nesinc.com).

**Reading for Virginia Educators (RVE)**

The Reading for Virginia Educators (RVE) assessment is a test of teacher candidates’ knowledge of reading instruction. *The RVE must be taken and passed both for program completion and for Virginia licensure in the elementary and special education programs. (The RVE is not required in the secondary or foreign language programs.)* Test Code 5306 is for individuals seeking initial licensure in elementary education or special education. Test Code 5304 is for individuals seeking an endorsement as a Reading Specialist.

The cut scores for the Reading for Virginia Educators (RVE) assessment are as follows:

- Elementary and Special Education: 157
- Reading Specialists: 162

Refer to the following website for more information about the test content, costs, registration, and accommodations: [http://www.ets.org/praxis/va/requirements/](http://www.ets.org/praxis/va/requirements/).
An overall view of the requirements for each area is listed below.

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Praxis Core Academic Skills for Educators Tests</th>
<th>Praxis II</th>
<th>VCLA</th>
<th>RVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>✓</td>
<td>✓ (except Latin)</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Special Education</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>

Teacher candidates are responsible for providing copies of official score reports for all required assessments to the Office of Teacher Education and Professional Services. **Be advised that you should download your own scores from the testing company websites and keep a copy in your electronic files so that you have it for future use.**

**ADDING AN ENDORSEMENT AREA TO A TEACHING LICENSE**

In the Commonwealth of Virginia, a teacher can add an endorsement to their teaching license by passing the Praxis II test in the subject in which the endorsement is sought. This option is not available to secondary teachers for adding an endorsement in either Elementary Education or Special Education, although secondary teachers may add endorsements in other secondary subjects. Elementary and special education teachers are allowed to add secondary subject endorsements, as well. (For example, a licensed English teacher could add Physics to her license but not elementary through this means. However, an elementary teacher could take the Praxis II in English to add an English endorsement to her license.) William & Mary teacher candidates may seek additional endorsements through this process when initially applying for their licenses.

**VIRGINIA CHILD ABUSE RECOGNITION & REPORTING REQUIREMENT**

Teacher candidates seeking licensure in Virginia must complete training in Child Abuse Recognition and Reporting. Teacher candidates who take and pass EDUC 310 or EDUC F11 meet this requirement. If a teacher candidate is exempted from EDUC 310 or EDUC F11 for any reason, he or she must contact the Office of Teacher Education and Professional Services in order to arrange a training module in these competencies.

**CPR/AED/FIRST AID TRAINING**

Teacher candidates seeking initial licensure in Virginia must provide evidence of completion of certification in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED). Certification must be based on the current national emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as programs developed by the American Heart Association, the American Red Cross, and the American Safety and Health Institute. Evidence
of certification must be presented to the Director of Clinical Placements and Licensure as part of the Virginia licensure application.

**Licensure in Other States**

The Office of Teacher Education and Professional Services will assist in the application process for licensure in other states. The National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract facilitates the movement of educators among states. Although there may be conditions applicable to individual jurisdictions, the Contract makes it possible for an educator who completed an approved program in one jurisdiction to earn a certificate or license in another state or jurisdiction. Testing requirements may vary from state to state. Contact the state where you plan to teach to obtain information about required tests. Virginia is a member of the Interstate Contract, making our graduates eligible for licensure in many states.

Every state has an application process that includes a college verification form or requires a verification letter. Those verification forms or letters must be completed by the Office of Teacher Education and Professional Services in the School of Education. The Registrar's Office cannot verify your program completion. Submit verification forms to the following address: Director of Clinical Placements and Licensure, The College of William & Mary, The School of Education, P.O. Box 8795, Williamsburg, VA 23187-8795.

**Qualifying for, Maintaining, and Renewing a Professional Teaching License**

**Denial of License**
The completion of an approved teacher preparation program is a necessary step in earning a teaching license. However, the application for license can be denied for a number of reasons, as stipulated by Virginia State Code. (Such licensure regulations are similar to those of other states, although not necessarily exactly the same.) A license may be denied for (1) attempting to obtain a license by fraudulent means or misrepresentation of material facts; (2) falsification of records or documents; (3) conviction of any felony, (4) conviction of any misdemeanor involving moral turpitude; (5) conduct with direct and detrimental effect on the health, welfare, discipline, or morale of students; (6) revocation, suspension, or invalidation of the license by another state or territory; or (7) other good and just cause of a similar nature (8VAC20-22-720).

**Revocation of License**
Once earned, a teaching license can be revoked for a number of reasons, as stipulated by the Virginia State Code. (Such licensure regulations are similar to those of other states, although not necessarily exactly the same.) A license may be revoked for (1) obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts; (2) falsification of school records, documents, statistics, or reports; (3) conviction of any felony; (4) conviction of any misdemeanor involving moral turpitude; (5) conduct with direct and detrimental effect on the health, welfare, discipline, or morale of students; (6) misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted; (7) acts related to secure mandatory tests as specified in §22.1-292.1 of the Code of Virginia; (8) knowingly and willfully with the intent to compromise the outcome of an athletic
competition, procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by §22.1-279.3:1 of the *Code of Virginia*; or (9) other just cause in the interest of public schools of the Commonwealth of Virginia.

**Renewing a License**

Most states, including Virginia, require that teachers renew their licenses on a designated schedule. In Virginia, for example, teachers must renew their license every five years. While the options for how to renew a license vary from state to state, the licensure renewal process typically requires completing and evidence of completion of ongoing professional development. Licensure renewal is typically completed through an employing school district or directly through the state department of education.
CAREER SERVICES

The Cohen Career Center can be reached by calling (757) 221-3231 or online at http://www.wm.edu/offices/career/index.php. The Cohen Career Center provides the following services and resources:

- **One-on-one advising** – Counselors are available to meet one-on-one with teacher candidates to discuss the job search, career options, development of education resumes, and interview preparation to help you reach your career goals. Appointments can be made by calling the office directly.

- **Blackboard site** – The Cohen Career Center maintains a Blackboard site titled Career Center K-12 Resources that houses sample education-specific resumes, cover letters, and thank you notes. There are also sample interview questions and resources for the job search in public, private, and international education job markets.

- **Education Recruiting Day** – William & Mary’s Education Recruitment Fair has 40-50 schools in attendance each spring. The fair is open to all teacher candidates and alumni with no pre-registration required. The job fair and interview sign up time is from 9:00 a.m.-10:30 a.m.; 20-minute interviews are scheduled between 11:00 a.m.-4:00 p.m. Additional information will be emailed to students, beginning in spring semester.

- **Mock interview program** – Polish interview skills by participating in mock interviews with area principals and human resources administrators each semester in the Cohen Career Center. Receive feedback and tips for standing out in the job search.

- **Workshops** – Workshops are offered each semester in the Cohen Career Center to assist students. These workshops include assistance with resumes, cover letters, portfolios, job search, interviewing, evaluating job offers, and many more. Education-specific workshops are offered in the School of Education, as well. Check the website each semester for dates, times, and topics.

- **Networking Opportunities** – The Cohen Career Center offers opportunities to connect to local school principals through the “Lunch with the Principal” series in the School of Education. They also bring in school administrators and human resources recruiters from local school districts to review resumes and provide job search advice.

- **On-campus recruiting** – Various public and private schools, government agencies, and private companies recruit students through the Cohen Career Center.

- **Credential files** – Assistance with developing a credential file to manage letters of reference needed for applying for teaching positions. The Cohen Career Center uses an online service to manage credential files. To find out more about the service, go to https://www.interfolio.com/product/porfolio/index.cfm.

- **Career fairs** – Career fairs are held each fall and spring in the Sadler Center.

Additional question about education careers, resumes, or job searches, contact:

Cohen Career Center, (757) 221-3231
FREQUENTLY ASKED QUESTIONS

The following are brief answers to many of the most frequently asked questions. For complete answers, please refer to the specific section in this handbook.

Do I need a car? YES. The School of Education works with approximately 10 different school districts when placing teacher candidates in practica and student teaching assignments. The schools may be as far away as 45 minutes. Because of the diverse needs of our student body, we rely upon each teacher candidate to provide his or her own transportation. We encourage teacher candidates assigned to the same school to arrange a carpool. (Teacher candidates should refer to the College’s policy on transportation for complete information.)

Can I hold a job while student teaching? Student teaching is a full-time professional internship; therefore, holding a job while student teaching is strongly discouraged. The School of Education encourages teacher candidates to concentrate on student teaching during the semester, immersing themselves in the total school experience.

Can I choose my school and Cooperating Teacher? NO. The School of Education will do its best to assign teacher candidates to Cooperating Teachers and schools that best suit the needs and the individual personalities of each teacher candidate. Special requests cannot generally be accommodated.

What is considered professional dress for the school environment? All Student Teachers must adhere to the assigned school’s professional dress code. Acceptable attire includes knee-length skirts, slacks and tops, and dresses for women, and slacks, dress shirts, and ties for men. While most schools do not require suits, clothing of comparable style and appearance is acceptable. Unacceptable items include: midriff shirts, short skirts, sneakers, unnatural hair colors, and excessive body piercing. An attempt to conceal tattoos should be made. Student Teachers are encouraged to inquire at their school concerning the dress code.

How does the School of Education determine placements for student teaching? The staff of the Office of Teacher Education and Professional services collaborates with program faculty designated partners in local school divisions in which teacher candidates are placed to jointly determine student teaching placements.

Will I meet my Cooperating Teacher prior to student teaching? Yes. The practica and student teaching experiences are a single-school placement with the same teacher, permitting you to become familiar with not only your Cooperating Teacher, but also other professionals in the building, school policies, and students, and other professionals in the building prior to your student teaching.

How is my student teaching experience evaluated? Student teaching is evaluated pass/fail. Informal observations and conferences are held with your Cooperating Teacher and University Supervisor throughout the student teaching experience. Formal evaluations by your Cooperating Teacher and University Supervisor are conducted at the mid-point of the experience and at the end. While your Cooperating Teacher and University Supervisor will collaborate in your supervision and evaluation, final responsibility for your grade in student teaching rests with the University Supervisor.
Do I get paid for student teaching? Generally speaking, no. Student teaching is considered a part of the curriculum that applies toward graduation and licensure requirements.

What are the Praxis Core Academic Skills for Educators Tests (Praxis Core), and when and where do I take them? Praxis Core is a set of academic skills assessments of mathematics, reading, and writing. Praxis Core is a program requirement for elementary, secondary, and special education programs. Praxis II is a subject-area assessment. Praxis II is a program requirement for elementary and secondary education programs. It must be taken in your teaching endorsement area and is content specific.

Praxis exams are administered electronically at commercial testing centers. For more information, contact the Director of Clinical Placements and Licensure at 221-2320.

Do I need to apply for student teaching? YES. You must apply for student teaching in the semester prior to student teaching. You may not student teach without a student teaching application on file in the Office of Teacher Education and Professional Services.

What is the VCLA and where do I take it? The Virginia Communication and Literacy Assessment (VCLA) is a test of communication and literacy skills that is required for program completion and initial licensure. For additional information refer to the section “Licensure Requirements for Virginia State Teacher Licensure” or visit the VCLA website at http://www.va.nesinc.com.

What is the RVE and where do I take it? The Reading for Virginia Educators (RVE) assessment is a test of skills required to teach reading to students. The RVE is a program completion requirement for elementary education, special education, and reading specialist teacher candidates and is required for initial licensure. For additional information refer to the section “Licensure Requirements for Virginia State Teacher Licensure or visit the ETS website.

Where can I complete the required training in first aid, CPR, and AED use? The American Red Cross and the American Heart Association regular offer training courses to the general public. Visit the website of either organization for information and to register.

How can I add an endorsement to my teaching license? In the Commonwealth of Virginia, a teacher can add an endorsement to their teaching license by taking and passing the Praxis II test in the subject in which the endorsement is sought. This option is not available for adding an endorsement in either Elementary Education or Special Education. For example, a licensed English teacher could not take the elementary Praxis II exam to add an elementary endorsement to her license. However, licensed elementary and special education teachers are allowed to add secondary subject endorsements.
SUMMARY

The following list summarizes the major milestones for completing the teacher preparation program in the School of Education at the College of William & Mary. Please note that this list is not exhaustive and that several of the items can overlap in terms of sequence. **It is intended as an overview for students to use in planning and ensuring completion of all requirements.**

1. Successfully complete all courses in the teacher preparation program.

2. Successfully complete all practica courses/experiences in the teacher preparation program.
   *Note: All school divisions require a criminal background check. Other requirements for practica placements may also apply.*

3. Successfully complete the liberal arts major (undergraduate students).

4. Successfully complete all General Studies requirements for teacher licensure. *See catalog or advisor for General Studies requirements.*

5. Successfully complete the following tests:
   - Praxis Core prior to student teaching
   - Praxis II prior to program completion (elementary, secondary, and foreign language)
   - Virginia Communication and Literacy Assessment (VCLA) prior to program completion (elementary, secondary, and special education)
   - Reading for Virginia Educators (RVE) prior to program completion (elementary, special education, and reading specialists)

6. Successfully complete certified training in first aid, CPR, and AED use and provide documentation to the Direct of Clinical Experiences and Licensure.

7. Apply for graduation (with the Office of Academic Programs) by July 1, for January graduation, October 1, for May or August graduation.

8. Apply for student teaching. *Application is due to the Office of Teacher Education and Professional Services during the semester prior to student teaching.*

9. Set up a placement file with the Office of Career Services, if desired.

10. Successfully complete student teaching, electronic portfolio, and student teaching seminar.

11. Apply for licensure. Applications for licensure cannot be sent to the Virginia Department of Education until the student’s degree has been conferred. However, the application forms, fee, etc., can be submitted to the Office of Teacher Education and Professional Services prior to graduation.
APPENDIX
Practicum Log

Teacher Candidate: ___________________________  Due Date: ___________________________

Cooperating Teacher: _________________________  School: _____________________________

Professor: _________________________________  Course/Semester: ______________________

Maintain this log throughout your practicum experience to document your hours in your assigned school. Completion of the field experience and log is governed by the College’s Honor Code. A minimum of 20 clock hours in the schools is required for each one-credit practicum. Return your completed log to your practicum professor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Time in Field</th>
<th>Brief Description of Activity</th>
<th>Cooperating Teacher’s Signature</th>
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</thead>
<tbody>
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</tbody>
</table>

TOTAL TIME |
Teacher Candidate’s Self-Evaluation of Practicum

Teacher Candidate: ___________________________  Due Date: ___________________________
Cooperating Teacher: _________________________  School: ____________________________
Professor: _________________________________  Course/Semester: ______________________

Complete the evaluation of your practicum experience. The intent of this evaluation is to serve both as a self-examination of your growth and also as a means of helping faculty members improve the teacher preparation program at William & Mary. Return your completed evaluation form to your practicum professor. Please provide a copy of your self-evaluation to your Cooperating Teacher and use it to discuss your experiences, performance, and progress during the practicum.

<table>
<thead>
<tr>
<th>During this practicum, my performance in each of the following professional experiences was…</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Not Experienced</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Sample Only
A version of this form that identifies required activities and experiences will be provided by the practicum professor.

Exceeds Expectations: Intern’s performance was outstanding for a novice professional.
Meets Expectations: Intern’s performance demonstrated proficiency for a novice professional.
Below Expectations: Intern’s performance was unsatisfactory for a novice professional.

FORM TE.2a
Teacher Candidate’s Self-Evaluation of Professional Dispositions

Complete the evaluation of your professional dispositions. The intent of this evaluation is to serve both as a self-examination of your growth and also as a means of helping faculty members improve the teacher preparation program at William & Mary. Return your completed evaluation form to your practicum professor. Please provide a copy of your self-evaluation to your Cooperating Teacher and use it to discuss your experiences, performance, and progress during the practicum.

<table>
<thead>
<tr>
<th>During this practicum, my performance in each of the following areas was…</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Unable to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Communication Skills</td>
<td></td>
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<td></td>
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<tr>
<td>Effort and Initiative</td>
<td></td>
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</tr>
<tr>
<td>Cooperativeness and Flexibility</td>
<td></td>
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<tr>
<td>Enthusiasm</td>
<td></td>
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<tr>
<td>Rapport with Students</td>
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<tr>
<td>Rapport with Faculty and Other School Personnel</td>
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<tr>
<td>Professional Demeanor and Dress</td>
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<tr>
<td>Respect for Diversity</td>
<td></td>
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</tbody>
</table>

Exceeds Expectations: Intern’s performance was outstanding for a novice professional.
Meets Expectations: Intern’s performance demonstrated proficiency for a novice professional.
Below Expectations: Intern’s performance was unsatisfactory for a novice professional.

Sample Only
This evaluation is to be completed and submitted online.

FORM TE.2b
Cooperating Teacher’s Evaluation of Intern’s Practicum

Teacher Candidate: ___________________________  Due Date: ___________________________
Cooperating Teacher: ___________________________  School: ___________________________
Professor: ___________________________  Course/Semester: ___________________________
Number of semesters (including the present semester) that the teacher candidate has been placed with you: ___1          ___2           ___3

Complete the evaluation of your intern’s practicum. The intent of this evaluation is to serve both as an examination of the intern’s growth and also as a means of helping faculty members improve the teacher preparation program at William & Mary. Your evaluation form should be returned to the practicum professor either by mail (The College of William & Mary, School of Education, P.O. Box 8795, Williamsburg, VA, 23187-8795) or via your intern. Please provide a copy of your completed evaluation to your intern and review it with him or her in order to provide constructive feedback.

<table>
<thead>
<tr>
<th>During this practicum, the intern’s performance in each of the following professional experiences was…</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Not Observed</th>
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<tbody>
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</tbody>
</table>

Sample Only
A version of this form that identifies required activities and experiences will be provided by the practicum professor

Exceeds Expectations: Intern’s performance was outstanding for a novice professional.
Meets Expectations: Intern’s performance demonstrated proficiency for a novice professional.
Below Expectations: Intern’s performance was unsatisfactory for a novice professional.
Cooperating Teacher’s Evaluation of Intern’s Professional Dispositions

Teacher Candidate: ____________________________  Due Date: ____________________________

Cooperating Teacher: __________________________  School: ____________________________

Professor: ____________________________  Course/Semester: ____________________________

Number of semesters (including the present semester) that the teacher candidate has been placed with you: ___1 ___2 ___3

Complete the evaluation of your intern’s professional dispositions. The intent of this evaluation is to serve both as an examination of the intern’s growth and also as a means of helping faculty members improve the teacher preparation program at William & Mary. Your evaluation form should be returned to the practicum professor either by mail (The College of William & Mary, School of Education, P.O. Box 8795, Williamsburg, VA, 23187-8795) or via your intern. Please provide a copy of your completed evaluation to your intern and review it with him or her in order to provide constructive feedback.

<table>
<thead>
<tr>
<th>During this practicum, the intern’s performance in each of the following areas was…</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Unable to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
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<tr>
<td>Organization and Preparation</td>
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<tr>
<td>Communication Skills</td>
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<tr>
<td>Effort and Initiative</td>
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<td>Cooperativeness and Flexibility</td>
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<tr>
<td>Enthusiasm</td>
<td></td>
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<tr>
<td>Rapport with Students</td>
<td></td>
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<tr>
<td>Rapport with Faculty and Other School Personnel</td>
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<tr>
<td>Professional Demeanor and Dress</td>
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<tr>
<td>Respect for Diversity</td>
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</tbody>
</table>

Exceeds Expectations: Intern’s performance was outstanding for a novice professional.
Meets Expectations: Intern’s performance demonstrated proficiency for a novice professional.
Below Expectations: Intern’s performance was unsatisfactory for a novice professional.

If you need the professor to contact you directly so that you can provide additional information regarding your intern’s practicum experience, please check the box and provide contact information below:

FORM TE.3b
Student Teaching Application

Application Date: ________________   Expected Graduation Date: ________________

Last Name                                             First Name                                                 Middle Initial

Student Identification Number: _______________________

PROGRAM

Degree Program (check one):       ____ Graduate student              ____ Undergraduate student

Program(s): ____ Elementary  ____ Secondary/Foreign Language
              ____ Special Education       ____ ESL Dual Endorsement

1. Have you taken and passed Praxis Core or the appropriate equivalent and turned in a copy of your scores to the Office of Teacher Education and Professional Services?      (   ) Yes     (   ) No
   If no, explain: __________________________________________________________

2. Prior to your student teaching semester, do you anticipate that you will have successfully completed all prerequisite courses?           (   ) Yes     (   ) No
   If no, explain: __________________________________________________________

3. If required by the school division in which you are placed, have you applied for a background check?     (   ) Yes     (   ) No

4. Criminal History*
   a. Have you ever been convicted of a felony in the U.S. (or territories) of found guilty of a criminal offense in another country? (   ) Yes     (   ) No
   b. Have you ever been found guilty of a misdemeanor involving children or drugs? (   ) Yes     (   ) No
   c. Have you ever had a teaching certificate or license denied, revoked, invalidated, cancelled, or suspended? (   ) Yes     (   ) No
   d. Have you ever been the subject of a founded complaint of child abuse or neglect? (   ) Yes     (   ) No

* If “Yes” is indicated for any of the Criminal History questions (4a-d), contact the Office of Teacher Education and Professional Services.

___________________________________ _______________
Signature     Date

FORM  TE.4
Introduction to University Supervisor

**Directions:** Complete the following form and return it to the Director of Clinical Placements and Licensure with your student teaching application. The Office of Teacher Education and Professional Services will give this form to your University Supervisor as a way to introduce you to him/her and give him/her contact information for you. (You may type your responses in a separate document and attach them.)

Name: ___________________________ Nickname: ___________________________

Phone: ___________________________ Email: _____________________________

Hometown: _________________________ Undergraduate Major: _______________

1. List previous colleges/universities attended and degrees received (if applicable):

2. List previous work experience/career (if applicable):

3. List current and past experiences working with children (e.g., camp, scouts, tutoring)

4. List any particular skills, interests, or knowledge relevant to teaching that you have (e.g. hobbies, musical ability, foreign language):

5. List 2 or more of your particular strengths as a teacher:

6. List 2 or more professional competencies you believe you most need to improve as a teacher:

7. What are your short- and long-term career goals?

8. What should your University Supervisor know about you in order to work with you most effectively during student teaching?

**FORM TE.5**
Student Teaching Log

Student Teacher: ___________________ Due Date: ___________________

Cooperating Teacher: _______________ School: ___________________

University Supervisor: _______________ Course/Semester: _______________

Maintain this log throughout your student teaching experience to document your hours in your assigned school. Completion of student teaching and this log is governed by the College’s Honor Code. Student teaching requires 10-weeks of full-time experience in the school setting. **Return your completed log to your University Supervisor.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Time in Field</th>
<th>Brief Description of Activity (including approximate percentage of responsibility taken on)</th>
<th>Cooperating Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>10</td>
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<tr>
<td>TOTAL TIME</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**FORM TE.6**
## Student Teaching Pacing Guide

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Teaching Load / Professional Responsibilities Assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
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<td>Week 4*</td>
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<td>Week 5*</td>
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<td>Week 6*</td>
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<td>Week 7*</td>
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<td>Week 8</td>
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<tr>
<td>Week 9</td>
<td></td>
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<tr>
<td>Week 10</td>
<td></td>
</tr>
</tbody>
</table>

*Assumption of full teaching load and responsibilities is recommended
# Student Teacher Mid-Term Evaluation

**Student Teacher:**
- Undergraduate Student
- Graduate Student

**University Supervisor:**

**Cooperating Teacher:**

**Individual Completing Form:**
- Student
- Supervisor
- Teacher

**Subject(s):**

**Grade Level(s):**

**School:**

**Date:**

---

## RATING SCALE

- **Exceeds Expectations:** Consistent and exemplary demonstration of the competency and most performance indicators.
- **Meets Expectations:** Regular and proficient demonstration of the competency and most performance indicators.
- **Developing:** Demonstrating progress toward competency but not yet consistently proficient.
- **Below Expectations:** Inconsistent and/or poor performance of the competency and/or one or more indicators.

---

### Foundational Understanding

1. Demonstrates understanding of subject matter & pedagogical knowledge for instruction
2. Demonstrates understanding of how students learn & develop & provides learning opportunities that support students’ intellectual, social, & personal development
3. Demonstrates understanding of the central role of language & literacy in student learning
4. Demonstrates understanding of how all students differ in their experiences & their approaches to learning
5. Demonstrates an understanding of the purposes & roles of PreK-12 education in a diverse & inclusive democratic society

### Ability to Plan, Organize, & Prepare for Teaching

6. Plans lessons that align with local, state, & national standards
7. Selects appropriate instructional strategies/activities aligned to instructional goals & responsive to diverse student needs
8. Selects appropriate materials/resources aligned to instructional goals & reflective of diverse perspectives

### Teaching Skills

9. Teaches based on planned lessons
10. Provides for individual differences
11. Uses motivational strategies to promote learning for all students
12. Engages students actively in learning
13. Uses a variety of effective teaching strategies
14. Helps students develop thinking skills that promote learning
15. Monitors student learning

### Assessment & Evaluation for Learning

16. Creates & selects appropriate assessments for learning
17. Implements assessments for learning
18. Interprets/uses assessment results to make instructional decisions

### Classroom Management Knowledge & Skills

19. Builds positive rapport with & among students, fostering an environment that values & encourages respect for diversity
20. Organizes for effective teaching
21. Demonstrates use of effective routines & procedures
22. Demonstrates efficient & effective use of time
23. Maintains a physically & emotionally safe learning environment for all students
24. Responds appropriately & equitably to student behavior

### Professional Dispositions

25. Demonstrates professional demeanor & ethical behavior
26. Participates in & applies professional development
27. Demonstrates effective oral & written communication
28. Reflects actively & continuously upon practice, leading to enhanced teaching & learning for all students
29. Cooperates, collaborates, & fosters relationships with families & other members of the school community
30. Demonstrates potential for teacher leadership

---

## OVERALL TEACHING EFFECTIVENESS
Student Teacher Final Evaluation

Student Teacher: ____________________________
Undergraduate Student___            Graduate Student___
University Supervisor: ____________________________
Cooperating Teacher: ____________________________
Individual Completing Form:    Student___         Supervisor___         Teacher___
Subject(s): ____________________________
Grade Level(s): ____________________________
School: ____________________________
Date: ____________________________

RATING SCALE
Exceeds Expectations: Consistent and exemplary demonstration of the competency and most performance indicators.
Meets Expectations: Regular and proficient demonstration of the competency and most performance indicators.
Developing: Demonstrating progress toward competency but not yet consistently proficient.
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<thead>
<tr>
<th>Foundational Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates understanding of subject matter &amp; pedagogical knowledge for instruction</td>
</tr>
<tr>
<td>2. Demonstrates understanding of how students learn &amp; develop &amp; provides learning opportunities that support students’ intellectual, social, &amp; personal development</td>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Ability to Plan, Organize, &amp; Prepare for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Plans lessons that align with local, state, &amp; national standards</td>
</tr>
<tr>
<td>7. Selects appropriate instructional strategies/activities aligned to instructional goals &amp; responsive to diverse student needs</td>
</tr>
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<tr>
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<tr>
<th>Classroom Management Knowledge &amp; Skills</th>
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</thead>
<tbody>
<tr>
<td>19. Builds positive rapport with &amp; among students, fostering an environment that values &amp; encourages respect for diversity</td>
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<tr>
<td>20. Organizes for effective teaching</td>
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<td>21. Demonstrates use of effective routines &amp; procedures</td>
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<td>22. Demonstrates efficient &amp; effective use of time</td>
</tr>
<tr>
<td>23. Maintains a physically &amp; emotionally safe learning environment for all students</td>
</tr>
<tr>
<td>24. Responds appropriately &amp; equitably to student behavior</td>
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<table>
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<tr>
<th>Professional Dispositions</th>
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<tr>
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<td>26. Participates in &amp; applies professional development</td>
</tr>
<tr>
<td>27. Demonstrates effective oral &amp; written communication</td>
</tr>
<tr>
<td>28. Reflects actively &amp; continuously upon practice, leading to enhanced teaching &amp; learning for all students</td>
</tr>
<tr>
<td>29. Cooperates, collaborates, &amp; fosters relationships with families &amp; other members of the school community</td>
</tr>
<tr>
<td>30. Demonstrates potential for teacher leadership</td>
</tr>
</tbody>
</table>

OVERALL TEACHING EFFECTIVENESS

Sample Only
This evaluation is to be completed and submitted online
Administrator’s Evaluation of Student Teacher

Student Teacher: ___________________________  Date: ___________________________
Cooperating Teacher: ______________________  School: ___________________________
University Supervisor: _____________________  Grade/Subject: _____________________

This evaluation is to be completed by the Principal (or designee). The purpose of the form is to evaluate the overall performance of the student teacher during the full-time student teaching experience. Please complete the form online or on paper (in which case, please mail it to: The College of William and Mary, School of Education, Office of Teacher Education and Professional Services, P.O. Box 8795, Williamsburg, VA 23187-8795.

The following evaluation is based on my observation of and/or interaction with the student teacher through the following means. (Check all that apply.)

☐ Formal observation(s) in the classroom
☐ Informal observation(s) in the classroom
☐ Interactions and observations outside of the classroom (e.g., faculty meetings, class changes, duty periods)

In each of the areas of professional responsibility listed below, the student teacher’s performance is best described as…

<table>
<thead>
<tr>
<th>Subject-area expertise with an understanding of student learning needs</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to plan effectively for teaching</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability to teach effectively to all students</td>
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<tr>
<td>Ability to use assessments to support student learning</td>
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<tr>
<td>Ability to create and/or maintain a constructive learning environment</td>
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<tr>
<td>Ethical behavior, professional dispositions, and constructive interactions with others</td>
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</tr>
</tbody>
</table>

Below Expectations: Intern's performance was unsatisfactory for a novice professional.
Meets Expectations: Intern's performance demonstrated proficiency for a novice professional.
Exceeds Expectations: Intern's performance was outstanding for a novice professional.

If this student teacher were a full-time, professional teacher on your faculty, how satisfied would you be with his or her overall performance as a novice teacher? (Circle one.)

<table>
<thead>
<tr>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Unable to Evaluate</th>
</tr>
</thead>
</table>

Comments:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

FORM TE.10
**Teacher Candidate’s Feedback on Field Placement**

**Directions:** This form is to be used for providing constructive feedback to the Office of Teacher Education and Professional Services regarding the quality of the field placement. The feedback that you provide is used for purposes of the oversight and improvement of field placement services. *Responses are kept confidential.* This form may be completed online or on paper and submitted by mail to:

Associate Dean for Teacher Education & Professional Services  
The College of William & Mary  
School of Education  
P.O. Box 8795  
Williamsburg, VA 23185-8795

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Date: ____________</th>
</tr>
</thead>
</table>

**Degree Program:**  
___ Baccalaureate program  
___ Master’s program  

**Endorsement:**  
___ Elementary  
___ Secondary  
___ Special Education  

**Cooperating Teacher (CT):** __________________________

**School:** __________________________

**Directions:** Indicate the degree to which you agree with each of the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I felt supported by my CT.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. My CT and I developed a productive, professional relationship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. My CT facilitated my required clinical experiences and activities (e.g., practicum assignments that had to be completed in the field).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. My CT helped me to understand the roles and responsibilities of a teacher.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>5. My CT regularly monitored my performance and development as a teacher.</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. My CT regularly provided meaningful, constructive feedback to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. My CT always seemed to have my best interest in mind.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. I trust my CT’s professional judgment and advice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. My CT substantively contributed to my becoming a better teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Upon completion of my student teaching experience, I felt very well prepared to be an effective teacher in my own classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comments (please feel free to attach additional pages):**
Student Teaching Observation Form

Student Teacher ___________________________  Date ______________________
School ___________________________  Cooperating Teacher ___________________________
Lesson _______________________________________________________________________

STRENGTHS

AREAS/SUGGESTIONS FOR IMPROVEMENT

FOLLOW-UP ON PREVIOUS SUGGESTIONS

_________________________________________  ______________________
Signature of Observer   Date
Improvement Plan

Teacher Candidate __________________________ Date ____________________

School ___________________________ Cooperating Teacher _____________________________

Subject/Grade Level _________________ University Supervisor ____________________________

**Directions:** The Improvement Plan is to be developed cooperatively by the teacher candidate, the University Supervisor, and the Cooperating Teacher when the teacher candidate’s overall performance is considered to be less than satisfactory according to the School of Education performance standards. The plan is to assist the teacher candidate in achieving a satisfactory assessment and to improve his or her potential to be a successful classroom teacher.

I. Specific area(s) of concern:

II. Objectives for performance improvement:

III. Implementation timeline:

IV. Assistance/resources to be provided by the Cooperating Teacher and/or the University Supervisor:

V. Assessment criteria & procedures:

Teacher Candidate __________________________ Date ____________________

University Supervisor __________________________ Date ____________________

Cooperating Teacher __________________________ Date ____________________

Associate Dean for Teacher Education __________________________ Date ____________________

**FORM TE.13**
# Licensure Procedures

**Directions:** Please complete and return this form to the Director of Clinical Placements and Licensure two weeks prior to graduation.

Name: ___________________________  Banner ID#: ___________________________

List the following information about your student teaching assignment:

- **School:**
- **Cooperating Teacher(s):**
- **Grades/Subjects Taught:**
- **College Supervisor:**
- **Endorsement Area(s) Sought:**

☐ Check here and list below any coursework, General Education requirements, tests, or other licensure requirements that you need to complete:

---

| Step 1 - Non-refundable Application Fee | Attach a personal check, certified check, cashier's check, or money order made payable to the Treasurer of Virginia. The in-state fee is $50, and the out-of-state fee is $75. NOTE: The fee is determined by the address stated on the application. |
| Step 2 - Application Form | Complete this form in full. Please type or use ink and print legibly. Use an address where your license should be mailed. Keep in mind; it may take six to ten weeks to receive your license. Download this form from the OTEPS web page: [http://education.wm.edu/academics/oteps/documents/licensure/Application.pdf](http://education.wm.edu/academics/oteps/documents/licensure/Application.pdf) |
| Step 3 - College Verification Form | Complete Part I only. We will complete Parts II and III and sign this form. Download this form from the OTEPS web page: [http://education.wm.edu/academics/oteps/documents/licensure/collegeverification.pdf](http://education.wm.edu/academics/oteps/documents/licensure/collegeverification.pdf) |
| Step 4 - William & Mary Official Transcripts | File a request through the Registrar's Office to send an official transcript to: the Director of Clinical Placements and Licensure, School of Education. Be sure to check the box "Hold for Degree." A fee is charged for each transcript. Do Not Order an Electronic Transcript; the VDOE will not accept electronic transcripts. |
| Step 5 - Official Transcripts | THIS IS IMPORTANT! If you have attended a college/university other than William and Mary, we must have an official transcript of your courses. Graduate students must include a copy of your undergraduate transcript unless you received your undergraduate degree from W&M. |
| Step 6 - Praxis II score report, required for Elementary and Secondary Education | Include a copy of your Praxis II score report with your application if you have not already submitted one to the Office of Teacher Education and Professional Services. |
| Step 7 - Reading for Virginia Educators, required for Elementary, Special Education and Reading Specialists | Include a copy of your RVE score report with your application if you have not already submitted one to the Office of Teacher Education and Professional Services. |
| Step 8 - Virginia Communication and Literacy Assessment, required for Elementary, Secondary and Special Education. | Attach a copy of your VCLA score report with your application even if you had the scores sent to W&M. National Evaluations Systems-Pearson does not provide a score report to W&M in a format that can be used for licensure. |
| Step 9 - ESL dual-endorsement candidates ONLY | Attach verification of your foreign language proficiency (i.e., transcript or test score report). Refer to your ESL program of studies for proficiency used. |
| Step 10 – CPR/AED/First Aid training | Attach verification of completion of certified training in CPR/AED/First Aid (e.g., copy of valid certification card). |

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**FORM TE.14**
APPLICATION FOR A VIRGINIA LICENSE (Page 1 of 2)

Please Check:
License Requested:  ______ Initial License (Fee: $50 in-state; $75-Out-of-state)    _____ Division Superintendent License (Fee: $100-in-state; $150-out-of-state)

Make checks payable to Treasurer of Virginia. The fee is nonrefundable. There is a $35 fee for a returned check.

PART I--INFORMATION

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Date of Birth (Month/Day/Year)</th>
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<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>Middle Name</td>
<td>Suffix (Jr., Sr., III, etc.)</td>
</tr>
</tbody>
</table>

Address (Street, City, State, Zip Code) [Please note that the address provided is public information.]*

Daytime Telephone Number (include area code) (              )

Home Telephone Number (include area code) (          )

Gender (for statistical purposes only) ___________ Male                    ___________ Female

Race (for statistical purposes only - check one) 1. American Indian/Alaskan Native 2. Asian 3. Black (not of Hispanic origin)
4. Hispanic 5. White (Not of Hispanic origin) 6. Native Hawaiian/Pacific Islander 7. Non-Hispanic, two or more races

*THE APPLICANT MUST NOTIFY THE OFFICE OF LICENSURE, DEPARTMENT OF EDUCATION, IN WRITING OF AN ADDRESS CHANGE. Name and address (of persons applying for license) may be disseminated pursuant to a request under § 2.2-3802(5) of the Code of Virginia.

PART II

Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony anywhere in the United States?
(If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)

___Yes ___No

Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country or a U.S. territory?
(If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)

___Yes ___No

Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving a child (minor)?
(If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)

___Yes ___No

Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)?
(If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court of conviction.)

___Yes ___No

Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license; or had any other adverse action taken against such a license?
(If yes, please attach a statement giving full details and official documentation of the action taken.)

___Yes ___No

Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency?
(If yes, please attach a statement giving full details and official documentation of the founded complaint.)

___Yes ___No

Have you ever left any education- or school-related employment, voluntarily or involuntarily, while the subject of an investigation, inquiry, or review of alleged misconduct or when you had reason to believe an investigation of alleged misconduct was under way or imminent?
(If yes, please attach a statement giving full details and any official documentation available regarding the investigation, inquiry, or review.)

___Yes ___No

To your knowledge, are you currently the subject of any investigation, inquiry, or review of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate?
(If yes, please attach a statement giving full details and any official documentation available regarding the investigation, inquiry, or review.)

___Yes ___No

BY MY SIGNATURE, I CERTIFY THAT THE INFORMATION ON THIS FORM IS ACCURATE AND COMPLETE. I UNDERSTAND THAT MISREPRESENTATION MAY RESULT IN THE DENIAL, REVOCATION, CANCELLATION, OR SUSPENSION OF THE VIRGINIA LICENSE.

Date _____________________________________         Applicant’s Signature ________________________________________
PART III--EDUCATION (Include colleges and universities where coursework was completed and degrees earned.)

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Dates Attended</th>
<th>Degree (if earned)</th>
<th>Major/Major Subjects</th>
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PART IV--EXPERIENCE (Grades K-12 only – full-time, contractual experience only. Do not substitute, summer school, or aide experience.)

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location</th>
<th>Dates of Employment</th>
<th>Grade(s)/Subject(s) Taught</th>
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</thead>
<tbody>
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<td>(Month/Year to Month/Year)</td>
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PART V--OUT-OF-STATE EDUCATIONAL LICENSE – This section must be completed, if applicable. (Enclose a copy of each license.)

<table>
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<tr>
<th>State</th>
<th>First issue date</th>
<th>Last expiration date</th>
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</tbody>
</table>

PART VI--COMPLETE IF YOU HAVE ACCEPTED A POSITION IN VIRGINIA REQUIRING A LICENSE

<table>
<thead>
<tr>
<th>Name of Employer :</th>
<th>Beginning Date of Employment:</th>
<th>Assignment:</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>Address:</td>
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</table>

BY MY SIGNATURE, I CERTIFY THAT THE INFORMATION ON THIS FORM IS ACCURATE AND COMPLETE. I UNDERSTAND THAT MISREPRESENTATION MAY RESULT IN THE DENIAL, REVOCATION, CANCELLATION, OR SUSPENSION OF THE VIRGINIA LICENSE.

Date ______________________ Applicant’s Signature ______________________

Pages 1 and 2 must include the applicant’s signature on each page. A complete application must be submitted. Incomplete applications will be retained for one year.
The primary purpose of this form is to determine whether an applicant for licensure has completed a state-approved preparation program at the graduate or undergraduate level. In these cases, the form must be completed by the appropriate certification/licensure official of the college/university where the program has been completed. The completed form must be submitted to this office by the applicant along with other items required for licensure or the Virginia school administrator with whom the applicant has accepted employment. [Note: Part IV is to be completed by Virginia colleges/universities only.]

### PART I

<table>
<thead>
<tr>
<th>Social Security Number:</th>
<th>Date of Birth: (Month/Day/Year)</th>
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<tr>
<td>Address (Street, City, State, Zip Code)</td>
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</tr>
<tr>
<td>Name of Institution</td>
<td>Degree Earned</td>
</tr>
<tr>
<td></td>
<td>Date of Degree Conferral</td>
</tr>
</tbody>
</table>

### PART II: Please circle the appropriate response:

**YES**  **NO**  
By my signature, I certify that the applicant satisfactorily completed a state-approved preparation program and completed endorsements (teaching areas, administration and supervision, or pupil personnel services) in the following areas:

**ENDORSEMENTS:**

____________________________________________________________________________

### PART III: Student Teaching, Internship, and/or Practicum Experience:

- **Course Title:** ________________________  **Course Number:** ________________________  **Clock Hours:** __________________________
- **A. High School grade (s):** ________________________  **(Do not include special education experience–use line C)**
- **B. Elementary grade (s):** ________________________  **(Do not include special education experience–use line C)**
- **C. Specific special education area(s)* and grade level (s):** ________________________  ________________________  
  *Please specify the exact nature of the exceptional child (children) included in the student teaching/practicum experience.
- **D. Special subject area(s) (e.g., Art, Music, P.E.):** ________________________  **Grade level (s):** ________________________

### PART IV: To be completed by Virginia colleges and universities only:

If I am signing as a Virginia college or university representative, my signature below certifies that the individual has met the following requirements checked below:

- [ ] Child abuse recognition and intervention training and technology standards for instructional personnel; and
- [ ] Certification/training in emergency first aid, CPR, and the use of automated external defibrillators.

Requisite to compliance with the licensure regulations established by the Virginia Board of Education are the following conditions: the applicant must be at least 18 years of age and must possess good moral character. By my signature, I certify on the basis of my information and belief that the applicant possesses good moral character.

**DATE:** __________________  **SIGNATURE:** __________________________

**NAME:** __________________

**TITLE:** __________________________

**INSTITUTION:** __________________________

Revised May 2014

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**FORM TE.16**