

HANDBOOK FOR CLINICAL EXPERIENCES

2020-2021



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OFFICE OF TEACHER EDUCATION

The *Handbook for Clinical Experiences* is produced by the Office of Teacher Education (OTE) located in the administrative offices on the first floor of the School of Education. OTE is primarily responsible for (1) facilitating partnerships with area schools and educational agencies, (2) placing teacher candidates in clinical experiences and collaborating with School of Education faculty and partners in the clinical settings to ensure the professional supervision of teacher candidates, and (3) assisting teacher candidates in securing professional licensure.

For additional information and related forms, please visit the [Office of Teacher Education](#) website.

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INTRODUCTION

Practica and student teaching—known as field placements, clinical experiences, or internships—are generally regarded as the most enjoyable and rewarding experiences in teacher education. As the clinical-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 teacher candidate and, subsequently, as a classroom teacher.

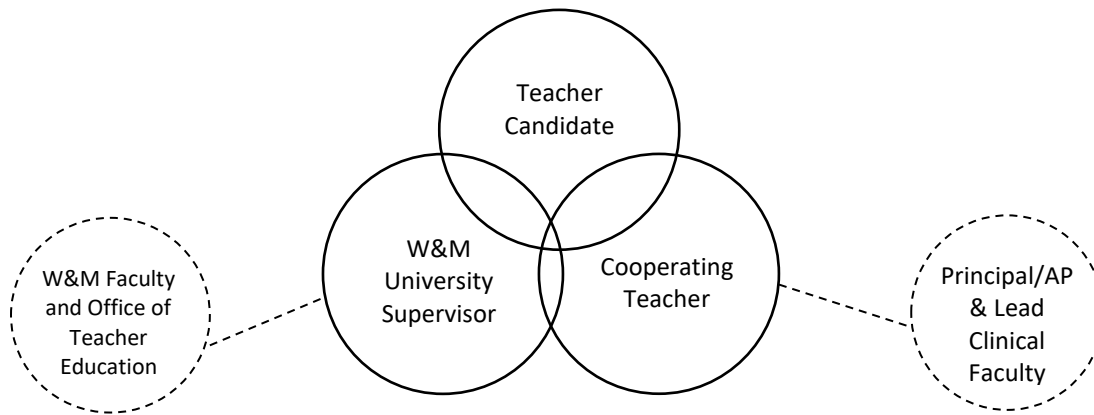
PRACTICA are a series of supervised observational and interactive experiences in a school placement that provide for and emphasize the practical application of theory in the field while the teacher candidate is completing coursework in the School of Education. To facilitate the practica, William & Mary students are placed with a cooperating teacher in a partnering school. 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.

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 under the direction of a university supervisor. Teacher candidates generally 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.

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.

The School of Education 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 the student teacher, cooperating teacher, university supervisor, faculty, and the Office of Teacher Education is at the heart of a successful field experience. This relationship is illustrated graphically below.

Collaborative Partners for Clinical Experiences



This *Handbook for Clinical Experiences* is designed by the Office of Teacher Education as a guide for all parties involved in the practica and student teaching process.

GOALS OF PRACTICA AND STUDENT TEACHING

While each of the School of Education's four initial teacher preparation programs – Elementary Education, Secondary Education, ESL/Bilingual Education, and Special Education – vary in format, the goals for the field experience component remain the same. The fundamental goals of the clinical 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.

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. These standards, as shown on the next page, are part of the School of Education's accreditation standards and are incorporated into the specific competencies of the teacher preparation programs.

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

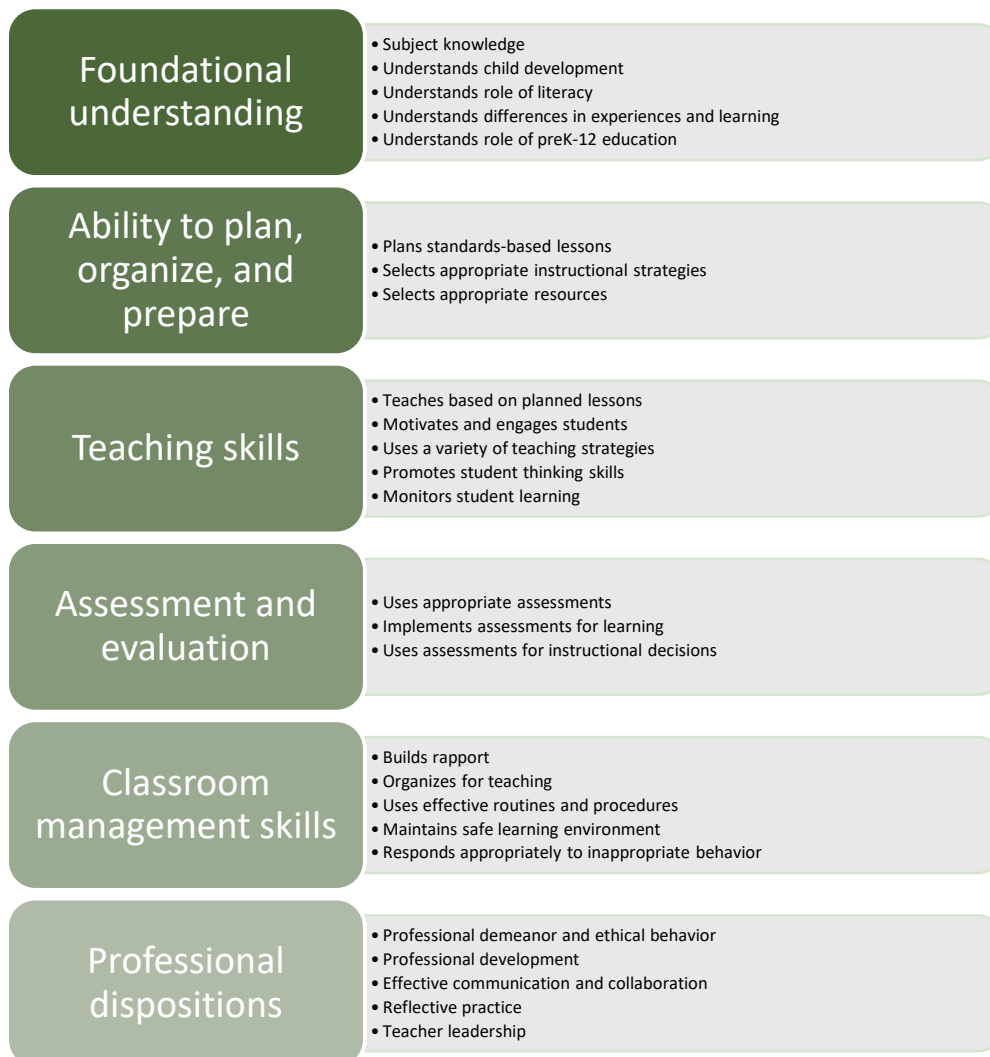
9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice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

The 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. In conjunction with partnering schools and teachers, the 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.

Below is a conceptual model of the Student Teacher Competencies. There are thirty competencies, which are grouped into six domains. For a complete description of each competency, see the [Student Teaching Evaluation Rubric](#) in the appendix. Student teachers are evaluated using this rubric both midway through and at the end of their student teaching experience.



PROFESSIONAL DISPOSITIONS

In addition to the Student Teacher Competencies, the Curriculum & Instruction (C&I) faculty in the School of Education have identified three overarching dispositional competencies. C&I policy requires that teacher candidates demonstrate acceptable performance for each of these competencies for program completion. Student teachers are formally evaluated on these dispositions twice by their cooperating teacher: midway through their practica experiences and midway through student teaching.

Multiple indicators and evaluation criteria are provided for each overarching competency on the [Evaluation of Professional Dispositions](#) found in the appendix. The three overarching dispositional competencies are:

1. Demonstrate professionalism;
2. Practice inclusivity and equity; and
3. Demonstrate commitment to professional growth.

In developing the Evaluation of Professional Dispositions, C&I faculty looked at the definitions provided by the National Council for Accreditation of Teacher Education (NCATE) and InTASC. 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)

[InTASC Standard One: Critical Dispositions](#) specifically describes critical dispositions as:

- The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The teacher takes responsibility for promoting learners' growth and development.
- The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development (p. 16).

FREQUENTLY ASKED QUESTIONS

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

Do I need a car? YES. The School of Education works with six different school districts when placing teacher candidates in practica and student teaching assignments. The schools may be as far away as 45-60 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 university's policy on transportation for complete information.)

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

Can I choose my school and cooperating teacher? NO. The OTE 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.

Will I meet my cooperating teacher prior to practica and student teaching? YES. You will meet your cooperating teacher at the Kickoff Orientation and Reception held prior to the beginning of the fall semester. (Due to COVID-19, alternative arrangements will be designed for fall 2020.)

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. Unacceptable items include midriff shirts, short skirts, sneakers, and excessive body piercing. Student teachers are encouraged to inquire at their school concerning the dress code.

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. W&M encourages teacher candidates to concentrate on student teaching during the semester, immersing themselves in the total school experience.

How many absences may I have during student teaching? All absences must be approved by the cooperating teacher and university supervisor. Extensive absences due to illness or extenuating circumstances must be approved by the Director of Teacher Education.

Can I leave student teaching early to attend class or extracurricular activities? A non-education course, employment, or extracurricular activity must not interfere with student teaching nor require an early dismissal and cannot be used as an excuse for not performing student teaching duties.



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 midpoint 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.

What is LiveText and how can I get help with using it? LiveText is the School of Education's web-based assessment, evaluation, and portfolio system. For individual assistance with LiveText, contact the Assistant Dean of Assessment, Accreditation, and Accountability (221-2312) or log in to [LiveText](#) and visit the help center.

How do I obtain a Virginia teaching license? A license to teach is awarded by the Virginia Department of Education (VDOE), so you will need to apply to the VDOE for a license once your degree is conferred. See application procedures in the licensure section of this handbook. OTE will help with this process.

Can I use my Virginia license to teach in another state? NO. You must apply for a license in that state. For licensure information, visit the state's Department of Education website.

Which licensure tests must I take in order to graduate from a School of Education initial teacher licensure program?

1. The [Praxis](#) is a subject-area assessment required for graduation in *all programs except Special Education*. It must be taken in your teaching endorsement area and is content specific.
2. The [Virginia Communication and Literacy Assessment \(VCLA\)](#) is a test of communication and literacy skills that is required for completion of *all teacher preparation programs*.
3. The [Reading for Virginia Educators \(RVE\)](#) assessment is a test of skills required to teach reading and is a program completion requirement for the *Elementary Education and Special Education programs only*.

Where can I complete the required training in first aid, CPR, and AED use? The [American Red Cross](#) and the [American Heart Association](#) regularly offer training courses to the general public. A valid, unexpired certificate must be provided to the OTE prior to applying for licensure.

Can I apply for a teaching position before I graduate? Absolutely! Many students are now getting hired as early as February or March. The Cohen Career Center will host a career fair in the spring that you are encouraged to attend.

GENERAL PROCEDURES AND POLICIES FOR CLINICAL 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 clinical experience. This section addresses the procedures and policies that govern teacher candidates' experiences in the schools.

ACADEMIC STANDING

Undergraduates: To be eligible to student teach, teacher candidates must successfully complete all education program courses with a grade of C- or above. Earning a D, F or I in any of the education program courses will prevent students from participating in student teaching. A student with extenuating circumstances may petition to the Associate Dean for Academic Programs for special approval to participate in field experiences.

Graduates: To be eligible to student teach, teacher candidates must successfully complete all education program courses with a grade of C- or above. Earning a D, F or I in any of the education program courses will prevent students from participating in student teaching. (Academic policy for graduate students states that degree credit is granted only for courses in which a student receives a grade of C- or above; therefore, a graduate student may repeat one course in which a grade lower than a C- is received. Any graduate student receiving two or more grades of D or F in any course in the approved program of studies will not be permitted to continue in that program. Exception: The MAEd in Curriculum & Instruction with a concentration in Special Education requires a grade of B- or higher in designated courses.)

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.* The OTE provides W&M lanyards for teacher candidates.

LIABILITY INSURANCE

Teacher candidates 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 [Student Virginia Education Association](#) (SVEA). Liability insurance can also be obtained through private insurance companies.

BACKGROUND CHECKS

All Virginia school divisions are required by state code to obtain background checks on their employees, including teacher candidates in their schools. OTE will provide teacher candidates with their assigned division's policy on how to obtain the required background check, which must be completed prior to the beginning of clinical experiences. ***Responsibility for having the background check completed and submitted to the appropriate agency resides solely with the teacher candidate.*** In addition, any cost associated with the required background check will be the responsibility of the teacher candidate.

Teacher candidates must disclose any prior felony convictions, sexual offenses, or crimes against minors that would be revealed in a background check. A teacher candidate's failure to disclose prior convictions 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 OTE.* Acceptance or termination of a placement based on the results of a background check is at the discretion of the school division.

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 School of Education 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 clinical experiences, they become part of—and are expected to be positive contributors to—this long-standing partnership.*

The Office of Teacher Education (OTE) is responsible for the placement of teacher candidates in schools. Clinical placements are made in close collaboration with school administrators, School of Education faculty, and, where available, lead clinical faculty members.

With the exception of programs in which licensure is PK-12, school placements are intended to be "single-school placements," meaning that a teacher candidate's clinical 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, clinical experiences are not limited to that one classroom. SOE faculty arrange other assignments and experiences for pre-service teachers in order to ensure a variety of diverse experiences.

Clinical 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 university'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.

CHANGE IN PLACEMENT

Although uncommon, circumstances sometimes necessitate consideration of a change in placement for a teacher candidate. In such situations, the teacher candidate, faculty, cooperating teacher, university supervisor, or school administrator who has a concern about a student placement should contact the Director of Teacher Education. ***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, other appropriate solutions are considered first in order to resolve any issues that may be interfering with the success of a placement. If the Director of Teacher Education 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.***

REQUIRED CLOCK HOURS

Attendance in the schools during clinical 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 clinical experiences rather than the number of hours, and our program requirements far exceed the minimum state requirements. Teacher candidates are expected to meet W&M requirements for purposes of program/degree completion and recommendation for licensure.

The following School of Education guidelines apply:

Practicum courses	20 clock hours per one credit hour
Student teaching	Full-time, Monday through Friday, throughout the duration of student teaching

Faculty members may require teacher candidates to document hours to verify attendance for the purposes of program completion.

PROFESSIONAL PORTFOLIOS

In an effort to bring a greater sense of coherence to the academic and clinical experiences of teacher candidates in the teacher preparation programs, faculty members work with teacher candidates in developing 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 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.

The professional portfolio is developed and maintained in LiveText throughout the program and can include video/audio to create a complete picture of your internship experiences, as well as provide a picture of your growth as a student during your time at the School of Education. LiveText includes tools to ensure that your work can be aligned to professional organization standards. Guidelines, criteria and rubrics for the portfolio are included in LiveText. ***Successful completion of the professional portfolio is required for completion of the teacher preparation program.***

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](#) 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 the grade level and subject being taught during that grading period.
- Follow the SOL and/or division pacing guide for teaching objectives.
- 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 students' 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.

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 W&M. It is the responsibility of the staff of Student Accessibility 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 clinical 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 clinical experiences should discuss potential needs and concerns with the OTE and the Assistant Dean of Students and Director of Student Accessibility Services well in advance of any clinical experience to allow adequate time for planning, including the involvement of practica professors, the university supervisor, the cooperating teacher, and the administrators at the host school, as appropriate.

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. Teacher candidates 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.

APPEARANCE AND DEMEANOR

Every school has norms and expectations regarding the appearance and demeanor of its faculty and staff. As teacher candidates participating in clinical experiences in the schools, W&M 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 at the W&M School of Education.

Teacher candidates' behavior is also governed by general expectations of professionalism and civility. Teaching is a service profession. During clinical experiences, teacher candidates will interact with minors, parents/guardians, support staff, administrators, and teachers. While these interactions will 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 clinical placement and in the School of Education can be adversely affected by unprofessional or inappropriate dispositions, behaviors, or interactions with others.

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.** School of Education 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 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, teacher candidates function as role models for students and represent 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, School of Education 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 of parents; and
- Transporting students in personal vehicles without the knowledge of parents or supervisors.

Personal contact between adults and students must always be 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; and
- A flirtatious, romantic or sexual relationship with a student.

GUIDELINES FOR ONLINE AND ELECTRONIC COMMUNICATION

Teacher candidates should avoid appearances of 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.

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 or parents; and
- Whether the communication could be reasonably interpreted as sexually explicit or soliciting sexual contact or a romantic relationship.



Professional guidelines:

- Do use your cell phone at your clinical placement unless used for completion of assignments.
- Maintain separate sites for professional and personal use.
- Personal social media sites, such as Facebook, Twitter or Instagram, should be private or password protected and readable only by friends or chosen members.
- Do not permit anyone to post on your site without your approval.
- If you know that a student has accessed your personal site, make it clear to the student that this is an inappropriate way to communicate with you. Consider sharing this information with the cooperating teacher.

PERMISSION TO VIDEO IN THE CLASSROOM

With the proliferation of social media, parents and educators must use caution to ensure the safety and welfare of the students in their care. On the other hand, teacher candidates have legitimate purposes for video recording classroom activities such as self-reflection, asynchronous supervision and feedback from faculty members, and demonstration of professional competencies in the 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, please discuss with the cooperating teacher how to receive this permission. Be sure to allow ample turn-around time to compose, distribute, and collect permission slips prior to video recording, if necessary. Teacher candidates can contact the OTE for a sample of a parental permission slip for video recording if one is not provided by the cooperating teacher.

SUBSTITUTE TEACHING POLICY

The School of Education 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 teacher candidates 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 classes of his or her assigned cooperating teacher. Exceptions to these restrictions require advance permission from Director of Teacher Education, 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.



GUIDELINES FOR PRACTICA

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. The practica, which occurs in the fall semester for most programs, is designed as a first experience that prepares the teacher candidate for assuming more responsibility during the student teaching process. These initial field experiences are supervised by the cooperating teacher, course instructor, and Director of Teacher Education.

PRACTICA EXPERIENCE CHECKLIST

- Be familiar with and adhere to the Code of Conduct stated in the previous section.
- Develop a positive working relationship with the cooperating teacher and other professionals and support staff in the school.
- Observe, get to know, 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 and classroom.
- Under the supervision and direction of the cooperating teacher, instruct students both in small groups and as a whole class.
- Take advantage of opportunities to observe and participate in experiences throughout the school.
- Complete all course requirements that require clinical experiences in the classroom.
- Complete all online and printed evaluations.

LESSON PLANS DURING PRACTICA

Lesson planning is essential to effective teaching and should be viewed as evidence of accountability in the teacher candidates' effort to gain maximum benefit from the clinical experience. Lesson plans are evidence of advanced preparation and provide an outline of objectives and activities to guide learning experiences. Most methods courses require teacher candidates to teach one or more lessons in their clinical placements. Instruction on content, pedagogy and format in each methods course will provide teacher candidates with the detailed information necessary to effectively plan lessons. **Lesson plans must be approved by the course instructor and cooperating teacher before a teacher candidate may teach a lesson in their clinical placements.**

ATTENDANCE

Attendance during all clinical experiences is a fundamental requirement of successful completion of program requirements. During the practica experiences, the specific attendance times should be arranged collaboratively in advance by the teacher candidate and cooperating teacher to accommodate their respective schedules. ***As a professional courtesy, the teacher candidate should contact the cooperating teacher in advance of any change in attendance schedule.***

GUIDELINES FOR STUDENT TEACHING

The student teaching internship is the culminating experience that prepares teacher candidates to enter the education profession as a teacher. Teacher candidates must complete the experience successfully and apply for licensure in order to receive a teaching license from the Virginia Department of Education.

STUDENT TEACHER'S EXPECTATIONS AND RESPONSIBILITIES

The student teacher is a pre-professional intern for 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 can participate in an active collegiate life at W&M during the student teacher experience, they are directly responsible to the cooperating teacher and administration at the placement school. 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. The expectations of the School of Education programs exceed the minimums set by the state. If for any reason you cannot meet the time requirements, you must promptly notify your cooperating teacher, university supervisor, and the Director of Teacher Education.
2. Abide by the academic calendar of the school division within which you are assigned and not the academic calendar for W&M. You will NOT be able to take W&M's spring break. You may arrange for any special holidays that relate to your religious beliefs.
3. Meet the university supervisor's requirements, including attendance at meetings and submission of lesson plans.
4. Observe the school's daily schedule and schedule time for related professional activities such as planning, conferences, meetings, and the like.
5. Notify your cooperating teacher as soon as possible if you will be late. See the policy in this Handbook on attendance and absences during student teaching.
6. 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.
7. 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.
8. Attend all student teaching seminars and evening classes, as scheduled.



9. Complete midterm and final self-evaluations of your student teaching, according to the agreed upon schedule.
10. Evaluate your university supervisor and cooperating teacher fairly and honestly through LiveText to ensure the improvement of our teacher education program.
11. Complete the Teacher Candidate's Feedback on Clinical Placement evaluation in LiveText. The purpose is to provide constructive feedback to the Office of Teacher Education on the quality of your clinical placement. Your input regarding the quality of your placement is important.
12. Follow up with your cooperating teacher and university supervisor to ensure that their final evaluations have been submitted to the OTE.
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.

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 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.
- Participate in the following types of conferences:
 - Parent-teacher
 - Teacher-administrator
 - Professional staff
 - Supporting staff
 - IEP/504/Child study meeting (if appropriate)



- 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, especially when being observed:
 - Requirements for student teaching;
 - School information;
 - Class information, including seating charts, location of supplies, and management plans;
 - Cooperating teacher's long-range plans; and
 - Lesson plans.
- Attend PTA meetings, faculty meetings, and in-service programs as scheduled.
- Examine the observation and teacher evaluation forms used in the school division.
- Review the midterm and final evaluation of student teaching performance.

It is recommended that, during student teaching, teacher candidates 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.



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 and write down a schedule that allows the student teacher to gradually take over the duties and responsibilities of the classroom throughout 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.

In the elementary, secondary, and ESL/Bilingual programs, 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. Plans should 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.*

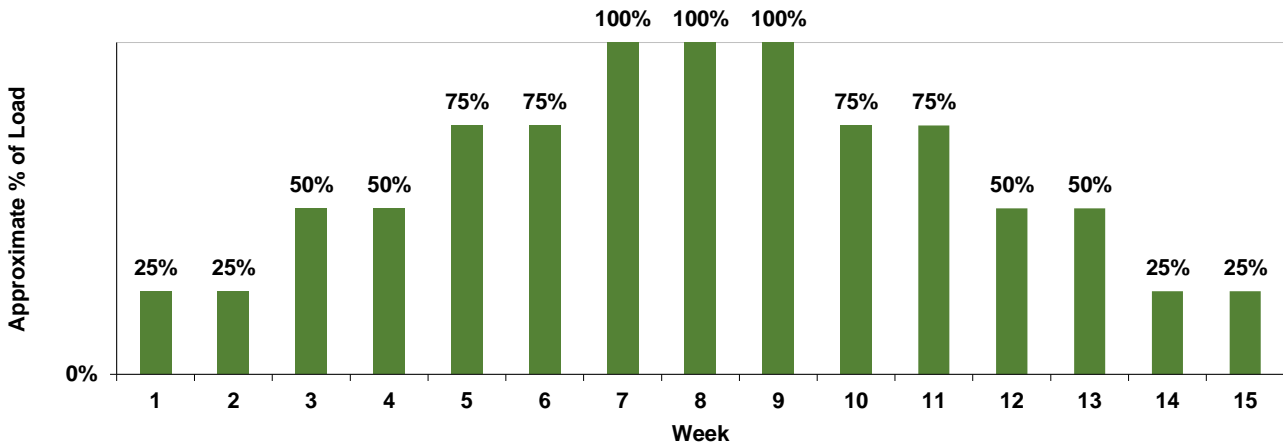
In the K-12 special education program, students have two full-time student teaching experiences, each lasting five weeks.

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 student teacher is typically four to six 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 fifteen-week period in the *ESL/Bilingual, secondary and elementary programs*.

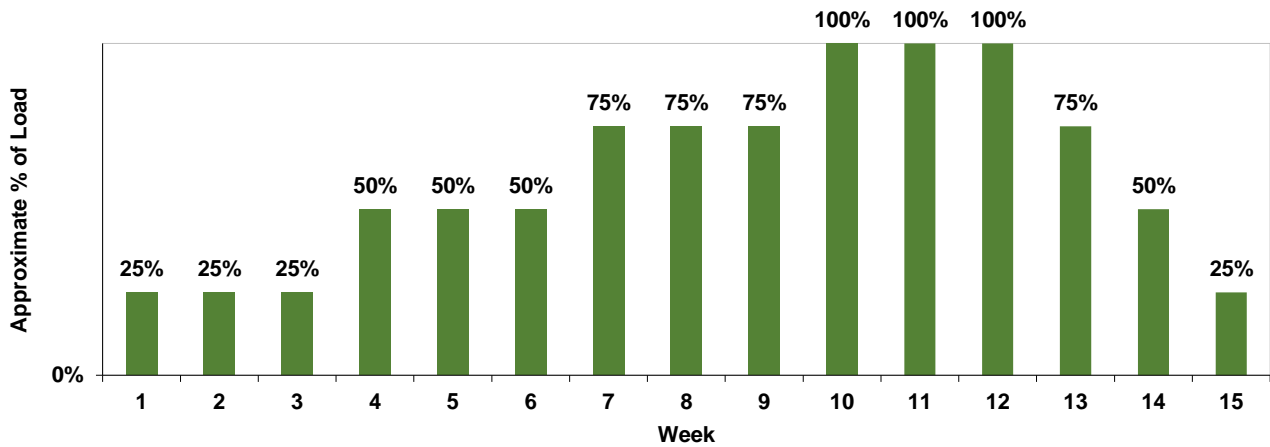
In the **mid-loaded pacing guide**, the teacher candidate gradually assumes responsibility for the full load of classes in the seventh week, carries the full load for three weeks, and then gradually returns responsibility for classes during the final six weeks of the experience.

Mid-Loaded Pacing Guide



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 ten, eleven, and twelve, and then returning responsibility for the classes during the final weeks of the experience.

End-Loaded Pacing Guide



ATTENDANCE AND ABSENCE POLICY

During the full-time student teaching experience, student teachers maintain the same schedule as their cooperating teachers. The student teacher should treat this time as a job and should avoid plan to be present every day.

Within the student teaching experience, it is required that student teachers take over ALL of the teaching and classroom responsibilities of the cooperating teacher for a minimum of three consecutive weeks, though this can occur for longer if all parties agree. During this three-week block of time, if a student teacher is absent, it is expected that additional days of maintaining all teaching and classroom responsibilities are added within the student teaching experience.

While it is optimal that student teachers are not absent during student teaching, it is understood that situations may arise that make an absence unavoidable or necessary. If the student teacher knows about a potential absence in advance (such as for attending a career day or interview), the student teacher should seek permission from the cooperating teacher and university supervisor as early as possible. In the case of an unavoidable last-minute absence due to illness or emergency, the cooperating teacher and university supervisor should be notified as soon as possible, preferably at least a day in advance. Good communication and professionalism are the key!

If total absences during student teaching exceed three (3) days, then the student teacher, cooperating teacher, and/or university supervisor should notify the Director of Teacher Education. A determination will be made, after consulting all parties and the student teacher's advisor, as to whether or not the student teaching experience needs to be extended.

Here are some additional attendance/absence guidelines:

- Even though school system calendars do not coincide with the W&M calendar, student teachers must be present at their placement every day that school is in session. Teacher candidates take breaks given by the school system but do not take the University's spring break.
- If a student teacher needs to be absent, the cooperating teacher serves as "substitute teacher;" however, the student teacher is expected to prepare adequate and appropriate substitute plans for the cooperating teacher.
- Although teacher candidates are encouraged to attend W&M's K-12 Education Interview Day, this absence must be approved by the cooperating teacher well in advance.
- Teacher candidates are required to sign in and out each day at their assigned schools immediately upon arrival and departure. At a minimum, student teachers should be at their placements each day from before classes start until after students leave.
- In cases of inclement weather and school closings, student teachers follow the inclement weather policy of the school system.
- Faculty meetings, IEP/Child Study meetings, and parent/teacher conferences are part of required attendance.

Excessive absences or abuse of any attendance guidelines may result in an extended student teaching experience or failure.

EMPLOYMENT, ADDITIONAL COURSEWORK, AND EXTRACURRICULAR ACTIVITIES

The student teaching experience is a full time academic responsibility and teacher candidates must be prepared to devote the time necessary to providing the best possible instruction for the learners. Outside employment during student teaching may impede the teacher candidates' performance and **is highly discouraged**.

Student teachers cannot use employment, coursework, or extracurricular activities as a reason for not performing student teaching duties. An extracurricular activity *must not interfere* with the normal work day nor require an early dismissal.

Any coursework taken outside of the teacher candidate's required School of Education program of studies must be approved by the candidate's advisor and the Director of Teacher Education.

LESSON PLANS DURING STUDENT TEACHING

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 format 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.

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 at W&M 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, any education courses that run simultaneously with student teaching, the student teaching seminar, and second-summer courses (for special education).
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 attend all courses typically taken while student teaching.
5. The Director of Teacher Education, 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 Director of Teacher Education 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 Director of Teacher Education 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 midterm 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 midterm and final evaluations. *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 OF TEACHER CANDIDATES

The 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 William & Mary in order to remain in the program, successfully complete the program, and be recommended for licensure.

LIVETEXT

[LiveText](#) is the School of Education's web-based assessment, evaluation, and ePortfolio system, and it is easily accessible from any device with a web browser. It is used by the cooperating teachers, teacher candidates, and university supervisors for evaluating and documenting the clinical experiences.

Whole group or one-on-one training for the use of LiveText will be provided, as needed, to ensure successful use of this important tool. All teacher candidates will receive a keycode to access their five-year subscription to LiveText early in the fall semester. **If you have any additional questions regarding LiveText, contact the Assistant Dean of Assessment, Accreditation and Accountability in the School of Education or log into [LiveText](#) and visit the help center.**

Once a placement is entered into LiveText, all teacher candidates, cooperating teachers and university supervisors will have access to the system. However, **we ask that you complete evaluations according to the dates shown both in LiveText and on the calendar in the Handbook.** You will receive a reminder email about a week before each evaluation is due.

EVALUATION DURING PRACTICA

During practica experiences, teacher candidates are evaluated on an ongoing basis by the cooperating teacher and course instructors. The following required documentation must be submitted for successful completion of the practicum:

- 1. Attendance**

It is required that attendance hours and activities are recorded in LiveText for teacher candidates in the Elementary, Secondary, and ESL/Bilingual programs. The cooperating teacher will be asked verify this documentation. Instructors and cooperating teachers can access the attendance documentation in LiveText once it is completed by the student.

2. Midterm – Evaluation of Professional Dispositions

The [Evaluation of Professional Dispositions](#) (see appendix) is completed in LiveText midway through the practica experience. This evaluation is completed by *both the cooperating teacher and the teacher candidate*. Cooperating teachers are asked to review their Evaluation of Professional Dispositions with their teacher interns. Students will be able to view the cooperating teacher’s evaluation after the end of the semester.

3. Program-specific Evaluations

In the elementary and secondary education programs, the practicum instructor will require a final evaluation of the practicum experience to be completed by the cooperating teacher. These evaluations are also completed through LiveText. Cooperating teachers are strongly encouraged to review their practicum evaluations with their teacher interns.

A grade cannot be given until all documentation is submitted and reviewed by the instructor of record for the practicum. Successful completion of all School of Education coursework and practicum experiences is required in order for teacher candidates to continue into student teaching.

The items used for evaluation *during practicum* are summarized in the following chart:

Item	Format	When	Who
Documentation of hours	LiveText	Ongoing; during practicum	Student w/ CT approval – Elementary, Secondary, and ESL/Bilingual
Evaluation of Professional Dispositions	LiveText	Midpoint of practica	Student, CT – all programs
Program-specific Evaluations	LiveText	End of practica	CT – Elementary and Secondary

EVALUATION DURING 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 midpoint of the experience; and (3) formally at the end of student teaching. The university supervisor, the cooperating teacher, and the building administrator (or designee) each play a role in evaluating the student teacher. *However, responsibility for determination of the final grade in student teaching rests solely with the university supervisor.*

The following required documentation must be submitted for successful completion of student teaching:

1. Attendance

Teacher candidate attendance hours and activities are recorded in LiveText.

2. Formal Observations

Student teachers are formally observed a minimum of five times by the university supervisor and are mentored, coached, and evaluated by the cooperating teacher and university supervisor throughout the student teaching experience.

3. Midterm Evaluations

- a) **Evaluation of Professional Dispositions** - The [Evaluation of Professional Dispositions](#) (see appendix) is completed a second time in LiveText midway through the student teaching experience. This evaluation is completed by *both the cooperating teacher and the teacher candidate*. Cooperating teachers are strongly encouraged to review their Evaluation of Professional Dispositions with their teacher interns. Students will be able to view the cooperating teacher's evaluation after the end of the semester.
- b) **Student Teaching Evaluation Rubric** - Student teaching midterm evaluations are completed in LiveText *by the cooperating teacher, the university supervisor, and the student teacher* using the [Student Teaching Evaluation Rubric](#) (see appendix). The midterm 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.
- c) **Formal Conference** – It is a requirement that the cooperating teacher, university supervisor, and student teacher meet in person at the midterm to share their evaluations and discuss the teacher candidate's performance, progress, and areas for improvement.

4. Final Evaluation

A final evaluation of student teaching occurs during the last weeks of the experience and is intended to be summative in nature. Again, all three participants complete the [Student Teaching Evaluation Rubric](#) in LiveText and *meet to discuss their evaluations*. 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.

5. Administrator Evaluation

Hosting school principals or designees are requested by the School of Education to observe each teacher candidate in their respective schools and to complete a brief evaluation in LiveText. 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.



The items used for evaluation *during student teaching* are summarized in the following chart:

Item	Format	When	Who
Documentation of hours	LiveText	Ongoing; during student teaching	Student
Formal observations	In person or virtual	Ongoing; during student teaching	US
Evaluation of Professional Dispositions	LiveText	Midpoint of student teaching	Student, CT
Student Teaching Evaluation Rubric (midterm)	LiveText	Midpoint of student teaching	Student, CT, US
Conference (midterm)	In person or virtual	Midpoint of student teaching	Student, CT, US
Student Teaching Evaluation Rubric (final)	LiveText	End of student teaching	Student, CT, US
Administrator Evaluation	LiveText	End of student teaching	Building administrator or designee

STUDENT TEACHING EVALUATION RUBRIC GUIDELINES

Ratings on the Student Teaching Evaluation Rubric 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*, as this 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. Likewise, 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.

ADDRESSING CONCERNS ABOUT 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. Teacher candidates come into direct contact with such pupils and clients as part of their educational and clinical experiences. 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 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 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 of Education. **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.**

Please note: If it is determined that a change in placement is warranted due to concerns about the candidate, ***the School of Education cannot guarantee the availability of a new placement.***

SEMESTER REVIEW PROCESS

In order to facilitate the systematic and regular review of teacher candidate performance, the faculty and administration of the teacher preparation program have developed a semester review process. This process applies explicitly to teacher candidate professional competencies and is complementary to existing policies of the William & Mary Honor Code and the School of Education standards for academic performance.

Each teacher candidate's performance is reviewed each semester by faculty most directly related to the candidate's program emphasis. As part of this review, faculty 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.

UNSATISFACTORY PERFORMANCE

During the clinical 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 clinical 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 clinical experience.

The following are suggestions for assisting a teacher candidate whose performance is unsatisfactory. The university supervisor, instructor, or cooperating teacher may identify other effective strategies.

- If appropriate, confer with the lead clinical faculty member and/or building administrators.
- Contact the Director of Teacher Education to seek assistance regarding the concerns.
- Identify the specific concerns and conduct a conference including the teacher candidate, cooperating teacher, university supervisor, Director of Teacher Education, and/or School of Education faculty.
- 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 video 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 (see next section) 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 plan. An [Improvement Assistance Plan](#) is a formal intervention implemented by the Director of Teacher Education, in collaboration with a faculty advisor, to address areas of concern in the performance of the teacher candidate (see appendix for sample). 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 Assistance 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. **Failure to agree to an Improvement Assistance Plan is grounds for removal from the program.**

When a teacher candidate is not able to meet the terms of the Improvement Assistance Plan, a decision must be made regarding the continuation of the teacher candidate in student teaching and the teacher preparation program. Decisions about continuation in a clinical placement are made collaboratively, typically involving the faculty advisor, Director of Teacher Education, and a representative of the hosting school, such as the cooperating teacher or lead clinical faculty. Typically, continued concerns about unsatisfactory performance in a clinical 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; and/or
- Counseling out of or removing the teacher candidate from the preparation program.

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 (hereafter, the Panel) consists of the Director of Teacher Education and two or more faculty members in the teacher preparation program. The chair of the Panel shall be the Director of Teacher Education. The chair 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 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 Panel of the name of the support person who will be attending.

The following process will guide the review meeting:

1. The 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 Panel may then ask questions of those requesting the review and/or the teacher candidate.
2. At any time, the members of the 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 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 the Panel have asked any questions deemed appropriate.
4. The Panel will deliberate. Such deliberation, at the 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 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 Panel will notify the teacher candidate and those requesting the review of the decision.

If the Panel recommends dismissal, the recommendation for dismissal will be reviewed by the Senior Associate Dean for Academic Programs of the School of Education. In reviewing the decision, the Senior Associate Dean 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 Panel, or any other persons connected with the decision under review. At the conclusion of the Senior Associate Dean's review, she/he will uphold, reverse, or amend the decision of the 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 Senior 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 Senior Associate Dean for Academic Programs is final and is not subject to further review or appeal.

LICENSURE GUIDELINES

Upon completion of the state-approved teacher preparation program at William & Mary, teacher candidates are eligible to apply to the Virginia Department of Education (VDOE) for a 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. Please note that teacher candidates *must apply to the state* in order to receive a license to teach. The Office of Teacher Education is glad to assist you with this process.

All of the documents needed, including the VDOE application, are kept up to date on the [Office of Teacher Education licensure web page](#). Please use the forms and information provided on the website. A [complete checklist of all items](#) can be found on the site and in the appendix of this Handbook.

The process of obtaining your license normally takes six to ten weeks once the application packet is submitted to the VDOE. After the packet has been sent to the VDOE, students should [contact the VDOE directly](#) with questions.

TESTING REQUIREMENTS

All required licensure tests are also graduation requirements; therefore, the appropriate tests must be completed regardless of a teacher candidate's decision to apply for licensure in Virginia. Teacher candidates are required to achieve passing scores on the professional teacher's assessments prescribed by the State Board of Education.

Up to three tests are required to apply for licensure, all of which are also program requirements: (1) Praxis Subject Assessment, (2) Virginia Communication and Literacy Assessment (VCLA), and (3) Reading for Virginia Educators (RVE) assessment. Registering for and completing these assessments are the student's responsibility. **Please code William & Mary as a school recipient on all tests.**

(1) Praxis Subject Assessments

Praxis Subject Assessments are tests that measure general and subject-specific content knowledge that you need for beginning teaching. Passing a Praxis Subject Assessment for your program is a graduation and licensure requirement in the following endorsement areas: *Elementary PK-6, Secondary 6-12, and ESL PK-12.*

It is the student's responsibility to register for and take the appropriate Praxis test. This is done through the [Virginia ETS website](#). A *Study Companion* and additional resources to aid in preparing for this test can also be found on this website, including test codes and passing scores for each endorsement area.

(2) 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 graduation and licensure for *all teacher preparation programs*.

The current passing score for the VCLA is a composite score of 470 for the assessment. Refer to the [VCLA website](#) for the most current information about the test content, taking the VCLA online, test dates, costs, registration, and accommodations for individuals with disabilities.

(3) Reading For Virginia Educators (RVE)

The [Reading for Virginia Educators \(RVE\)](#) assessment is a test of teacher candidates' knowledge of reading instruction. Passing the RVE (Test Code 5306) is a graduation and licensure requirement in the following initial licensure endorsement areas: *Elementary PK-6 and Special Education General Curriculum K-12*. Be sure not to take Test Code 5304, which is for students in the Reading Specialist program.

Registering for and taking the RVE is done through the [Virginia ETS website](#). A *Study Companion* and additional resources to aid in preparing for this test can also be found on this website, including current passing scores.

ADDITIONAL LICENSURE REQUIREMENTS

(1) Child Abuse and Neglect Recognition & Intervention Training

All individuals seeking initial licensure in Virginia must complete this training. W&M 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 OTE in order to arrange a training module in these competencies.

(2) Dyslexia Awareness Training

Teacher candidates seeking licensure in Virginia must complete the dyslexia awareness training on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia. Teacher candidates who take and pass ELEM 312/CRIN E22 (Elementary) or EDUC 312/CRIN S50 (Secondary/ESL) or CRIN X51 (Special Education) meet this requirement. If a teacher candidate is exempted from the course in their program for any reason, he or she must contact the OTE in order to arrange a training module in these competencies.

(3) Emergency First Aid, CPR, and AED Certification or 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](#). CPR training must include "hands on" training. Evidence of certification must be presented when applying to the VDOE for licensure.



ADDING AN ENDORSEMENT TO AN EXISTING LICENSE

The following policy is currently in place through the Virginia Board of Education licensure regulations: An individual who holds a teaching license may add one or more additional teaching endorsements to the license by passing a rigorous academic subject test (Praxis) for endorsements in which a test is prescribed by the Virginia Board of Education. This testing option does not apply to individuals who are seeking to add an endorsement in early/primary education preK-3, elementary education preK-6, special education, or reading specialist.

William & Mary teacher candidates may seek additional endorsements through this process when initially applying for their licenses. Once an individual has graduated and is employed by a Virginia school system, the employing agency will assist with applying for additional endorsements.

LICENSURE IN OTHER STATES

If you are planning to get licensed in another state, be sure to contact the state where you plan to teach to obtain information about required tests. Testing requirements may vary from state to state. Every state has an application process that will require a verification form to be filled out by the OTE in the School of Education. The Registrar's Office *cannot* verify that you have completed your licensure requirements; therefore, submit verification forms directly to the OTE.

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 to earn a certificate or license in another state or jurisdiction. Virginia is a member of this Interstate Contract, making our graduates eligible for licensure in many states.

DENIAL, REVOCATION, CANCELLATION, OR SUSPENSION OF LICENSE

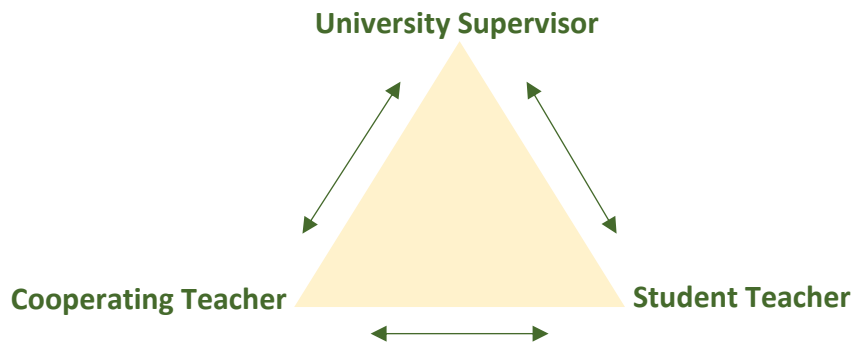
The completion of an approved teacher preparation program is a necessary step in earning a teaching license. However, the application for license can be denied for a number of reasons, as stipulated by Virginia State Code. Such licensure regulations are similar to those of other states, although not necessarily exactly the same. A license may be denied for (1) attempting to obtain a license by fraudulent means or through misrepresentation of material facts; (2) falsification of records or documents; (3) conviction of any felony; (4) conviction of any misdemeanor involving moral turpitude; (5) conviction of any misdemeanor involving a student or minor; (6) conviction of any misdemeanor involving drugs (not alcohol); (7) conduct with direct and detrimental effect on the health, welfare, discipline, or morale of a student or minor; (8) revocation, suspension, surrender, cancellation, invalidation, or denial of, or other adverse action against, a teaching, administrator, pupil personnel services, or other education-related certificate or license by another state, territory, or country, or denial of an application for any such certificate or license; (9) founded case of child abuse or neglect, after all administrative appeals have been exhausted; or (10) other good and just cause in the best interest of the public schools of the Commonwealth of Virginia (8VAC20-23-750).

Any denial of a license for a reason set forth in [8VAC20-23-750](#) shall be reported to division superintendents in Virginia and, through a national clearinghouse, to chief state school officers in other states and territories.

Once issued by the Virginia Board of Education, a teaching license can be revoked, cancelled, or suspended for a variety of reasons. Complete details can be found under administrative code [8VAC20-23](#), Licensure Regulations for School Personnel.

GUIDELINES FOR COOPERATING TEACHERS, UNIVERSITY SUPERVISORS, AND SCHOOL ADMINISTRATORS

A successful student teaching experience requires that the cooperating teacher (CT), student teacher (ST), and university supervisor (US) are willing to collaborate and communicate openly throughout the clinical experience process.



Cooperating teachers are experienced classroom teachers who have agreed to host a W&M student teacher for the practica and student teaching experience. If a cooperating teacher has been trained through the School of Education Clinical Faculty Program, he/she is referred to as clinical faculty.

University supervisors are either a School of Education faculty member or other qualified educator employed by the university to supervise and mentor a teacher candidate, as well as to serve as the instructor of record during student teaching.

The following guidelines are designed to assist the student teacher, cooperating teacher, 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, university supervisor, and teacher candidate to cooperatively address the unique variations in classroom procedures for individual placements. These guidelines are recommendations which embody the teacher education program collectively and must be adapted to fit the existing policies, procedures, and philosophies underlying each specific assignment.

GUIDELINES FOR COOPERATING TEACHERS

As a cooperating teacher, you will serve as a mentor, role model, supervisor, evaluator and collaborator to the student teacher throughout the practicum and student teaching experiences. The main role of the cooperating teacher includes modeling, mentoring, providing feedback, observing, and conferencing with the student teacher. In general, the cooperating teacher should strive to make the teacher candidate's experience as productive, meaningful, and rewarding as possible.

Responsibilities of the Cooperating Teacher during Practica:

1. 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.
2. Provide the student teacher with designated personal space in the classroom.
3. 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.
4. Plan with the student teacher so that he/she can complete all required assignments for their coursework on campus.
5. Provide the student teacher with curriculum and pacing guides, textbooks, and any other aids used in the classroom.
6. Share information about the interests and abilities of each pupil and how to establish close rapport.
7. Invite the student teacher to participate in appropriate faculty meetings and conferences.
8. 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.
9. 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, if needed and appropriate.
10. Complete evaluations related to practica experiences, as indicated in the [evaluation section of this Handbook](#).

Responsibilities of the Cooperating Teacher during Student Teaching:

1. 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.
2. Maintain overall responsibility for the instructional and behavioral management programs of students in the classroom.
3. Maintain primary responsibility for determining the manner in which the student teacher assumes instructional responsibilities.
4. Monitor all aspects of the student teacher's performance and provide the student teacher with professional guidance and assistance.
5. Share with the student teacher ideas, discoveries and innovations in education. Demonstrate different techniques and procedures of teaching and explain their underlying principles.
6. Be present or immediately available when the student teacher is working with the pupils.



7. Hold regularly scheduled conferences to discuss concerns and progress, modeling and emphasizing the importance of reflective practices.
8. Complete all necessary evaluations through LiveText, as indicated in the [evaluation section of this Handbook](#). Be sure to discuss all evaluations with the US and ST.
9. Contact the Office of Teacher Education to share and discuss any questions, concerns, suggestions, or other helpful feedback regarding your intern, the university supervisor, faculty, or the program.

Qualifications of Cooperating Teachers:

In order to ensure supportive and professionally sound experiences during practica and student teaching placements, the following qualifications are sought when placing a student with a 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, classroom management, and professionalism;
- Valid teaching license with endorsement in the same area as that sought by the student teacher;
- Teaching in an accredited public or private school; and
- Teaching assignment in the same area as that sought by the university student.

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 through the School of Education Clinical Faculty Program. These teachers have been trained in supervising and mentoring student teachers and 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 30 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 clinical 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.

GUIDELINES FOR UNIVERSITY SUPERVISORS

The main role of the university supervisor is to serve as a mentor and evaluator to the student teacher throughout the student teaching experience. You will also act as the liaison between the university and the partner PK-12 school and communicate regularly with the CT about the ST's performance.

Responsibilities of the University Supervisor:

1. Attend the annual university supervisor professional development training.
2. Establish contact with the cooperating teacher and maintain communication with the CT throughout the student teaching experience to discuss the student teacher's performance and progress.
3. Make at least five formal observations of the student teacher and provide formative written feedback to the student teacher following each observation. CTs often appreciate seeing this feedback as well.
4. Coordinate the expectations of the School of Education and the school.
5. Serve as a resource person for the student teacher concerning techniques, materials, and curricula.
6. Mediate between the student teacher and cooperating teacher when differences arise over any facet of the student teaching experience.
7. Keep the student teacher apprised of the degree of satisfaction with which the student teaching activities are being completed and set appropriate additional expectations.
8. Examine and analyze teaching plans, materials, and evaluation instruments prepared by the student teacher as appropriate.
9. Set up and lead a formative evaluation conference with the student teacher and the cooperating teacher around the midpoint of the student teaching experience.
10. Complete all necessary evaluations through LiveText, as indicated in the [evaluation section of this Handbook](#). Be sure to discuss all evaluations with the CT and ST.
11. Serve as a reviewer of the professional portfolios of your student teachers.
12. Submit a final grade for student teaching per the procedures required by W&M.
13. Contact the Office of Teacher Education to share and discuss any questions, concerns, suggestions, or other helpful feedback regarding your intern, the CT, faculty, or the program.

Qualifications of University Supervisors:

In order to ensure supportive and professionally sound experiences during the student teaching experience, the following qualifications are sought when hiring a 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; and
- Master's degree.

HOSTING PRINCIPAL'S RESPONSIBILITIES

Hosting a student teacher should be mutually beneficial for the cooperating teacher and the school as a whole. While the cooperating teacher's role is essential, the ultimate responsibility for what occurs within the school is borne by the school principal. On a general basis, the school principal or designee should ensure that the student teacher has received an orientation to the school and any information concerning pertinent administrative policy and procedures that faculty members are expected to follow. Any communication that the student teacher has with the building administration in regards to his or her professional responsibilities as a teacher can only strengthen the student teaching experience and, ultimately, the teaching that the students are receiving. It is our hope that the building administration will assist in helping the student teacher to develop a cooperative and professional attitude toward the teaching profession.

Each student teacher will need to have an evaluation completed towards the end of the student teaching experience by either the school principal *or a building designee*. The principal will receive an email asking who they would like designated to complete the evaluation(s) so that the correct information can be entered into LiveText.

ADDITIONAL SUPPORT

All cooperating teachers and university supervisors are automatically enrolled in a [BlackBoard](#) site that houses many additional resources specific to your role.

Please reach out to the [Office of Teacher Education](#) at any time if you have questions. For support in specific areas, please reach out to the following personnel:

- LiveText - [Assistant Dean of Assessment, Accreditation and Accountability](#)
- Log in or technical problems – [Technology Support Center](#) (support@wm.edu or 757-221-4357)
- Assistance with the use of Blackboard – [Associate Director of eLearning](#)

SUMMARY OF MILESTONES FOR TEACHER CANDIDATES

The following list summarizes the major milestones for completing the teacher preparation program in the William & Mary School of Education. 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 experiences in the teacher preparation program.
3. Successfully complete other major requirements if getting a dual major (undergraduates only).
4. Successfully complete the following tests needed for graduation:
 - a. Praxis Subject Assessment (elementary, secondary, and ESL)
 - b. VCLA (all programs)
 - c. RVE (elementary, special education, and reading specialists)
5. Successfully complete certified training in first aid, CPR, and AED use, including a hands-on portion, and provide documentation to the Office of Teacher Education.
6. Apply for graduation (with the Office of Academic Programs) by July 1 for January graduation and by October 1 for May or August graduation.
7. Set up a placement file with the [Office of Career Services](#), if desired.
8. Successfully complete student teaching and your professional portfolio.
9. Apply for licensure. Applications for licensure cannot be sent to the Virginia Department of Education until the student's degree has been conferred.



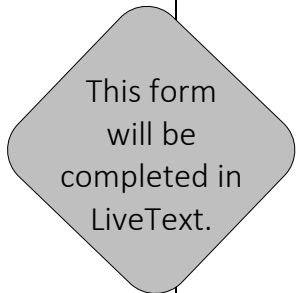
APPENDIX

EVALUATION OF PROFESSIONAL DISPOSITIONS

Teacher Candidate: _____ School: _____

Cooperating Teacher: _____ Date: _____

Number of semesters (including present) that the teacher candidate has been placed with you: _____

DEMONSTRATES PROFESSIONALISM					
	Emerging (1)	Developing (2)	Meets Expectations (3)	Exceeds Expectations (4)	Unable to Observe
Comes to class and field work prepared and with needed materials CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.7	Sometimes comes to class or field work with pre-approved lesson plans / assignments. Has considered needed materials but has not fully prepared them.	Usually comes to class or field work with pre-approved lesson plans / assignments. Needed materials have been considered but may not be 100% prepared (e.g.; copies are not made ahead of time, online resources are not pre-loaded).	Consistently comes to class/field work with pre-approved lesson plans / assignments and all needed materials.	Always comes to class / field work with pre-approved lesson plans and all needed materials.	
Exhibits punctuality and attendance CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.9	Sometimes arrives at school and meetings on time. and/or Attendance is irregular, and/or absences are not communicated to the CT & US in advance or as soon as possible.	Typically arrives at school and meetings on time. and/or Attendance is regular; but, one or more absences are not communicated to the CT & US in advance or as soon as possible.	Consistently arrives at school and meetings on time. and/or Attendance is consistently good, and any absence is communicated to the CT & US in advance or as soon as possible.	Always arrives at school and meetings on time. and/or Attendance is regular (100%), and any absence is communicated to the CT & US in advance or as soon as possible.	

<p>Responds to emails and requests in a timely manner CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.9</p>	<p>Responds to emails and requests with some prompting or reminders and/or needs reminders or prompts to respond in a timely manner.</p>	<p>Responds to emails and requests with minimal reminders or prompting.</p>	<p>Consistently responds to emails and requests in a timely manner (within 48 hours) with no reminders.</p>	<p>Always responds to emails and requests in a timely manner (within 48 hours) with no reminders.</p>	
<p>Respects and adheres to the ethical standards of practice CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.6 INTASC-2011.9</p>	<p>Demonstrates limited knowledge of applicable legal requirements (e.g., confidentiality) and ethical standards. Requires repeated prompting for consistent adherence in practice.</p>	<p>Demonstrates knowledge of applicable legal requirements (e.g., confidentiality) and ethical standards but requires some prompting for consistent adherence in practice.</p>	<p>Demonstrates knowledge of applicable legal requirements (e.g., confidentiality) and ethical standards and requires minimal prompting for consistent adherence in practice.</p>	<p>Demonstrates knowledge of applicable legal requirements (e.g., confidentiality) and ethical standards and adheres to them independently and consistently in practice.</p>	
<p>Maintains professional boundaries with students and colleagues CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.9</p>	<p>Often shares information that is not relevant to the role of a teacher with students or colleagues (e.g.; social life).</p> <p>and/or</p> <p>Often interacts with students in a “friend” role rather than a teacher role.</p>	<p>Occasionally shares information that is not relevant to the role of a teacher with students or colleagues (e.g.; social life).</p> <p>and/or</p> <p>Sometimes interacts with students in a “friend” role rather than a teacher role.</p>	<p>Rarely shares information that is not relevant to the role of a teacher with students or colleagues (e.g.; social life).</p> <p>Occasionally interacts with students in a “friend” role rather than a teacher role.</p>	<p>Shares only relevant information about personal life (interests, hobbies, etc.) with students and colleagues.</p> <p>Consistently interacts with students as a teacher, not as a “friend.”</p>	
<p>Demonstrates appropriate maturity and self-regulation when discussing sensitive issues CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 INTASC-2011.9</p>	<p>Rarely models civil discourse when discussing sensitive issues and may not acknowledge multiple viewpoints, or may occasionally engage in criticizing individuals, or using inflammatory language.</p>	<p>Sometimes models civil discourse when discussing sensitive issues by acknowledging multiple viewpoints, criticizing ideas not individuals, and avoiding inflammatory language.</p>	<p>Usually models civil discourse when discussing sensitive issues by acknowledging multiple viewpoints, criticizing ideas not individuals, and avoiding inflammatory language.</p>	<p>Always models civil discourse when discussing sensitive issues by acknowledging multiple viewpoints, criticizing ideas not individuals, and avoiding inflammatory language.</p>	

PRACTICES INCLUSIVITY AND EQUITY					
	Emerging (1)	Developing (2)	Meets Expectations (3)	Exceeds Expectations (4)	Unable to Observe
Exhibits a commitment to equity for all learners	Sometimes comes to class or field work with pre-approved lesson plans / assignments. Fails to communicate high expectations for all learners. Does not use differentiation strategies and supports to ensure all students have access to learning and social opportunities.	Inconsistently communicates high expectations for all learners. Uses limited differentiation strategies and supports to ensure all students have access to learning and social opportunities.	Communicates high expectations for all learners. Uses a small range of differentiation strategies and supports to ensure all students have access to learning and social opportunities.	Communicates high expectations for all learners. Uses a variety of differentiation strategies and supports to ensure all students have access to learning and social opportunities.	
Understands and validates cultural and linguistic diversity and diverse ways of learning and knowing CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.2 INTASC-2011.5 INTASC-2011.9	Sometimes models positive behaviors (e.g., use of home language, culturally diverse texts, curriculum reflects the diversity of the students, etc.) to build a classroom environment where students' cultural and linguistic diversity and diverse ways of learning and knowing are valued and celebrated.	Often models positive behaviors (e.g., use of home language, culturally diverse texts, curriculum reflects the diversity of the students, etc.) to build a classroom environment where students' cultural and linguistic diversity and diverse ways of learning and knowing are valued and celebrated.	Usually models positive behaviors (e.g., use of home language, culturally diverse texts, curriculum reflects the diversity of the students, etc.) to build a classroom environment where students' cultural and linguistic diversity and diverse ways of learning and knowing are valued and celebrated.	Consistently models positive behaviors (e.g., use of home language, culturally diverse texts, curriculum reflects the diversity of the students, etc.) to build a classroom environment where students' culturally, academic, and linguistically diverse backgrounds are valued and celebrated. Modeled behaviors show evidence of reflection and efforts to learn from students' diverse learning and family contexts.	

<p>Creates a “safe classroom” with zero tolerance of negativity towards others CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.2 INTASC-2011.3</p>	<p>Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels with repeated prompting.</p>	<p>Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels with some prompting.</p>	<p>Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels with minimal prompting.</p>	<p>Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels without prompting.</p>	
<p>Plans activities to raise student awareness and acceptance of differences CAEP-ACC-2013.3.3 INTASC-2011.2 INTASC-2011.3</p>	<p>Regularly incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).</p>	<p>Sometimes incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).</p>	<p>Often incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).</p>	<p>Regularly incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).</p>	
<p>Models language for academic purposes CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.5</p>	<p>Attends to students' thinking and points of confusion but does not build a bridge to more precise language with the intent to highlight conceptual distinctions.</p>	<p>Tries to help students acquire technical vocabulary appropriate to the subject matter, but without consistent attempts to use new vocabulary to sharpen thinking.</p>	<p>Uses vocabulary appropriate to the subject, defining new terms as needed, or previously used terms if confusion arises.</p>	<p>Uses advanced vocabulary pertinent to the subject matter, but without creating confusion. Helps students translate colloquial phrasing into more precise terminology while simultaneously helping them sharpen their understanding.</p>	

<p>Engages parental and guardian involvement CAEP-ACC-2013.3.3 INTASC-2011.2 INTASC-2011.3 INTASC-2011.9</p>	<p>Rarely communicates respectfully (e.g., with honesty, kindness, and support) with parents/families, including those from diverse family compositions and backgrounds, on a regular basis to share positive news as well as concerns about student performance.</p>	<p>Often communicates respectfully (e.g., with honesty, kindness, and support) with parents/families, including those from diverse family compositions and backgrounds, on a regular basis to share positive news as well as concerns about student performance.</p>	<p>Communicates respectfully (e.g., with honesty, kindness, and support) with parents/families, including those from diverse family compositions and backgrounds, on a regular basis to share positive news as well as concerns about student performance. Invites parental participation in limited school and class activities.</p>	<p>Uses multiple communication strategies/tools to respectfully communicate (e.g., with honesty, kindness, and support) with parents/families, including those from diverse family compositions and backgrounds, on a regular basis to share positive news as well as concerns about student performance. Invites parental participation in a variety of school and class activities.</p>	
<p>Communicates respectfully with all stakeholders CAEP-ACC-2013.1.1 INTASC-2011.3</p>	<p>Oral and written communication with stakeholders (colleagues, administrators, parents, etc.) either lacks clarity or is too informal and/or includes errors in spelling and grammar.</p>	<p>Oral and written communication with stakeholders (colleagues, administrators, parents, etc.) is clear with appropriate spelling and grammar. Some communication is too informal for professional communication.</p>	<p>Oral and written communication with stakeholders (colleagues, administrators, parents, etc.) is clear, professional in tone with appropriate spelling and grammar.</p>	<p>Oral and written communication with stakeholders (colleagues, administrators, parents, etc.) is clear, professional in tone, free of spelling or grammatical errors, and has the appropriate tone for the intended audience.</p>	

DEMONSTRATES COMMITMENT TO PROFESSIONAL GROWTH					
	Emerging (1)	Developing (2)	Meets Expectations (3)	Exceeds Expectations (4)	Unable to Observe
<p>Learns and adjusts from experience, reflection, and feedback CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.9</p>	<p>Has difficulty in adjusting to feedback, unexpected changes or difficulties, including altering lessons and instruction.</p>	<p>Generally exhibits flexibility in adjusting to feedback, unexpected changes or difficulties, including altering lessons and instruction.</p>	<p>Usually exhibits flexibility in adjusting to feedback, unexpected changes or difficulties, including altering lessons and instruction.</p>	<p>Nearly always exhibits flexibility in adjusting to feedback, unexpected changes or difficulties and proactively seeks solutions.</p>	

<p>Recognizes own weaknesses and asks for support CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.9</p>	<p>Is not aware of weaknesses or is defensive when receiving feedback.</p>	<p>Is aware of weaknesses but does not seek out support or feedback.</p>	<p>Reflects on weaknesses and asks for support from CT.</p>	<p>Reflects on weaknesses and actively seeks out constructive feedback from a variety of colleagues and mentors.</p>	
<p>Works collaboratively with colleagues CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.10</p>	<p>Has difficulty or exhibits an unwillingness to work with colleagues.</p>	<p>Will work with colleagues if invited to do so.</p>	<p>Works effectively with colleagues by contributing ideas, teaching strategies, and problem-solving approaches.</p>	<p>Proactively contributes ideas, teaching strategies and problem-solving approaches with colleagues on a regular basis.</p>	
<p>Takes responsibility for knowing students and/or colleagues CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.10</p>	<p>Does not initiate conversations with students or colleagues.</p>	<p>Occasionally makes an effort to initiate conversations with students or colleagues but may need some prompting or reminders to do so.</p>	<p>Makes a consistent effort to get to know students and colleagues without prompting or reminders.</p>	<p>Takes an active role in getting to know students and colleagues by frequently initiating conversations with students and colleagues.</p>	

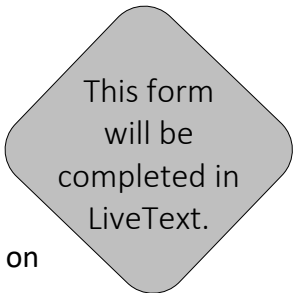
Additional comments:

STUDENT TEACHING EVALUATION RUBRIC

The Student Teaching Evaluation Rubric on the following pages is the instrument used by university supervisors, cooperating teachers, and teacher candidates in evaluating teacher candidate performance at the midpoint and end of the student teaching internship. The rubric is aligned with the [W&M Student Teaching Competencies](#) and provides criteria to distinguish performance at each of four levels: *Below*, *Developing*, *Meets*, or *Exceeds Expectations*.

Accompanying each of the thirty competencies is a list of performance indicators. These indicators are meant to be illustrative, but not exhaustive, of specific actions that may be observed in the field.

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*.



EXPLANATION OF RATINGS
<i>Exceeds Expectations</i> = Consistent and exemplary demonstration of the competency and all or most of the performance indicators
<i>Meets Expectations</i> = Regular and proficient demonstration of the competency and most of the performance indicators
<i>Developing</i> = Demonstrating progress toward competency but not yet consistently proficient
<i>Below Expectations</i> = Inconsistent and/or poor performance of the competency and/or one or more performance indicators
<i>Unable to Observe (midterm evaluation only)</i> = No opportunity to assess this competency either through direct observation or through review of teacher candidate's lesson plans or other materials.

I. FOUNDATIONAL UNDERSTANDING

<p>1.</p>	<p>Demonstrates understanding of subject matter and pedagogical knowledge for instruction.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>2.</p>	<p>Demonstrates understanding of how students learn and develop and provides learning opportunities that support students’ intellectual, social, and personal development.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>3.</p>	<p>Demonstrates understanding of the central role of language and literacy in student learning.</p> <ul style="list-style-type: none"> • Understands the role of reading, writing, speaking, listening, and 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>4.</p>	<p>Demonstrates understanding of how all students differ in their experiences and their approaches to learning.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>5.</p>	<p>Demonstrates an understanding of the purposes and roles of PreK-12 education in a diverse and inclusive democratic society.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>

II. ABILITY TO PLAN, ORGANIZE AND PREPARE FOR TEACHING

<p>6.</p>	<p>Plans lessons that align with local, state, and national standards.</p> <ul style="list-style-type: none"> 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>7.</p>	<p>Selects appropriate instructional strategies/activities aligned to instructional goals and responsive to diverse student needs.</p> <ul style="list-style-type: none"> 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>8.</p>	<p>Selects appropriate materials/resources aligned to instructional goals and that are reflective of diverse perspectives.</p> <ul style="list-style-type: none"> 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>

III. TEACHING SKILLS

<p>9.</p>	<p>Teaches based on planned lessons.</p> <ul style="list-style-type: none"> 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 improvises the lesson during instruction 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
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<p>10.</p>	<p>Provides for individual differences.</p> <ul style="list-style-type: none"> 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 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Below Expectations</p> <p><input type="checkbox"/> Unable to Observe</p>
<p>11.</p>	<p>Uses motivational strategies to promote learning for all students.</p> <ul style="list-style-type: none"> Employs extrinsic and intrinsic motivational strategies Assesses motivational issues affecting student learning Diagnoses individual motivational problems Uses strategies that reflect culturally responsive pedagogy 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Below Expectations</p> <p><input type="checkbox"/> Unable to Observe</p>
<p>12.</p>	<p>Engages students actively in learning.</p> <ul style="list-style-type: none"> 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) 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Below Expectations</p> <p><input type="checkbox"/> Unable to Observe</p>
<p>13.</p>	<p>Uses a variety of effective teaching strategies.</p> <ul style="list-style-type: none"> 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 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Below Expectations</p> <p><input type="checkbox"/> Unable to Observe</p>
<p>14.</p>	<p>Helps students develop thinking skills that promote learning.</p> <ul style="list-style-type: none"> 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 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Below Expectations</p> <p><input type="checkbox"/> Unable to Observe</p>
<p>15.</p>	<p>Monitors student learning.</p> <ul style="list-style-type: none"> 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 	<p><input type="checkbox"/> Exceeds Expectations</p> <p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Below Expectations</p> <p><input type="checkbox"/> Unable to Observe</p>

IV. ASSESSMENT AND EVALUATION FOR LEARNING

<p>16.</p>	<p>Creates and selects appropriate assessments for learning.</p> <ul style="list-style-type: none"> • 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 and valid representation of student learning • Creates/selects culturally responsive assessments 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>17.</p>	<p>Implements assessments for learning.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>18.</p>	<p>Interprets/uses assessment results to make instructional decisions.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>

V. CLASSROOM MANAGEMENT KNOWLEDGE AND SKILLS

<p>19.</p>	<p>Builds positive rapport with and among students, fostering an environment that values and encourages respect for diversity.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>20.</p>	<p>Organizes for effective teaching.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>
<p>21.</p>	<p>Demonstrates use of effective routines and procedures.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> <i>Exceeds Expectations</i></p> <p><input type="checkbox"/> <i>Meets Expectations</i></p> <p><input type="checkbox"/> <i>Developing</i></p> <p><input type="checkbox"/> <i>Below Expectations</i></p> <p><input type="checkbox"/> <i>Unable to Observe</i></p>

<p>22.</p>	<p>Demonstrates efficient and effective use of time.</p> <ul style="list-style-type: none"> • Uses discretionary time wisely • Maintains appropriate pace • Demonstrates ability to use unexpected moments to enhance learning 	<p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Developing <input type="checkbox"/> Below Expectations <input type="checkbox"/> Unable to Observe</p>
<p>23.</p>	<p>Maintains a physically and emotionally safe learning environment for all students.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Developing <input type="checkbox"/> Below Expectations <input type="checkbox"/> Unable to Observe</p>
<p>24.</p>	<p>Responds appropriately and equitably to student behavior.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Developing <input type="checkbox"/> Below Expectations <input type="checkbox"/> Unable to Observe</p>

VI. PROFESSIONAL DISPOSITIONS

<p>25.</p>	<p>Demonstrates professional demeanor and ethical behavior.</p> <ul style="list-style-type: none"> • Shows initiative and self-direction • Demonstrates effort and enthusiasm • Maintains confidentiality • Is punctual and reliable • Maintains professional appearance • Values and encourages respect for diversity 	<p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Developing <input type="checkbox"/> Below Expectations <input type="checkbox"/> Unable to Observe</p>
<p>26.</p>	<p>Participates in and applies professional development.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Developing <input type="checkbox"/> Below Expectations <input type="checkbox"/> Unable to Observe</p>
<p>27.</p>	<p>Demonstrates effective oral and written communication.</p> <ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Developing <input type="checkbox"/> Below Expectations <input type="checkbox"/> Unable to Observe</p>

<p>28.</p>	<p>Reflects actively and continuously upon practice, leading to enhanced teaching and learning for all students.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Exceeds Expectations</i> <input type="checkbox"/> <i>Meets Expectations</i> <input type="checkbox"/> <i>Developing</i> <input type="checkbox"/> <i>Below Expectations</i> <input type="checkbox"/> <i>Unable to Observe</i>
<p>29.</p>	<p>Demonstrates potential for teacher leadership.</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Exceeds Expectations</i> <input type="checkbox"/> <i>Meets Expectations</i> <input type="checkbox"/> <i>Developing</i> <input type="checkbox"/> <i>Below Expectations</i> <input type="checkbox"/> <i>Unable to Observe</i>
<p>30.</p>	<p>Cooperates, collaborates and fosters relationships with families and other members of the community.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Exceeds Expectations</i> <input type="checkbox"/> <i>Meets Expectations</i> <input type="checkbox"/> <i>Developing</i> <input type="checkbox"/> <i>Below Expectations</i> <input type="checkbox"/> <i>Unable to Observe</i>

SAMPLE IMPROVEMENT ASSISTANCE PLAN

Teacher Candidate _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____ University Supervisor _____

Directions: The Improvement Plan is to be developed cooperatively 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:

- V. Assessment criteria & procedures:

Teacher Candidate Date

University Supervisor Date

Cooperating Teacher Date

Director of Teacher Education Date

Faculty Advisor Date

CHECKLIST FOR SUBMITTING INITIAL LICENSURE APPLICATION

This checklist applies to the following initial licensure programs: Elementary PK-6, Secondary 6-12, Special Education K-12, and ESL/Bilingual PK-12. All necessary forms can be found on the OTE website.

Request to Submit Application	Be sure to list any additional endorsements that you are applying for at this time.
Application for an Initial Virginia License	Complete pages 1 and 2 of the application. Be sure to sign both sides. Use an address where your license should be mailed, keeping in mind that it may take 6-10 weeks to receive your license. The application must be dated within 60 days of submission to VDOE. Use your date of graduation if turning in forms early. Because the VDOE requires an original signature, this item must be mailed or hand delivered to our office.
Nonrefundable Application Fee	Attach a <i>personal check, certified check, cashier's check, or money order</i> made payable to the Treasurer of Virginia. The in-state fee is \$100 and the out-of-state fee is \$150, which is determined by the address on the application. Your check must be dated within 60 days of submission to VDOE; therefore, use your date of graduation if turning in forms early.
College Verification Form	Complete Part I only. We will complete the rest of this form.
W&M Official Transcript	Order your official W&M transcript to be sent to our office after your degree is awarded. You must submit a paper transcript as the VDOE will not accept electronic transcripts.
Other Official Transcripts	You must submit a transcript from each college or university where you have earned a degree. Transcripts for coursework that transferred to W&M are also required, unless the title of that coursework appears on your W&M transcript.
First Aid/CPR/AED Training Certificate	All three areas (First Aid, CPR, AED) must be covered in your training, and hands-on practice must be included.
Score Reports for Required Teacher Assessments	Praxis Subject Assessments - Elementary, Secondary, ESL
	Virginia Communication and Literacy Assessment (VCLA) - Elementary, Secondary, Special Education, ESL
	Reading for Virginia Educators (RVE) - Elementary, Special Education

Contact:
 Kelley Clark, Director of Teacher Education
 ksclark@wm.edu
 (757) 221-2320
 School of Education, Room 1106

Mail forms to:
 Office of Teacher Education
 William & Mary School of Education
 PO Box 8795
 Williamsburg, Virginia 23187-8795

NOTE: Missing information may delay the issuance of your license. Once the licensing paperwork has been sent to the Virginia Department of Education (VDOE), all questions or concerns about the license should be directed to the VDOE. Your license will be mailed directly to you from the VDOE after it is processed, and they will communicate with you if there are any problems.

CAREER SERVICES

The Cohen Career Center is located at 180 Stadium Drive (beside the Sadler Center and Zable Stadium). You can contact the office by calling (757) 221-3231 and you can find online resources by visiting the [Cohen Career Center](#) website. The Cohen Career Center provides the following services and resources:

- **One-on-one advising** – Career Advisors 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 samples of education-specific resumes, cover letters, interview questions and resources for the job search in public, private, and international education job markets.
- **Workshops** – Workshops are offered each semester to assist students. These workshops cover different topics such as writing resumes, LinkedIn profiles and cover letters, job search and interviewing strategies, evaluating job offers and other topics. Education-specific workshops are offered in the School of Education, as well. Check the website each semester for dates, times, and topics.
- **Mock Interview Program** – Polish your interview skills by participating in mock interviews in the Cohen Career Center. Receive feedback and tips for standing out in the job search. Consider using [Big Interview](#), a resource that offers video tutorials as well as a virtual interview experience.
- **K-12 Education Interview Day** – William & Mary's Education Interview Day has 40-50 schools in attendance each spring. The fair is open to all teacher candidates and alumni with no pre-registration required. The day starts with an 8 a.m. prep session that is co-presented by a career advisor and an School of Education faculty member. The fair portion of the event, which is when you can sign up for interviews, is from 9:00 a.m.-10:15 a.m.; 20-minute interviews are scheduled between 10:30 a.m.-4:30 p.m. Times may vary from year to year. Additional information is emailed to students in the spring.
- **Networking Opportunities**-The Cohen Career Center offers opportunities to connect with employers and alumni in the education field. All events are posted on [Tribe Careers](#).
- **On-campus recruiting** – Public and private schools, government agencies, and private companies recruit students through the Cohen Career Center. Sign up on Tribe Careers.
- **Credential files** – You can utilize a credential file to manage letters of reference needed for applying for teaching positions. The career center offers a discounted rate for an online service called [Interfolio](#) to manage credential files.
- **Career fairs** – Career fairs are held each fall and spring in the Sadler Center. Private schools, government agencies, and private companies are in attendance and want to connect with W&M students of all class years.

