W&M Teachers

TEACHER EDUCATION HANDBOOK

2023-2024

TABLE OF CONTENTS

William & Mary
School of Education

OFFICE OF TEACHER EDUCATION

The *Teacher Education Handbook* is produced by the Office of Teacher Education (OTE) in 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.

Contact Information:

    Dr. April Lawrence
    Director of Field & Clinical Experiences
    adlawrence@wm.edu
    (757) 221-1450
    Office #3050

    Dr. Lindy Johnson
    Chair, Department of Curriculum & Instruction
    lljohnson@wm.edu
    (757) 221-2333
    Office #3109

Mailing address:

    Office of Teacher Education
    William & Mary School of Education
    P.O. Box 8795
    Williamsburg, VA 23187-8795

2023-2024 TEACHER EDUCATION CALENDAR

Since W&M SOE works cooperatively with multiple school divisions, some dates are subject to change. TIR students follow their school district's personnel calendar.

Before August 31, 2023: Make sure that you have taken and passed the VCLA and the content area Praxis tests. You may not be able to register for your spring student teaching internship if you have not passed these tests.

Friday, August 4: Last day of Summer Session

Monday, August 21, 2023 (Tentative): W&M Clinical K-12 Orientation. 4:00-5:30 (via Zoom)

Monday, August 28, 2023: First day of school for Hampton, Newport News, WJCC, and York County.

Tuesday, August 29, 2023: SOE Picnic, School of Education courtyard, 5:00-7:00 pm

Wednesday, August 30, 2023: First day of W&M classes

Friday, September 1, 2023: Go to your clinical site

Monday, September 4, 2023: Labor Day. No classes

Wednesday, September 6, 2023: First day of school for New Kent County. Plan to attend.

December 8, 2023: Last day of fall practicum in schools

December 19, 2023: Last day of classes

Monday, January 22, 2024: K-12 Job Fair

Tuesday, January 23, 2024: Student Teaching Kickoff Orientation (face to face)

January 24, 2024: First day of W&M spring classes

January 29, 2024: Student teaching begins

April 1-April 5, 2024: Spring Break in K-12 Schools. You will take the K-12 school district spring break.

Friday, May 10, 2024: Last day of student teaching

Friday, May 10, 2024: Student teaching reception and celebration!

May 14, 2024: Last day of W&M classes

May 17th, 2024: W&M Commencement

May 18, 2024: SOE Diploma Ceremony

INTRODUCTION

Practica and student teaching—known as field placements, clinical experiences, or internships—are generally regarded as the most meaningful 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. The successful completion of a long-term student teaching experience is required for teacher licensure in Virginia, and for degree completion in all C&I initial teacher preparation programs.

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. 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 preservice 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

Teacher Candidate

W&M University Supervisor

Cooperating Teacher

W&M Faculty and Office of Teacher Education

Principal/AP & Lead Clinical Faculty
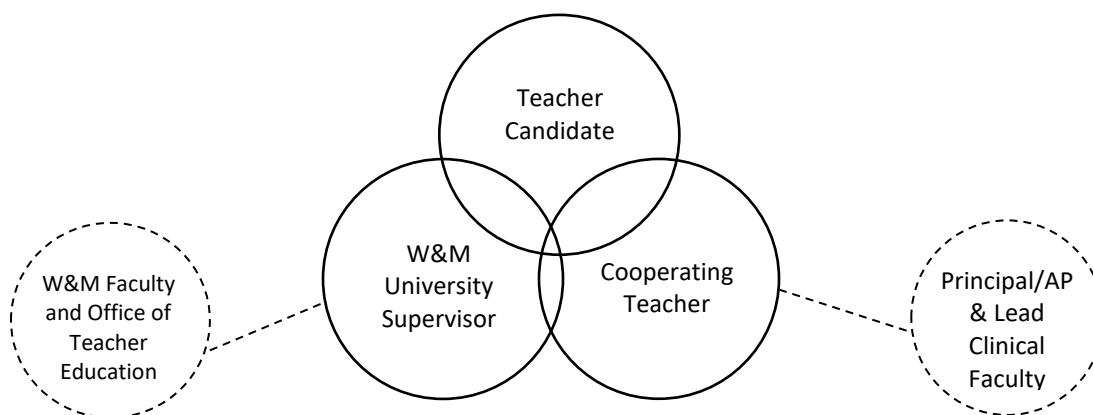
This handbook is designed by the Office of Teacher Education as a guide for all parties involved in the practica and student teaching process.

William & Mary
School of Education

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 to be engaging, equitable, professional, and highly-effective teachers in today's diverse PK-12 schools, who will be able to provide constructive leadership in meeting future challenges in the profession.

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

3. To provide teacher candidates with on-the-job training in PK-12 schools by (a) collaborating and co-planning with cooperating teachers; (b) planning and delivering instruction aligned to Virginia SOLS and to the school division's curriculum model; and (c) receiving mentorship and coaching from university supervisors who contribute expertise and knowledge through coaching and classroom observations.

4. To provide teacher candidates with a classroom setting in which they have an opportunity to learn, practice, and analyze teaching under real-world conditions while making a contribution to PK-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. The InTASC standards are the national standards for educator preparation programs, not to be confused with Virginia Standards of Learning which guide lesson planning and curriculum development, or with the Uniform Performance Standards and Evaluation Criteria for Teachers in Virginia.

InTASC STANDARDS FOR TEACHERS

The Learner and Learning

1. <u>Learner Development</u>: 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. <u>Learning Differences</u>: 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. <u>Learning Environments</u>: 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. <u>Content Knowledge</u>: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. <u>Application of Content</u>: 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. <u>Assessment</u>: 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. <u>Planning for Instruction</u>: 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. <u>Instructional Strategies</u>: 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. <u>Professional Learning and Ethical Practice</u>: 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. <u>Leadership and Collaboration</u>: 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.

William & Mary
School of Education

CURRICULUM & INSTRUCTION SOCIAL JUSTICE FRAMEWORK

The teacher education program in Curriculum & Instruction (C&I) is founded upon the department's Social Justice Framework for Teachers. The faculty in C&I have identified five social justice pillars for preservice teachers: Inquiry, Responsive Instructor, Advocate, Collaborator, and Change Agent. We integrate the Learning for Justice Social Justice Standards for educators through course readings and assignments, deliberate integration into instructional planning, and the evaluation of professional dispositions for teachers.

Inquiry
Poses significant questions that focus on complex problems of practice in order to challenge the inequities perpetuated by the educational status quo

Responsive Instructor
Uses knowledge of research and theory and individual, class, and school assessment data to plan instruction that is responsive to students' needs

Advocate
Interrogates power dynamics and distribution of resources, and recognizes cultural and linguistic differences in order to facilitate learning and improve student outcomes

Collaborator
Promotes ongoing collaboration with colleagues, administrators, families, community members, and other stakeholders to improve the educational system

Change Agent
Understands how educational policy is made at the local, state, and national level and uses this knowledge to advocate for improved student outcomes

Preservice teachers will integrate the Social Justice Standards for their selected grade levels across academic courses and in practica and internship instructional planning and instruction. The Learning for Justice anchor standards are organized into four domains: Identity, Diversity, Justice, and Action. Preservice teachers should review the standards prior to the start of practice and internship, and consult the standards during instructional planning. These standards reflect the School of Education's philosophical approach to teaching and learning. They do not replace the content and grade level Virginia Standards of Learning, but rather supplement instructional planning and professional dispositions as a guiding framework and resource for teachers.

PROFESSIONAL DISPOSITIONS

In addition to the capstone Student Teaching Evaluation assessment and the Preservice Teacher Competencies, the faculty in the School of Education Department of Curriculum & Instruction (C&I) have identified three overarching dispositional competencies. Teacher dispositions are those qualities, values, and ethics that are foundational to a teacher's success in the professional. Be sure to review the professional dispositions carefully to make sure that your personal values and commitments align to the professional dispositions required for teachers. The department's policy requires that teacher candidates demonstrate acceptable performance for each of these competencies for program completion. Preservice teachers are formally evaluated on these dispositions based on their field work and classroom presence 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 domains are Professionalism, Inclusivity & Equity, and Professional Growth.

1

DEMONSTRATE PROFESSIONALISM

- Prepared with needed materials
- Exhibits punctuality and attendance
- Responds to emails in a timely manner
- Respects and adheres to ethical standards
- Maintains professional boundaries
- Demonstrates maturity and self-regulation

2

PRACTICE INCLUSIVITY AND EQUITY

- Exhibits a commitment to equity
- Understands and validates cultural and linguistic diversity
- Creates a safe classroom
- Plans inclusive activities
- Models academic language
- Engages parents
- Communicates respectfully

3

DEMONSTRATE COMMITMENT TO PROFESSIONAL GROWTH

- Learns and adjusts from experience, reflection, and feedback
- Recognizes own weakness and asks for support
- Works collaboratively with colleagues
- Takes responsibility for knowing students and/or colleagues

PRESERVICE TEACHER COMPETENCIES

The Preservice 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 model of the Preservice Teacher Competencies. There are 25 competencies, which are grouped into four domains. For a complete description of each competency, see the Student Teaching Evaluation Rubric in the appendix. Preservice teachers are evaluated using this rubric both midway through and at the end of their student teaching experience.

1. **Preparing for Instruction**	**2.** **Teaching Skills and Classroom Environment**
3. **Assessment**	**4.** **Professionalism**
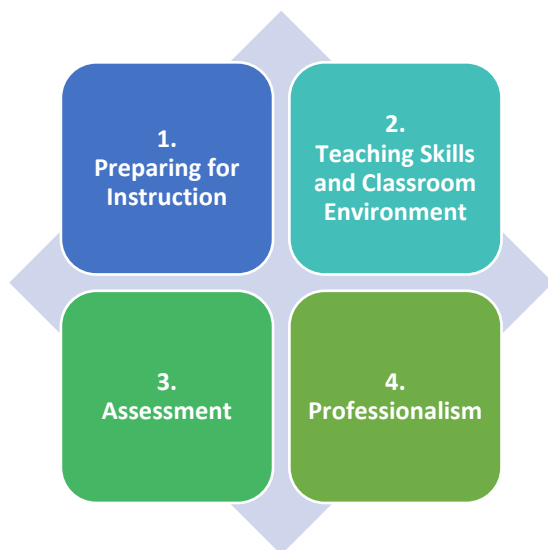
Teachers in all Virginia public schools are professionally evaluated on the Uniform Performance Standards and Evaluation Criteria for Teachers. Consult the appendix for the Virginia Uniform Performance Standards Crosswalk which shows the alignment between William & Mary's Preservice Teacher Competencies and the Uniform Performance Standards for teachers in Virginia

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? While not required, most students find it extremely helpful to have a car during the practica and internship experience. 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. All teacher candidates are responsible for their own transportation to and from their school placement daily.

How does the School of Education determine placements for student teaching? The Office of Teacher Education (OTE) collaborates with program faculty and with our K-12 partners in local school divisions, including principals and division administrators. All placements are made in collaboration with K-12 administrators. We are guests in schools, and the final determination of placement always resides with the hosting K-12 school and division.

Can I choose my school and cooperating teacher? NO. The OTE will do its best to match teacher candidates with the eligible and approved K-12 teachers that a school division recommends and that a principal approves. 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 briefly at the virtual orientation held prior to the beginning of the fall semester. You will then follow up with an initial planning meeting.

What is considered professional dress for the school environment? All preservice 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. Preservice 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 Monday through Friday professional internship; therefore, holding a job while student teaching is strongly discouraged. W&M encourages teacher candidates to concentrate on student teaching, immersing themselves in the total school experience. Preservice teachers may be able to earn income from Teachers in Residence opportunities, or through infrequent substitute-teaching in their host school.

How many absences may I have during student teaching? Preservice teachers may take up to 4 excused absences during student teaching. One of these days is intended to support a job interview. Preservice teachers have 3 additional days for illness and extenuating circumstances. All absences must be approved by the cooperating teacher. Any additional absence beyond 4 must be approved by the Director of Field and Clinical Experiences.

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 and evaluation system. For individual assistance with LiveText, contact the Assistant Dean of Assessment, Accreditation, and Accountability (757-221-2312) 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 Virginia Communication and Literacy Assessment (VCLA) is a test of communication and literacy skills that is required for licensure and for completion of *all teacher preparation programs.*
2. The Praxis is a subject-area assessment required for graduation and for licensure in *all teacher preparation programs*. It must be taken in your teaching endorsement area. Teacher candidates in Elementary Education must complete two Praxis assessments: the Multiple Subjects Praxis and the Teaching Reading Praxis. Students in Special Education must complete the Teaching Reading Praxis.

Where can I complete the required training in first aid, CPR, and AED use? The American Red Cross regularly offers training courses. Be sure to choose a class that covers CPR, First Aid, and AED. Avoid an online only option, because classroom practice is required for licensure. The "Online + Classroom" option is fine.

Can I apply for a teaching position before I graduate? Yes! Many students are now getting hired as early as February. The Career Center will host a K-12 Recruitment Fair at the beginning of the Spring semester.

William & Mary
School of Education

GENERAL PROCEDURES AND POLICIES FOR CLINICAL EXPERIENCES

Although differences in program requirements among the various teacher education programs in the School of Education necessitate some variation in program sequence and procedures, 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 Senior 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.)

BACKGROUND CHECKS

All school divisions are required by law to obtain criminal background checks on their employees, including preservice teachers interning in 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. If a preservice teacher must have a second placement in a different school division, the preservice teacher may have to complete an additional criminal background check for an additional fee.

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 they 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.

IDENTIFICATION BADGES

Most school divisions will provide preservice teachers with identification badges during the background check/onboarding appointment with the school division's Human Resources office. Schools are secure environments, and access to schools is controlled. William & Mary preservice teachers are required to wear an identification badge when in the schools for practica and student teaching visits. In most divisions, you will not be permitted entry into the school without your badge.

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.

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), in partnership with school divisions, 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. The final determination of a placement resides with the hosting school division.

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.

Preservice teachers are guests in our K-12 schools, and although rare, can be uninvited from a placement. The cooperating teacher, principal, and division reserves the right to dismiss a preservice teacher from a practica or internship experience. If dismissed, the OTE will work to secure a new placement; however, we cannot guarantee a new placement if you are asked not to return to your site. **The successful completion of the full-time student teaching experience is required for both degree completion and licensure.**

REPORTING CONCERNS DURING PLACEMENT

K-12 schools can be transformational, and the impact that teachers make on students is immeasurable. However, some preservice teachers will experience a dip in enthusiasm during practica when the reality of working in a K-12 school sets in for a variety of reasons (e.g. a student behavior concern, negative teacher chatter in the workroom, or an unexpected lockdown). Please know that some initial feelings of anxiety are normal in preservice teacher development. With time, however, you will develop the skills, mindset, and resiliency you need to thrive in your placement. Most preservice teachers feel a great sense of pride, joy, and accomplishment at the end of student teaching, and are excited about their future as an educator.

At the same time, our priority is making sure candidates feel like each field experience is a safe and effective learning environment. If you have a serious concern about your placement, please let us know. Any preservice teacher who wished to report an issue or concern will follow the steps below to report and document a concern.

1. **Talk to Your Cooperating Teacher**

Most concerns related to your placement, especially those between preservice teachers and cooperating teachers, can be resolved by confronting the issue head-on, and engaging in a conversation with your cooperating teacher. We encourage preservice teachers to lean into challenging conversations. You will gain trust and resiliency by engaging in conversation with your cooperating teacher. ***Any preservice teacher with a concern about their placement will first be directed to share the concern with the cooperating teacher.***

2. **Talk to Your Advisor or the Director of Field and Clinical Experiences**

Preservice teachers who continue to have a concern even after notifying and engaging in discussion with the cooperating teacher can report an issue or concern by confiding in a W&M faculty member, an advisor, a university supervisor, or the Director of Field and Clinical Experiences.

3. **Document the Concern**

A written report of the incident or concern will be submitted by the student detailing the issue using the W&M Preservice Teacher Concern Form.

4. **Evaluation/Mediation/Intervention**

Depending on the nature of the concern, the preservice teacher may be asked to engage in a mediated conversation between the preservice teacher; a W&M faculty, supervisors, or administrator; and the cooperating teacher and principal. In rare cases, a change in placement may be advised. ***Since a change in placement can represent a very significant disruption in a teacher candidate's program and in the partnership between the hosting division and William & Mary, requests for changes are discouraged.***

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 Field and Clinical Experiences 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. No changes in placements will be permitted without first going through the above steps, including engaging in a conversation with the cooperating teacher, and providing written documentation of the concern.** If it is determined that a mediated conversation is necessary, we will schedule an appointment to meet with all parties, including the building principal. Serious issues that rise above a typical concern about a placement (e.g. documented harassment, for example) will be immediately reported to the school division so that they can take appropriate action based on their protocols.

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. During the student teaching semester(s), the minimum number of hours that are permitted for licensure are 300 hours in the field, to include at least 150 hours of direct instruction, for a minimum of 10 consecutive weeks. 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. Preservice teachers will record their hours in the field in Live Text to verify attendance for program completion. These hours will also be recorded and shared on the College Verification Form that is required for licensure in Virginia.

VIRGINIA STANDARDS OF LEARNING

In the state of Virginia, public schools are responsible for improving 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 K-12 education, acquire the skills and knowledge necessary for lives as productive and thoughtful citizens, and as articulated and aligned within the SOLs. Teacher candidates are required to:

- 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.

- 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 K-12 students in the 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, and bare shoulders, 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;

William & Mary
School of Education

- 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.

Consider, too, your professional web presence. It is not unusual for students, parents, and potential employers to Google a teacher or potential employee. Ensure your web presence is professional and appropriate. Professional guidelines include:

- Maintaining 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.

PERMISSION TO VIDEO IN THE CLASSROOM

Some W&M courses may ask preservice teachers to submit a recorded lesson as an assignment in the course. Prior to 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.

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.

William & Mary
School of Education

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. Teacher candidates enrolled in the School of Education who work as a substitute teacher at their school site must abide by the following guidelines:

1. Substitute teaching cannot conflict with the teacher candidate's regularly scheduled William & Mary classes. Substitute teaching does not constitute an excused absence from class.

2. Substitute teaching cannot substitute for required practica experiences. Time requirements for observations and other practica experiences must be met separately from substitute teaching.

3. 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 they have been duly identified as a substitute teacher by the school division.* 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.

4. 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.

5. During the student teaching experience, the teacher candidate may substitute teach **for their cooperating teacher** if the preservice teacher has elected to enter the sub system. Teacher candidates who have not elected to sub will have a substitute teacher placed in class with them on the days that their cooperating teacher is out. In addition to subbing for their cooperating teacher, William & Mary will permit five additional days of subbing in the school where the student is placed, per the approval of the cooperating teacher and building administrator. Exceptions to these restrictions require advance permission from Director of Teacher Education, in consultation with the university supervisor.

GUIDELINES FOR PRACTICA

The practica is designed as the first set of formal classroom experiences that gradually prepare the teacher candidate for assuming more responsibility during student teaching. These initial field experiences are supervised by the cooperating teacher, course instructors, and the Director of Field and Clinical Experiences.

PRACTICA EXPERIENCE CHECKLIST

☐ Have an initial planning meeting with your cooperating teacher. Set up your visitation schedule, and communication norms.

☐ Develop a positive working relationship with the cooperating teacher and other professionals and support staff in the school. Use your interpersonal skills to develop professional acquaintances.

☐ 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.

☐ Become familiar with the Virginia SOLs, the local curriculum, the local pacing guide, and the preferred method of lesson planning in your placement. (This will vary by division and school).

☐ 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 the Evaluation of Professional Dispositions self-assessment midway through your practicum experience.

LESSON PLANS DURING PRACTICA

Planning is fundamental to effective teaching. Lesson plans are evidence of advanced preparation and provide an outline of objectives and activities to guide learning experiences. Most courses during practica 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 during practica.***

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.*** Avoid reaching out late at night, or at the last minute. As professionals, preservice teachers are expected to be consistently punctual and reliable throughout the practica experience.

GUIDELINES FOR STUDENT TEACHING

Student teaching is the culminating internship that prepares teacher candidates to enter the education profession as a teacher. Teacher candidates must complete the experience successfully in order to complete their degree, and in order to be eligible for a renewable teaching license in Virginia.

PRESERVICE TEACHER'S EXPECTATIONS AND RESPONSIBILITIES

The preservice teacher is a pre-professional intern for the school in which they are placed. Therefore, participation in all aspects of the school life (e.g., departmental and faculty meetings, curriculum planning, extra-curricular activities, teacher in-service) is required. Preservice teachers are directly responsible to the cooperating teacher and administration at the K-12 school. Preservice teachers are expected to immerse themselves in the school environment and to follow the school calendar, adhere to the schedule of regular teachers, attend school regularly, and participate in the duties and activities of the cooperating teacher.

The following are specific responsibilities of the preservice teacher:
1. Adhere to time requirements for clinical experiences each semester.
2. Abide by the academic calendar of the school division 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. Teacher candidates must be in their placement *before* their students arrive daily, with all materials prepped and ready for the day.
5. 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 school code of conduct.
6. Attend all student teaching seminars and evening classes, as scheduled.
7. Plan for instruction. Planning and preparation are fundamental to teaching. Preservice teachers and in-service teachers alike will spend large amounts of time in planning and preparation.
8. Complete midterm and final self-evaluations of student teaching in LiveText, according to the agreed upon schedule.
9. Evaluate your university supervisor and cooperating teacher fairly and honestly through LiveText to ensure the improvement of our teacher education program.
10. Follow up with your cooperating teacher and university supervisor to ensure that their final evaluations have been submitted to the OTE.
11. 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 preservice 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 preservice teacher may encounter in the classroom. Nonetheless, there are many core experiences that the faculty encourages preservice teachers to have. A few of the experiences listed here may not be available to a preservice teacher, depending on when they begin student teaching and the unique circumstances of the particular placement. This checklist is offered as a guide for the preservice teacher, cooperating teacher, and university supervisor in planning the experience.

☐ Meet with the principal within the first week of the student teaching experience. Introduce yourself if they do not initially reach out to you. It is not unusual for the principal to drop in unannounced for a classroom observation during your student teaching experience.

☐ Discuss and receive in written form the curricular materials you will need to plan for student teaching, which may include the associated Virginia Standards of Learning, a curriculum framework, a pacing guide, or any other local materials necessary for gradually taking over instructional planning.

☐ Proactively reach out to parents to introduce yourself prior to taking over full-instruction.

☐ Examine student records and become informed of students' accommodations. Identify and meet all collaborating teachers.

☐ Develop a gradual takeover schedule 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:
   o Parent-teacher
   o Teacher-administrator
   o Professional staff
   o Supporting staff
   o 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.

☐ Determine the preferred format for lesson plans in your setting.

☐ Discuss grading processes, report cards and reporting procedures with cooperating teacher.

☐ Have the following materials readily available for the university supervisor, especially when being observed:
   o Pertinent class information (e.g. seating charts, class rules and routines);
   o Cooperating teacher's long-range plans; and
   o Lesson plans.

☐ Attend faculty meetings, department or grade level meetings, parent conferences, and in-service programs as scheduled.

☐ Familiarize yourself with the Uniform Performance Standards and Evaluation Criteria for teachers.

☐ Review the midterm and final evaluation of student teaching performance.

William & Mary
School of Education

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 preservice teacher through the collaboration of the university supervisor and cooperating teacher.

The preservice teacher, cooperating teacher, and university supervisor should plan and write down a schedule that allows the preservice teacher to gradually take over the duties and responsibilities of the classroom throughout the course of the student teaching experience. In most cases, the preservice teacher should spend the first week of the student teaching semester observing, planning, preparing materials, getting to know the students, and participating in individual and small group instruction. Depending on the degree of instruction and responsibility assumed during the preceding practica experiences, the preservice 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 pre-service teacher should gradually increase the number of classes for which they have responsibility.

In the elementary, secondary, and ESL/Bilingual programs, preservice teachers are expected to carry the full load of teaching responsibilities for at least three weeks. This enables us to verify that all student teachers have completed the minimum number of required hours engaged in direct instruction. In most instances, the cooperating teacher will not be in the room with you during the full-time three-week takeover, but in some instances they will remain with you. Preservice 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 preservice teacher should continue teaching some portion of the cooperating teacher's load into the final week of the experience.* Preservice teachers often spend the last week of student teaching observing different grade levels and content areas.

In the K-12 Special Education program, students have two full-time student teaching experiences across two semesters, each lasting five weeks. Both semesters also include a practicum experience before student teaching begins.

The following bar graphs provide two examples of what the gradual takeover of instruction may look like over a fifteen-week semester in the *ESL/Bilingual, secondary and elementary programs*. These

images are just examples, and can be modified and adapted to meet the needs of the individual placement.

In the **mid-loaded pacing guide**, the teacher candidate gradually assumes responsibility for the full load of classes around 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
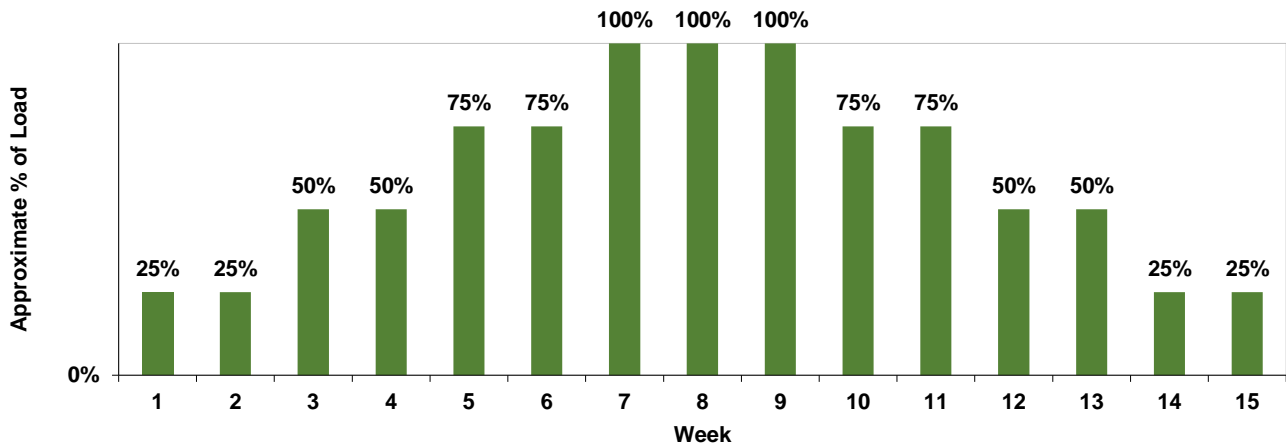
In the **end-loaded pacing guide**, the teacher candidate assumes responsibility for the full teaching load more gradually, working toward three weeks of full responsibility in weeks ten, eleven, and twelve, and then returning responsibility for the classes during the final weeks of the experience.

End-Loaded Pacing Guide
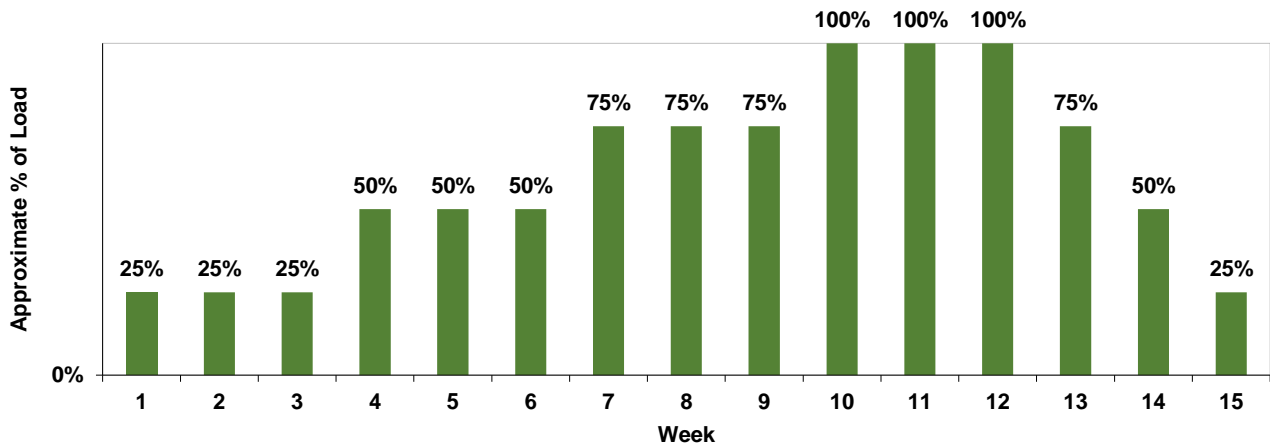
ATTENDANCE AND ABSENCE POLICY

Within the student teaching experience, it is required that preservice 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 preservice 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 preservice teachers are not absent during student teaching, it is understood that situations may arise that make an absence unavoidable or necessary. If the preservice teacher knows about a potential absence in advance (such as for attending a career day or interview), the preservice 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 four (4) days, then the preservice teacher, cooperating teacher, and/or university supervisor should notify the Director of Field and Clinical Experiences. A determination will be made, after consulting all parties and the preservice 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, preservice 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 preservice teacher needs to be absent, the cooperating teacher serves as "substitute teacher;" however, the preservice teacher is expected to prepare adequate and appropriate substitute plans for the cooperating teacher.
- Teacher candidates are required to log their hours of attendance in their placements. Hours will be approved by Cooperating Teachers. At a minimum, preservice teachers should be at their placements each day from before classes start until after students leave.
- In cases of inclement weather and school closings, preservice 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**.

Preservice 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 workday nor require an early dismissal.

LESSON PLANS DURING STUDENT TEACHING

A teacher candidate typically needs to plan in greater detail than does an experienced teacher. Preservice teachers will find that they spend a tremendous time in planning and preparation. As the student teaching experience progresses, the preservice teacher should become more adept and efficient at creating lesson plans, and their lesson plans may become more succinct. In any case, the preservice teacher, the cooperating teacher, and the university supervisor must meet and agree upon expectations for lesson plans.

Before student teaching begins, the preservice teacher, cooperating teacher, and university supervisor should determine the following:
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 preservice teachers to experiment with several lesson plan formats during the student teaching experience. The important outcome of the experience is that the preservice 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 and the aligned Virginia Standards of Learning)
2. Instructional activities (including timing)
3. Adaptations and/or differentiation strategies
4. Resources
5. Assessment strategy or strategies (formative and summative)

All lessons created by the preservice teacher will be approved by the cooperating teacher.

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 cannot hold a Graduate Assistantship.

2. The teacher candidate must attend all courses typically taken while student teaching.

3. The Director of Field and Clinical Experiences, in consultation with the university supervisor, must approve early-hire or contractual teaching in advance. 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.

4. 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.

5. The hiring school division, in consultation with the Director of Field and Clinical Experiences and the university supervisor, must assign a mentor teacher who is licensed and endorsed in the area of the teaching candidate. 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.

6. 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 necessary to the profession of education. 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.

KEY ASSESSMENTS

Students across all initial teacher preparation programs will complete key assessments that align to CAEP, InTASC, and the Virginia Uniform Performance Standards as they progress through the program. These assessments are outline in the following table.

Assessment	When	Associated Classes
Praxis/VCLA	Prior to student teaching	N/A
Evaluation of Professional Dispositions	During practicum; Again during student teaching	CRIN 524, CRIN 526, CRIN S10, CRIN S11, CRIN S13, CRIN S14, CRIN L20, CRIN L23, CRIN L29, CRIN L30, CRIN L32, CRIN L33, CRIN X16, CRIN X17, ELEM 420
Statement of Ethical Practice	During student teaching semester	CRIN 522, CRIN E10, CRIN S09, ELEM 410
Lesson Plan & Reflection	During fall practicum	CRIN 519/369/526, CRIN E07, CRIN S01, CRIN S03, CRIN S04, CRIN S42, ELEM 407
Analyzing Student Learning	During student teaching semester	ELEM 411, CRIN 525, CRIN L20, CRIN L23, CRIN L29, CRIN L30, CRIN L32, CRIN L33
Classroom Management Plan	During student teaching semester	CRIN 519/369, CRIN E10, CRIN S09, ELEM 410
Evaluation of Student Teaching	Midway through student teaching; Again at the end of student teaching	CRIN 526, CRIN L20, CRIN L23, CRIN L29, CRIN L30, CRIN L32, CRIN L33, CRIN X16, CRIN X17, ELEM 420

LIVETEXT

LiveText is a web-based assessment system that Schools of Education use to collect, track, and report data related to educator preparation programs. Schools of Education are required to collect and report data related to academic programs and field experiences. In some of your academic courses, LiveText may be used to submit a common program assessment (e.g. a Lesson Plan). In field experiences (both practicum and internship), LiveText will be used to log the time you spend in K-12 schools during practicum, to track the hours spent in direct teaching during internship, and to complete the Evaluation of Professional Dispositions and the Evaluation of Student Teaching assessments.

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 in LiveText.**

LIVETEXT FAQS

1. When do I use LiveText?

You will use LiveText throughout the semesters that you complete a practicum and/or internship experience with an assigned cooperating teacher. During each semester you have an assigned cooperating teacher, you will log **all hours spent in your K-12 school setting**. For example, you may log hours for practicing instructional activities like read-alouds, for observing teachers, for working with individual students or small groups, and for assisting in the school and classroom. You should **not** log hours spent in lesson planning from your home. Some programs (e.g. Bachelor's in Elementary Education, Master's in Special Education) require multiple practicum experiences. In addition to logging hours, you will complete a self-assessment of Professional Dispositions mid-way through each practicum semester. Your Cooperating Teacher will also complete the Professional Dispositions assessment midway through practicum.

During internship (student teaching), you will also log all hours spent in your K-12 school setting. When you reach internship, you will have a W&M university supervisor as your instructor for student teaching. During internship, the preservice teacher, the cooperating teacher, and the university supervisor all complete an Evaluation of Professional Dispositions, a midterm Evaluation of Student Teaching, and a Final Evaluation of Student Teaching in LiveText. You will **log all hours spent at your K-12 school setting**, but you will **not** log hours spent in planning and preparation at home.

Tip: Do not fall behind in logging your hours spent in K-12 schools. LiveText does not allow for bulk entry, so hours can only be entered on a day-by-day basis (not weekly or monthly). It can be tedious to have to "catch up" logging hours, especially during student teaching.

2. **How many hours are required in practicum?**

Practicum hours vary based on your graduate academic program or on your undergraduate course schedule. Most graduate programs require a 60 hour fall practicum. The practicum experience occurs across multiple semester for undergraduates. Consult the appendix for the Practicum Hours Requirements table.

3. **How many hours are required in internship?**

Internship occurs during the last semester of your program, with the exception of Special Education students, who complete two semesters of internship. Preservice teachers spend approximately 15 weeks at their school site during the internship semester, and follow the K-12 bell and calendar schedule. Preservice teachers intern at their school site full-time Monday through Friday throughout student teaching, and take the K-12 Spring Break rather than the W&M Spring Break. All teacher candidates in Virginia are required to complete a minimum of 10 consecutive weeks of successful full-time student teaching, completing a **minimum of 300 hours in internship** which shall include **at least 150 hours spent in direct teaching**. Please note that *nearly all W&M teacher candidates accrue far more than the minimum required hours for licensure during their internship experience*. Most W&M teacher graduates also report that the semester spent in student teaching is the most important experience in preparing them for the profession.

4. **What assessments are completed in LiveText during field experiences?**

Evaluation of Professional Dispositions: The Evaluation of Professional Dispositions occurs midway through each semester spent in practicum and internship. Both the preservice teacher and cooperating teacher complete the Evaluation of Professional Dispositions.

Student Teaching Evaluation: The Evaluation of Student Teaching occurs midway through student teaching (formative) as well as at the culmination of student teaching (summative). The preservice teacher, cooperating teacher, and university supervisor all complete the Evaluation of Student Teaching.

5. **In addition to practica and internship, how do I use LiveText in my academic courses?**

Some of your courses may require you to submit a key assessment. Key assessments are assignments that are required across a program (e.g a lesson plan). If a course has a key assessment, you will have that assessment listed as an "Assignment" on your LiveText Dashboard tab during the semester in which the assessment (or assignment) is due.

6. **Where do I get help with LiveText?**

LiveText includes a robust page of helpful tutorials and FAQs in their Help Menu, which you can access once you are logged in to LiveText. Within the School of Education, Dr. Jake Joseph, Assistant Dean for Assessment, Accreditation and Accountability, is the LiveText administrator, and can assist with LiveText related questions or concerns. You may email Dr. Joseph at jdjoseph@wm.edu.

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.

Successful completion of all School of Education coursework and practicum experiences is required in order for teacher candidates to continue into student teaching.

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 sometimes the building administrator (or designee) each play a role in evaluating the preservice 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. The total hours spent in student teaching will be reported to the Virginia Department of Education for licensure documentation

2. **Teaching Observations**
   Preservice teachers are formally observed five times by the university supervisor and are mentored, coached, and evaluated by the cooperating teacher and university supervisor throughout the student teaching experience. The preservice teacher will submit a lesson plan to the university supervisor in advance of each observation.

William & Mary
School of Education

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.

    b) **Student Teaching Evaluation Rubric** - Student teaching midterm evaluations are completed in LiveText *by the cooperating teacher, the university supervisor, and the preservice teacher* using the *Student Teaching Evaluation Rubric* (see appendix). The midterm evaluation is intended to be formative in nature, providing preservice teachers with formal feedback on their performance in order to promote their continuing development during the latter half of the experience.

    c) **Midterm Conference** – The cooperating teacher, university supervisor, and preservice teacher meet at the midterm (generally after the 3rd observation) 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 may observe each teacher candidate in their respective schools. The evaluation results are used to provide confirmation of the preservice 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; approved by CT
Formal observations	In person	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 (at the discretion of the administrator)	In person	Anytime	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 preservice 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. It is unusual for a novice teacher to exceed expectations in most competencies.

In order to pass student teaching, a preservice 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 preservice 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 loco parentis (in place of the parent). The students in your classroom are entrusted into your care and supervision. 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 students.

When there is a concern about a teacher candidate's potential to serve safely, effectively, or ethically in the classroom, 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.

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 professional teaching**. *If a teacher candidate's performance or professional dispositions are considered unsatisfactory or a cause for concern, then they face 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 Field and Clinical Experiences to seek assistance regarding the concerns.
- Identify the specific concerns and conduct a conference including the teacher candidate, cooperating teacher, university supervisor, Director of Field and Clinical Experiences, and/or School of Education faculty.
- Document the concern using the Cooperating Teacher Concern Form.
- 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 a performance improvement plan (see next section) with clear expectations for what constitutes expected performance levels.

PERFORMANCE ASSISTANCE PLAN

In some instances, the performance of a teacher candidate during either practica or student teaching experiences may warrant a more formal plan. A *Performance Assistance Plan* is a formal intervention implemented by the Director of Field Experiences, 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, lack of preparation, regular punctual attendance, ineffective instructional delivery, classroom management issues, unwillingness to comply with school rules, or unprofessional behavior.

A Performance Assistance Plan may be written at any time, 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 achieve the goals on a Performance Assistance Plan may be grounds for removal from the program.***

When a teacher candidate is not able to meet the terms of the Performance 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 W&M faculty, administrators, and the Director of Field & Clinical Experiences, as well as representatives from the hosting school, including the cooperating teacher and the principal. 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;
- Withdrawing from the experience and, if university requirements are met, withdrawing from the course; and/or
- Counseling the teacher candidate out of the teacher preparation program.

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 Virginia. 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 preservice teachers applying for an initial teacher license will apply using the Virginia Department of Education's Online Licensure System (eGov). ***Teacher candidates cannot complete an application for licensure until after their degree confers.*** A teacher candidate who has to extend their program of study (e.g. due to not taking and passing a required assessment, or due to having to retake a course, etc.) will likewise have to wait on completing the application for licensure in Virginia. Licenses are typically processed 8-12 weeks after the license application has been submitted and paid. License application fees in Virginia are $100 for in-state students, and $150 for out-of-state students. It is the responsibility of the applicant to pay the license application fee. A checklist of all items required for a license application can be found on the VDOE's Teacher Licensure site, and in the appendix of this Handbook. After the application has been submitted to the VDOE, students should contact the VDOE directly with any follow up 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. Some tests can take more than a month in between the test date and score report; thus, *it is in preservice teachers' best interest to complete all assessments prior to student teaching.* Degrees will not confer until all assessments have been completed and passed. 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) Teaching Reading: Elementary. 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) Teaching Reading: Elementary

The Teaching Reading: Elementary assessment is a test of teacher candidates' knowledge of reading instruction. Passing the RVE (Test Code 5205) 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 Teaching Reading assessment 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.

In addition to the free study guides which are available for all required assessments in initial teacher preparation, the W&M School of Education has partnered with 240 Tutoring in order to offer individualized target test prep for our students. The preparation courses and materials at 240 Tutoring can be accessed for one month after accepting your account invitation. Students who need longer than one month of access may request an extension after their account becomes inactive. All students in any initial teacher preparation program at W&M can request a 240 Tutoring account by emailing the Director of Field & Clinical Experiences.

ADDITIONAL STATUTORY REQUIREMENTS FOR LICENSURE

In addition to testing requirements, the Code of Virginia requires 5 additional statutory trainings for teacher licensure. Be sure to save each of your certificates as you progress through the statutory training requirements.

(1) Emergency First Aid, CPR, and AED Certification or Training

Teacher candidates seeking 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 Red Cross and the American Safety and Health Institute. Evidence of certification must be presented when applying licensure and should be no more than two years old. Teacher candidates must complete the floor portion (with CPR practice) in addition to the online portion of the training.

(2) Child Abuse Awareness Training for Educators

All individuals seeking initial licensure in Virginia must complete this training. W&M teacher candidates will complete this training as an assignment in a course. The online training module can be accessed and completed for free through the Virginia Department of Social Services.

(3) 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, they must still complete this training module. The online training module can be accessed and completed for free through the Virginia Department of Education.

(4) Behavior Intervention and Support Training

Teacher candidates seeking initial licensure in Virginia must complete this training. W&M teacher candidates who take Classroom Management will complete this training as part of their required course assignments. The online training course can be accessed and completed for free through a joint ODU/VDOE website.

(5) Cultural Competency Training

Beginning July 1, 2023, Teacher candidates seeking licensure in Virginia must provide evidence of completion of the Cultural Competency Training Module. W&M teacher candidates may complete this module as part of a course assignment in Teacher Inquiry, Teachers Schools and Communities, or in Instructional Design for Students with Disabilities. The online training module can be accesses and completed for free through the Virginia Department of Education.

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 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. A license may be denied for (1) attempting to obtain a license by fraudulent means or misrepresentation of material facts; (2) falsification of records or documents; (3) conviction of any felony; (4) conviction of any misdemeanor involving moral turpitude; (5) 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), preservice teacher (ST), and university supervisor (US) are willing to collaborate and communicate openly throughout the clinical experience process.

University Supervisor

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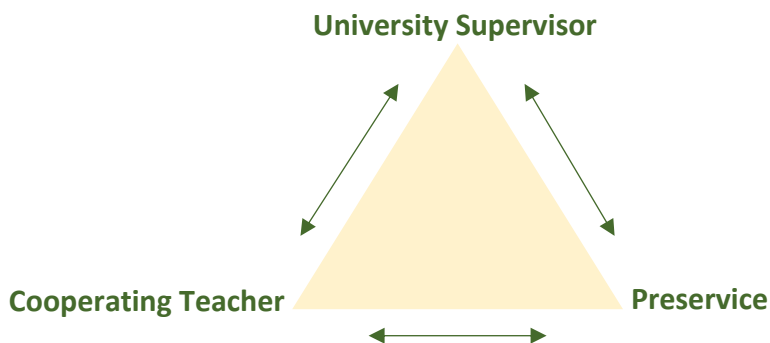
Cooperating teachers are experienced classroom teachers who have agreed to host a W&M preservice teacher for the practica and student teaching experience. If a cooperating teacher has been trained through the School of Education Clinical Faculty Program, they are referred to as 'clinical faculty'.

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 preservice 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 preservice 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 preservice 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 preservice 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 preservice teacher with designated personal space in the classroom.

3. Familiarize your preservice 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 preservice teacher so that they can complete all required assignments for their coursework on campus.

5. Provide the preservice 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 preservice teacher to participate in appropriate faculty meetings and conferences.

8. Provide opportunities for your preservice 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 preservice 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 preservice teacher assumes instructional responsibilities.

4. Monitor all aspects of the preservice teacher's performance and provide the preservice teacher with professional guidance and assistance.

5. Share with the preservice 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 preservice 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 preservice 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 is the term used in the Code of Virginia to distinguish specially trained mentor cooperating teachers who partner with teacher preparation programs. 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 preservice 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 140 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 preservice 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 preservice teacher throughout the student teaching experience. You will also act as the liaison between the university and the partner K-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 preservice teacher's performance and progress.

3. Make five observations of the preservice teacher and provide formative feedback to the preservice 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 preservice teacher concerning techniques, materials, and curricula.

6. Mediate between the preservice teacher and cooperating teacher when differences arise over any facet of the student teaching experience.

7. Keep the preservice 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 preservice teacher as appropriate.

9. Set up and lead a formative evaluation conference with the preservice 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. Submit a final grade for student teaching to Banner, per the procedures required by W&M.

12. 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;
- Written or verbal recommendations of former supervisors or administrative colleagues;
- Current or former state teacher's license; and
- Master's degree.

HOSTING PRINICPAL'S RESPONSIBILITIES

Hosting a preservice 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 preservice 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 preservice teacher has with the building administration in regard to their 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 preservice teacher to develop a cooperative and professional attitude toward the teaching profession. Building principals and administrators are invited to observe and provide feedback to the W&M preservice teachers in their building.

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. Teaching Reading (elementary and special education)

5. Successfully complete certified training in first aid, CPR, and AED use, including a hands-on portion.

6. Successfully complete all additional statutory requirements (online training modules) as prescribed by the Code of Virginia for licensure.

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

8. Apply for licensure. Applications for licensure cannot be completed until the student's degree has been conferred.

APPENDIX

VIRGINIA *UNIFORM PERFORMANCE STANDARDS* CROSSWALK

The Uniform Performance Standards are the state guidelines for professional standards for teachers.

Preparing for Instruction	
W&M Competency	*VA Uniform Performance Standard*
1. Content and Pedagogical Knowledge	Professional Knowledge
2. Student Development	Professional Knowledge
3. Objectives	Professional Knowledge
4. Standards	Professional Knowledge
5. Lesson Planning	Professional Knowledge, Culturally Responsive Teaching and Equitable Practices
6. Preparedness	Instructional Planning
Teaching Skills and Classroom Environment	
W&M Competency	*VA Uniform Performance Standard*
7. Teaching Ability	Instructional Planning, Culturally Responsive Teaching and Equitable Practices
8. Engaging Students	Instructional Planning, Culturally Responsive Teaching and Equitable Practices
9. Differentiation	Professional Knowledge, Instructional Planning, Culturally Responsive Teaching and Equitable Practices
10. Thinking Skills	Instructional Delivery
11. Rapport	Learning Environment, Culturally Responsive Teaching and Equitable Practices
12. Learning Environment	Learning Environment, Culturally Responsive Teaching and Equitable Practices
13. Behavior Management Skills	Learning Environment
14. Routines and Procedures	Learning Environment
15. Technology	Instructional Delivery

William & Mary
School of Education

Assessment	
W&M Competency	*VA Uniform Performance Standard*
16. Quality of Assessments	Assessment of and for learning
17. Formative Assessment	Assessment of and for learning
18. Feedback	Assessment of and for learning
19. Summative Assessment	Assessment of and for learning
Professionalism	
W&M Competency	*VA Uniform Performance Standard*
20. Ethics and Professional Demeanor	Professionalism
21. Communication	Professionalism
22. Constructive Feedback	Professionalism
23. Reflection	Instructional Planning, Professionalism
24. Community Engagement	Professionalism, Culturally Responsive Teaching and Equitable Practices
25. Collaboration With Colleagues	Instructional Planning, Professionalism

MINIMUM PRACTICUM HOURS REQUIREMENTS TABLE

This table indicates the minimum practicum hour requirements in elementary and secondary education. Keep in mind that this is the minimum requirement, and that most students far exceed the minimum requirements for time spent in K-12 schools prior to student teaching.
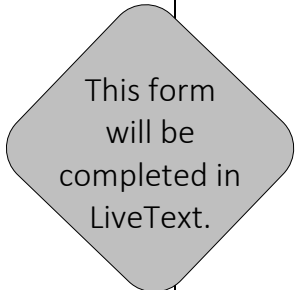
Undergraduate Elementary Education	There are a total of 3 different practicum semesters (fall of junior year, spring of junior year, fall of senior year). The total number of practicum hours you will need each semester is determined by the number of courses with field experiences you are taking each semester. Each of the following courses has a 10-hour field requirement. **To determine the hours you need during practicum, count the number of courses from the list below that you are currently enrolled in and multiply by 10.** EDUC 200 Orientation to Teaching ELEM 441 Teachers, Schools, and Communities ELEM 403 Literacy A ELEM 404 Literacy B ELEM 405 Social Studies ELEM 406 Science ELEM 407 Math ELEM 312 Instructional Supports Students often spend more than the minimum hours required for practicum in their K-12 classroom setting each semester.
Graduate Elementary Education	**60 hours** are required during the fall practicum semester.
Secondary	**60 hours** are required during the fall practicum semester. (A portion of these hours will be spent working with diverse students (e.g. exceptional learners, multilanguage learners).
ESL	**60 hours** are required during the fall practicum semester.
Special Education	Students complete one practicum (early field experience) and one internship (student teaching experience) during the fall, and one practicum and internship experience during the spring. Each semester, the LiveText placement will reflect hours spent in BOTH practicum and internship that semester. Preservice teachers in the Special Education program will complete around **300 hours** during each semester.

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. *This form will be completed in LiveText.*	
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.	

William & Mary
School of Education

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

William & Mary
School of Education

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.	

William & Mary
School of Education

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	Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels with repeated prompting.	Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels with some prompting.	Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels with minimal prompting.	Takes active measures to prevent bullying, maltreatment, violence and sexual harassment and report instances through appropriate channels without prompting.	
Plans activities to raise student awareness and acceptance of differences CAEP-ACC-2013.3.3 INTASC-2011.2 INTASC-2011.3	Regularly incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).	Sometimes incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).	Often incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).	Regularly incorporates activities and modifies curriculum to promote awareness and inclusivity (e.g., heterogeneous grouping, using culturally and linguistically diverse texts, speakers and resources).	
Models language for academic purposes CAEP-ACC-2013.1.1 CAEP-ACC-2013.3.3 INTASC-2011.5	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.	Tries to help students acquire technical vocabulary appropriate to the subject matter, but without consistent attempts to use new vocabulary to sharpen thinking.	Uses vocabulary appropriate to the subject, defining new terms as needed, or previously used terms if confusion arises.	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.	

Engages parental and guardian involvement CAEP-ACC-2013.3.3 INTASC-2011.2 INTASC-2011.3 INTASC-2011.9	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.	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.	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.	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.	
Communicates respectfully with all stakeholders CAEP-ACC-2013.1.1 INTASC-2011.3	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.	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.	Oral and written communication with stakeholders (colleagues, administrators, parents, etc.) is clear, professional in tone with appropriate spelling and grammar.	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.	

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

William & Mary School of Education

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

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*.

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*.

This form will be completed in LiveText.

EXPLANATION OF RATINGS

Exceeds Expectations = Consistent and exemplary demonstration of the competency and all or most of the performance indicators

Meets Expectations = Regular and proficient demonstration of the competency and most of the performance indicators

Developing = Demonstrating progress toward competency but not yet consistently proficient

Below Expectations = Inconsistent and/or poor performance of the competency and/or one or more performance indicators

Unable to Observe (midterm evaluation only) = No opportunity to assess this competency either through direct observation or through review of teacher candidate's lesson plans or other materials.

William & Mary
School of Education

Preservice Teacher Evaluation Instrument

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
Domain 1: Preparing for Instruction					
1. Content and Pedagogical Knowledge - Demonstrates a foundational understanding of subject matter and pedagogical knowledge for instruction.	There was not an opportunity to observe skills related to this competency.	The candidate lacks foundational understandings in areas of subject matter and/or the pedagogical knowledge necessary to prepare for instruction.	Though the candidate has some foundational understanding of subject matter and pedagogical knowledge for instruction, there may be inconsistent or inaccurate gaps in knowledge.	The candidate has a foundational understanding of the subject matter and content knowledge that is appropriate to the grade level, as well as the pedagogical knowledge necessary to prepare for instruction.	The candidate has a foundational understanding of the subject matter and content knowledge that is appropriate to the grade level and abilities of the learners, as well as the pedagogical knowledge necessary to prepare for instruction and support student learning. The candidate can make connections among concepts and expand on concepts in order to enhance student learning and growth.
2. Student Development - Demonstrates a foundational understanding of how students learn and develop.	There was not an opportunity to observe skills related to this competency.	The candidate does not demonstrate an understanding of how students learn and develop and/or provide learning opportunities that support students' intellectual, social, and personal development.	Though the candidate may understand how students learn and develop, this is not always evident in planning, and learning opportunities that support students' intellectual, social, and personal development are not consistently provided.	The candidate has a foundational understanding of how students learn and develop and provides learning opportunities that support students' intellectual, social, and personal development.	The candidate has a foundational understanding of how students learn and develop and provides learning opportunities that support students' intellectual, social, and personal development. The candidate clearly recognizes that students may learn and develop differently and promotes independent learning.
3. Objectives - Establishes clear learning objectives that include observable and measurable performance conditions.	There was not an opportunity to observe skills related to this competency.	The candidate is unable to establish objectives that are clear and/or include observable and measurable performance conditions.	The candidate establishes learning objectives, though at times they are unclear and/or do not include observable and measurable performance conditions.	The candidate establishes clear learning objectives that include observable and measurable performance conditions and guide the lesson planning process.	The candidate establishes clear learning objectives that include observable and measurable performance conditions. The candidate utilizes the objectives to guide the lesson planning process and seeks teaching strategies that promote mastery for all students.

William & Mary
School of Education

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
4. Standards - Plans lessons that align with local, state, and national standards.	There was not an opportunity to observe skills related to this competency.	The candidate rarely plans lessons that align with local, state, and national standards.	The candidate inconsistently plans lessons that align with local, state, and national standards.	The candidate consistently plans day-to-day and long-range lessons that align with local, state, and national standards.	The candidate consistently plans day-to-day and long-range lessons that align with local, state, and national standards. It is evident in the candidate's plans that the standards are used regularly in lesson planning.
5. Lesson Plan - Selects and clearly outlines appropriate instructional strategies/activities that align to instructional goals, are responsive to diverse student needs, and provide ways for differentiating instruction.	There was not an opportunity to observe skills related to this competency.	The candidate does not select or clearly outline appropriate instructional strategies/activities.	The candidate may select and outline instructional strategies/activities, but strategies often are inappropriate, do not align to instructional goals, respond to diverse student needs, and/or provide for differentiation.	The candidate consistently selects and outlines appropriate instructional strategies/activities that align to instructional goals, are responsive to diverse student needs, and provide ways for differentiating instruction. Plans address student IEP and/or 504 requirements, if needed.	The candidate consistently selects and clearly outlines appropriate instructional strategies/activities that align to instructional goals, are responsive to diverse student needs, and provide ways for differentiating instruction. Planned instructional strategies are specific, practical, and reflective of all student populations (e.g., ELL, gifted, cultural groups). Plans address student IEP and/or 504 requirements, if needed.
6. Preparedness - Demonstrates a preparedness to teach, making sure that appropriate materials and resources are organized in advance and appropriate grouping strategies are selected.	There was not an opportunity to observe skills related to this competency.	The candidate is rarely prepared to teach. Appropriate resources are not prepared or organized in advance.	The candidate is inconsistent in preparedness to teach. Materials, resources, and/or technology may not be appropriate or prepared ahead of time.	The candidate consistently demonstrates a preparedness to teach, making sure that appropriate materials and resources are prepared and organized in advance and appropriate grouping strategies are selected. Technology, if being used, is tested and prepared ahead of time.	The candidate consistently demonstrates a preparedness to teach, making sure that appropriate and relevant materials and resources are prepared in advance and well organized. The candidate is prepared to adjust instruction, if needed, with materials and resources for enrichment and remediation. Technology, if being used, is tested and prepared ahead of time.

William & Mary
School of Education

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
Domain 2: Teaching Skills and Classroom Environment					
7. Teaching Ability: Uses effective and varied teaching strategies and delivers lessons clearly and accurately.	There was not an opportunity to observe skills related to this competency.	The candidate rarely teaches effectively, struggling to use a variety of well-chosen strategies and/or deliver lessons or directions clearly and accurately.	The candidate's teaching is developing. The candidate does not consistently teach effectively, use varied strategies, and/or deliver lessons clearly and accurately.	The candidate consistently teaches effectively using a variety of well-chosen strategies and instructional settings (e.g., whole group, small group). Lesson concepts and directions are explained clearly and accurately using language that is age-appropriate and relatable for all students.	The candidate consistently teaches effectively using a variety of purposely-chosen strategies and instructional settings (e.g., whole group, small group). Lesson concepts and directions are explained clearly and accurately using language that is age-appropriate and relatable for all students. Strategies such as guided practice, modeling, and independent practice are evident, and the candidate can easily modify the lesson, if needed.
8. Engaging Students - Engages students actively in learning.	There was not an opportunity to observe skills related to this competency.	The candidate rarely engages students actively in their learning.	The candidate struggles to consistently engage students actively in their learning.	The candidate engages students actively in learning by using relevant, learner-centered, motivational strategies that generate enthusiasm and appreciation for the lesson.	The candidate engages students actively in learning by using relevant, learner-centered, motivational strategies that generate enthusiasm and appreciation for the lesson. The candidate consistently makes an effort to motivate and engage all learners in classroom activities (e.g., quiet/shy students, students who may appear disconnected, ELL students).
9. Differentiation - Differentiates instruction based on the students' background knowledge, individual needs, and diverse lived experiences.	There was not an opportunity to observe skills related to this competency.	The candidate does not differentiate instruction.	The candidate tries to differentiate instruction, but does not base this differentiation on a thorough understanding of the students' background knowledge, individual needs, and/or diverse lived experiences.	The candidate consistently differentiates instruction based on the students' background knowledge, individual needs, and diverse lived experiences.	The candidate's teaching skills and classroom procedures consistently exhibit differentiation that is based on a deep understanding of the students' background knowledge, individual needs, and diverse lived experiences. Differentiation is apparent when observing the candidate's lessons.

William & Mary
School of Education

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
10. Thinking Skills - Models and facilitates discussions and activities that develop higher order thinking skills and student metacognition.	There was not an opportunity to observe skills related to this competency.	The candidate does not use discussions or activities that develop higher order thinking skills and student metacognition.	The candidate inconsistently or ineffectively uses discussions or activities that may help students develop higher order thinking skills or metacognition.	The candidate models and facilitates discussions and/or activities that develop higher order thinking skills and student metacognition. The candidate promotes critical and creative thinking through questioning or other inquiry-based activities.	The candidate models and facilitates discussions and/or activities that develop higher order thinking skills and student metacognition. The candidate promotes critical and creative thinking through questioning or other inquiry-based activities. Student-initiated thinking, questioning, and reflection are used frequently in instruction.
11. Rapport - Builds positive rapport with and among students, fostering an environment that values and encourages respect for diversity.	There was not an opportunity to observe skills related to this competency.	The candidate does not build a positive rapport with and among students.	The candidate attempts to build a positive rapport with students. The candidate's efforts may be unsuccessful, inconsistent, and/or lacking a respect for diversity.	The candidate builds positive rapport with and among students, fostering a classroom environment that values and encourages respect for diversity.	The candidate builds positive rapport with and among students, fostering a classroom environment that values and encourages respect for diversity. The candidate's active modeling of caring, fairness, respect, and courtesy contribute to the students' development.
12. Learning Environment - Maintains a physically and emotionally safe learning environment for all students.	There was not an opportunity to observe skills related to this competency.	The candidate does not maintain a physically and emotionally safe learning environment for all students by setting and enforcing clear expectations.	The candidate attempts to maintain a physically and emotionally safe learning environment. However, clear expectations are not set and/or enforced appropriately, equitably, and/or consistently.	The candidate maintains a physically and emotionally safe learning environment by setting clear expectations and enforcing expectations appropriately, equitably, and consistently.	The candidate maintains a physically and emotionally safe learning environment by setting clear expectations and enforcing expectations appropriately, equitably, and consistently. The candidate involves students in establishing classroom expectations and norms and discusses these norms regularly and explicitly.

William & Mary
School of Education

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
13. Behavior Management Skills - Uses effective strategies for addressing student behavior.	There was not an opportunity to observe skills related to this competency.	The candidate does not use effective behavior management strategies for addressing behaviors.	The candidate is inconsistent in addressing student behaviors proactively, redirecting negative behaviors, offering positive behavioral supports and consequences, and avoiding punishment, when appropriate.	The candidate redirects off-task and negative behaviors and addresses student behaviors proactively in order to prevent difficulties. The candidate employs positive behavioral supports and consequences and avoids punishment for managing behaviors, when appropriate.	The candidate redirects off-task and negative behaviors and addresses student behaviors proactively in order to prevent difficulties. The candidate employs positive behavioral supports and consequences and avoids the use of punishment for managing behaviors, when appropriate. Appropriate behaviors and strategies are modeled and taught, and there is a long-term plan for developing student behaviors.
14. Routines and Procedures - Demonstrates use of effective and efficient routines, procedures, and time management skills.	There was not an opportunity to observe skills related to this competency.	The candidate does not use effective and efficient routines, procedures, and/or time management skills.	The candidate struggles with time management and/or the use of effective and efficient routines and procedures.	The candidate consistently uses effective and efficient routines, procedures, and time management skills to enhance the learning environment. The candidate is able to maintain an appropriate pace.	The candidate uses effective and efficient routines, procedures, and time management skills to enhance the learning environment. The candidate is able to maintain an appropriate pace, plan for transitions and discretionary time, and use procedures to improve the classroom environment.
15. Technology - Incorporates technology that extends and enhances instruction, makes connections to the content, and supports students' learning.	There was not an opportunity to observe skills related to this competency.	The candidate rarely incorporates technology into instruction.	The candidate incorporates some technology into lessons, but its use doesn't enhance instruction or support students' learning.	The candidate consistently incorporates technology that extends and enhances instruction, makes connections to the content, and supports students' learning.	The candidate consistently incorporates technology that extends and enhances instruction, makes connections to the content, and supports students' learning. Technology is implemented in lessons seamlessly, and the candidate is well-prepared for its use.

William & Mary
School of Education

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
Domain 3: Assessment					
16. Quality of Assessments - Uses valid and reliable assessment measures that align with the lesson content, instructional strategies, and learning objectives and are responsive to diverse student needs.	There was not an opportunity to observe skills related to this competency.	The candidate's assessments are often inappropriate, invalid, unreliable, not aligned to the lesson, and/or insensitive to diverse student needs.	The candidate inconsistently uses assessments that are valid and reliable, varied, aligned to the lesson, and/or responsive to diverse student needs.	The candidate uses valid and reliable assessment measures that align with the lesson content, instructional strategies, and learning objectives and are responsive to diverse student needs. A variety of assessment techniques are used by the candidate (e.g., formal and informal, oral and nonverbal).	The candidate uses valid and reliable assessment measures that align with the lesson content, instructional strategies, and learning objectives. A culturally responsive assessment practice is clearly evident through using language and tools that are appropriate for all students, acknowledging students' differences when preparing assessments, and involving students in the entire assessment process. A variety of assessment techniques are used by the candidate (e.g., formal and informal, oral and nonverbal).
17. Formative Assessment - Monitors student learning by formatively assessing for understanding during instruction and adjusting instruction accordingly.	There was not an opportunity to observe skills related to this competency.	The candidate does not monitor student learning during instruction.	The candidate plans to check for understanding but often doesn't follow through or does so ineffectively. The candidate is not able to consistently adjust instruction accordingly.	The candidate regularly monitors student learning by checking for understanding during instruction and adjusting instruction accordingly.	The candidate regularly monitors student learning by checking for understanding during instruction and adjusting instruction accordingly. The candidate uses data for future instructional decisions. Formative assessment is implemented seamlessly and as a regular part of instruction.
18. Feedback - Provides positive and constructive feedback to guide students' learning.	There was not an opportunity to observe skills related to this competency.	The candidate rarely provides feedback to guide students' learning.	The candidate is inconsistent in providing feedback. Even when given, feedback may be vague, inappropriate, unhelpful, or overly negative.	The candidate consistently provides feedback to guide students' learning. Feedback is specific, timely, positive, and constructive.	The candidate consistently provides feedback to guide students' learning. Feedback is specific, timely, positive, and constructive. The candidate's feedback is provided in a way that enables students to reach a deeper understanding of the concepts and improve their learning.

William & Mary
School of Education

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
19. Summative Assessment - Uses data from summative assessments to guide instructional decisions and plan for future lessons.	There was not an opportunity to observe skills related to this competency.	The candidate does not utilize the data received from summative assessments.	The candidate rarely uses data from summative assessments. Students may not receive assessment results in a timely manner.	The candidate uses data from summative assessments to guide instructional decisions and plan for future lessons. Assessment results are provided to students in a timely manner.	The candidate analyzes detailed data from summative assessments and uses this data to guide instructional decisions. The candidate involves students in interpreting summative data and deciding future plans of action. Assessment results and appropriate supports are provided to students in a timely manner.
Domain 4: Professionalism					
20. Ethics and Professional Demeanor - Demonstrates professional demeanor and ethical behavior.	There was not an opportunity to observe skills related to this competency.	The candidate does not demonstrate a professional demeanor, follow policies, and/or exhibit ethical behavior.	The candidate struggles to consistently exhibit a professional demeanor, to follow all school and division policies, and/or to exhibit ethical behavior.	The candidate consistently exhibits a professional demeanor in areas such as punctuality, reliability, effort, and respect for diversity. The candidate follows all school and division policies and regularly exhibits ethical behavior, including maintaining confidentiality.	The candidate consistently exhibits an exceptionally professional demeanor in areas such as punctuality, reliability, effort, and respect for diversity. Without prompting or hesitation, the candidate follows all school and division policies and regularly exhibits ethical behavior, including maintaining confidentiality.
21. Communication - Demonstrates effective oral and written communication.	There was not an opportunity to observe skills related to this competency.	The candidate lacks effective oral and written communication skills and/or is unprofessional in communications.	The candidate is professional in oral and written communications, though communication may be ineffective or lacking maturity.	The candidate consistently uses professional and effective oral and written communication skills within the school and to the community.	The candidate consistently uses professional and effective oral and written communication skills within the school and to the community. The candidate's communications show insight, maturity, and an overall message of student success.
22. Constructive Feedback - Incorporates constructive feedback into instructional practice.	There was not an opportunity to observe skills related to this competency.	The candidate does not incorporate constructive feedback from others into instructional practice.	The candidate inconsistently, and often with hesitation, incorporates constructive feedback from others into instructional practice.	The candidate listens carefully and incorporates constructive feedback from colleagues, faculty, mentor teachers, and supervisors into instructional practice.	The candidate listens carefully and incorporates constructive feedback from colleagues, faculty, mentor teachers, and supervisors into instructional practice. The candidate purposely seeks out additional feedback with hopes of further improving teaching skills.

William & Mary
School of Education

COMPETENCIES	Unable to Observe	Below Expectations (Rarely or Never)	Developing (Inconsistently)	Meets Expectations (Consistently)	Exceeds Expectations (Exemplary)
23. Reflection - Reflects actively and continuously upon their practice, leading to enhanced teaching and learning for all students.	There was not an opportunity to observe skills related to this competency.	The candidate rarely reflects on their practice.	The candidate reflects inconsistently upon their practice. Reflection is not consistently used when making professional and/or instructional decisions.	The candidate reflects actively and continuously upon their practice, leading to enhanced teaching and learning for all students. Professional and instructional decisions are based, in part, on continuous reflection in areas such as best practices and previous instructional outcomes.	The candidate reflects actively and continuously upon their practice, leading to enhanced teaching and learning for all students. Professional and instructional decisions are based, in part, on continuous reflection in areas such as best practices and previous instructional outcomes. It is evident in the candidate's practice that the process of reflection is valued as a means for improving teaching skills and student learning.
24. Community Engagement - Cooperates and fosters relationships with members of the school community.	There was not an opportunity to observe skills related to this competency.	The candidate does not cooperate well or foster relationships with families and/or community members.	The candidate may interact with families and/or community members to support student learning, as needed, but rarely makes an effort to foster a relationship and/or understand the students' cultures.	The candidate interacts effectively and fosters relationships with families and community members to support student learning. The students' diverse cultures are taken into account in communications.	The candidate interacts effectively and fosters relationships with families and community members to support student learning. The students' diverse cultures are understood and taken into account in communications. A strong understanding of the value of the students' families and school-community connectedness is evident in the candidate.
25. Collaboration with Colleagues - Collaborates well with all colleagues by contributing ideas, planning together, and supporting others' contributions.	There was not an opportunity to observe skills related to this competency.	The candidate does not work well with others in the school community.	The candidate has collaborated well with some colleagues but struggles to do so consistently and/or with all colleagues.	The candidate collaborates well with all colleagues by contributing ideas, planning together, and supporting others' contributions.	The candidate collaborates well with all colleagues by contributing ideas, planning together, and supporting others' contributions and seeks opportunities to work with others and hone collaboration skills.

May 2022

William & Mary
School of Education

PERFORMANCE ASSISTANCE PLAN

Teacher Candidate _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____ University Supervisor _____

Directions: The Performance Assistance 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, or when there is an area for professional growth that needs to be addressed by the teacher candidate. The plan is to assist the teacher candidate in achieving a satisfactory evaluation, and to improve his or her potential to be a successful classroom teacher. Failure to meet the terms of the Performance Assistance Plan may be grounds for removal from the program.

1. **Specific area(s) of concern:**

2. **Objectives for performance improvement**:

3. **Implementation timeline:**

4. **Assistance/resources to be provided:**

5. **Assessment criteria & procedures:**

_____   _____
Teacher Candidate   Date

_____   _____
University Supervisor   Date

_____   _____
Cooperating Teacher   Date

_____   _____
Director of Clinical Experiences   Date

_____   _____
Faculty Advisor   Date

W&M LESSON PLAN TEMPLATE

Designer:	Date:
Title/Topic:	Context:

Essential Questions:	
Related SOLS & aligned lesson objectives:	
Materials Needed:	

Instructional Strategies, Formative Assessment, and Timing

Opening/hook (to engage learners and activate prior knowledge)	
Middle Activities	
Closing activity (review, reflect, or check for understanding)	

Differentiation and/or Accommodations	
End of Unit Summative Assessment	
Resources	
Reflection & Recommendation for Future Use	

OBSERVATION FORM

Student Teacher _____   Date _____   Observation # _____

Cooperating Teacher _____   School _____

Subject/Grade _____   Time/Class _____

University Supervisor _____

Is there a specific focus for this observation? If so, what is the focus?

I. PREPARING FOR INSTRUCTION	
Demonstrates an understanding of: • Content and pedagogical knowledge • Child/student development • Establishing clear learning objectives • Planning (and adapting) standards-based lessons • Selecting appropriate strategies and activities that align to learning objectives, are responsive to diverse student needs, and that provide ways for differentiating instruction • Preparedness	Observation data/notes:
II. TEACHING SKILLS AND CLASSROOM ENVIRONMENT	
• Uses effective and varied teaching strategies • Engages students actively in learning • Differentiates instruction • Models and facilitates metacognition and higher order thinking skills • Builds positive rapport with and among students	Observation data/notes:

William & Mary
School of Education

• Maintains a physically and emotionally safe learning environment • Uses effective strategies for managing student behavior • Incorporates technology that extends and enhances instruction	
III. ASSESSMENT	
• Uses valid and reliable assessments • Formatively assesses for student understanding • Provides positive and constructive feedback • Uses data from summative assessment to guide instructional decision-making and planning	Observation data/notes:
IV. PROFESSIONALISM	
• Demonstrates professional demeanor and ethical behavior • Communicates effectively • Incorporates constructive feedback into instructional practice • Reflects actively and continuously • Fosters relationships with school community • Collaborates well with colleagues	Observation data/notes:

Areas of Strength:

Areas for Growth/Goals:

TESTING REQUIREMENTS FOR PROFESSIONAL LICENSURE

Use the table below as a quick reference for the assessments that are required for a Virginia Professional Teaching License in your program. Note that the VCLA, the Praxis II (for all except SPED), and Teaching Reading (for Elem & SPED) are also degree requirements in your program (which is why you see them listed in your Degree Works). You must complete and pass your program assessments in order to complete your W&M education degree.

Program	VCLA Reading & Writing	Praxis II With test codes	Teaching Reading 5205
PK-6 Elementary Education	X	X 5001	X
English as a Second Language	X	X 5362	
Secondary English	X	X 5038	
Secondary Math	X	X 5165	
Secondary Science	X	X Biology 5235 Chemistry 5245 Earth Science 5571 Physics 5265	
Secondary Social Studies	X	X 5081	
Special Education- General Curriculum	X		X

William & Mary
School of Education

STATUTORY REQUIREMENTS & ASSESSMENT PREPARATION

The statutory training requirements below are required for a Virginia Professional Teaching license (but they are not graduation requirements like the VCLA and Praxis assessments). You will need to save your training documentation certificates for your license application.

✔	**Statutory Training Requirements for Licensure**
	CPR/First Aid/AED
	Child Abuse Recognition Training
	Dyslexia Awareness
	Positive Behavior Intervention
	Cultural Competency

QUICK LINKS TO TRAININGS AND PREP MATERIALS

VCLA

Virginia Praxis Requirements

Preparing for the Praxis

Elementary Multiple Content Area Praxis Study Companion

Teaching Reading Praxis Study Companion

ESL Praxis Study Companion

American Red Cross Training

Child Abuse Recognition Training (Mandated Reporter Training)

Dyslexia Awareness Training

Positive Behavior Intervention (Seclusion and Restraint Module)

Cultural Competency Training

There are additional study companions available in all content areas for free online through the Praxis prep portal. Email adlawrence@wm.edu to request a 240 Tutoring account for additional test preparation.

STEPS FOR SUBMITTING INITIAL LICENSURE APPLICATION

1. **Certificates & Score Reports**
   Create a digital folder to organize and store all of your assessment score reports and online module training certificates. When you apply for licensure, you will upload each of these documents as attachments at the end of your online application:

   ☐ VCLA Score Report
   ☐ Praxis & Teaching Reading Score reports
   ☐ First Aid/CPR/AED Certification
   ☐ Child Abuse Recognition for Educators
   ☐ Dyslexia Awareness
   ☐ Positive Behavior Intervention
   ☐ Cultural Competency Training

2. **Online Licensure Account**
   Register for an online licensure account through the Virginia Department of Education. You will not yet have a license number, so leave the license number field blank.

3. **Transcripts**
   Order your official W&M transcripts through National Clearinghouse at the W&M Registrar's website. All W&M courses and programs that you have completed will appear on one transcript (so, one W&M transcript will include both undergraduate and graduate courses). Have your transcript sent electronically to the Virginia Department of Education Office of Teacher Licensure. If your degree has not yet conferred, be sure to select to hold for degree conferral in order to ensure that the transcript that the VDOE receives shows that your degree has officially conferred.

   Order any additional college transcripts. Be sure to include your bachelor's degree transcripts, as well as any additional courses you may have taken to fulfill a licensure requirement. Have all transcripts sent electronically to the Virginia Department of Education Office of teacher Licensure.

4. **College Verification Form**
   Complete Part I only of the College Verification Form. The Office of Teacher Education will complete the rest of the form, signing off on your clinical hours based on your LiveText time log.

5. **Application**
   Follow the prompts to complete the online application. Only include paid teaching examples under Experience (e.g. substitute teaching).

William & Mary
School of Education

6. **Add-On Endorsement**

   If you have completed additional Praxis assessments in content areas that can be added through testing, be sure to include a brief letter as an attachment to your application package. In your letter, indicate that you are requesting to add an additional endorsement at the time of initial licensure.

7. **Application Fee**

   You will pay a $100 (in-state) or $150 (out-of-state) fee in order to submit your application for a renewable teacher license in Virginia. Within 24 hours after paying and submitting your application, you will receive a PKID in your email. The PKID is a unique identifier that you can share with the OTE in the event that you need a document uploaded to your application packet on your behalf.

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 Office of Career Development & Professional Engagement 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 Office of Career Development & Professional Engagement website. The office 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 at the start of Spring semester in January generally has 30-40 schools in attendance. The fair is open to all teacher candidates and School of Education students. 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.

- **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.

William & Mary
School of Education

79