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The *Handbook for Clinical Experiences* is produced by the Office of Teacher Education and Community Engagement (OTECE) located in the administrative offices in the School of Education. OTECE is 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.

### STAFF DIRECTORY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
FALL 2018 DATES AND REMINDERS

Prior to fall, a [Program of Studies](#) must be submitted!

### AUGUST

<table>
<thead>
<tr>
<th>Date</th>
<th>Audience</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 20</td>
<td>Everyone</td>
<td>Deadline for submitting the Teacher Candidate Information Form for Cooperating Teachers</td>
</tr>
<tr>
<td>Aug 27</td>
<td>Everyone</td>
<td>Student Teacher/Cooperating Teacher Orientation and Reception</td>
</tr>
<tr>
<td>Aug 29</td>
<td>Everyone</td>
<td>First day of class</td>
</tr>
</tbody>
</table>

### SEPTEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Audience</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3</td>
<td>Everyone</td>
<td>Labor Day (Classes will be held)</td>
</tr>
<tr>
<td>Sept 4</td>
<td>Everyone</td>
<td>First day for K-12 public schools</td>
</tr>
</tbody>
</table>

### OCTOBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Audience</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 15</td>
<td>Special Education</td>
<td>First day of student teaching</td>
</tr>
<tr>
<td>Oct 26 - Nov 5</td>
<td>Special Education</td>
<td>Midterm student teaching evaluation website opens. Cooperating Teachers, Student Teachers, and University Supervisors complete midterm evaluation in LiveText.</td>
</tr>
</tbody>
</table>

### NOVEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Audience</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 9 - 19</td>
<td>Special Education</td>
<td>Final student teaching evaluation website is open for Cooperating Teachers, Student Teachers &amp; University Supervisors. Student Teacher feedback of placement website is open. Administrative Evaluation website is open for Administrators.</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Special Education</td>
<td>Last day of student teaching</td>
</tr>
<tr>
<td>Nov 19 - Dec 7</td>
<td>Elementary and Secondary</td>
<td>15 Week Practicum Evaluation website is open. Cooperating Teachers and Practicum students complete practicum evaluations.</td>
</tr>
</tbody>
</table>

### DECEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Audience</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 18</td>
<td>Everyone</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>
## SPRING 2019 DATES AND REMINDERS

| JANUARY | | | |
|---|---|---|
| Jan 1-15 | January graduates only | January graduates only, submit application materials for licensure to the Manager of Clinical Placements and Licensure. *This is a guideline-not a deadline.* |
| Jan 14 | Secondary & Special Education | Student Teaching orientation for students/cooperating teachers and university supervisors |
| Jan 16 | Everyone | First day of classes |
| Jan 16 | Secondary | First day of student teaching (approximate) Note: Students in the secondary education program will have a full semester of student teaching. Exact dates may vary by program. |
| Jan 16 - Feb 19 | Elementary | Curriculum & Instruction courses and practicum observation, participation, planning, and teaching in school (half days, mornings or afternoons depending on course schedule) |
| Jan 22 | UG Elementary | Student Teacher/Cooperating Teacher Orientation |

| FEBRUARY | | | |
|---|---|---|
| Feb 19 | Elementary | Student Teaching orientation for students/cooperating teachers and university supervisors |
| Feb 20 | Elementary | First day of student teaching |
| Feb 22 - Mar 11 | Secondary | Midterm student teaching evaluation website is open. Cooperating Teachers, Student Teachers, and University Supervisors complete midterm evaluation on line. |

<p>| MARCH | | | |
|---|---|---|
| Mar 4 | Special Education | First day of student teaching |
| Mar 15 - 25 | Special Education | Midterm student teaching evaluation website is open. Cooperating Teachers, Student Teachers, and University Supervisors complete midterm evaluation on line. |
| Mar 22 - Apr 12 | Elementary | Midterm student teaching evaluation website is open. Cooperating Teachers, Student Teachers, and University Supervisors complete midterm evaluation on line. |</p>
<table>
<thead>
<tr>
<th>APRIL</th>
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</thead>
<tbody>
<tr>
<td>Apr 5 - 15</td>
<td>Special Education</td>
<td>Final student teaching evaluation website is open. Coordinating Teachers, Student Teachers, and University Supervisors complete final evaluation online.</td>
</tr>
<tr>
<td>April 12</td>
<td>Special Education</td>
<td>Last day of student teaching</td>
</tr>
<tr>
<td>Apr 26 - May 10</td>
<td>Elementary &amp; Secondary</td>
<td>Final student teaching evaluation website is open for Coordinating Teachers, Student Teachers, and University Supervisors; Student Teacher feedback of placement website is open for ST’s; and the Administrative Evaluation website is open for Administrators.</td>
</tr>
<tr>
<td>Apr 26 - May 10</td>
<td>Undergraduate Practicum</td>
<td>Practicum evaluation website is open. Coordinating Teachers and Practicum Students complete evaluations online.</td>
</tr>
<tr>
<td></td>
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<tr>
<td>MAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1 - 15</td>
<td>May Graduates</td>
<td>May graduates submit application for licensure to the Manager of Clinical Placements and Licensure (SOE 1106) <em>This is a guideline-not a deadline.</em></td>
</tr>
<tr>
<td>May 7 by 9:00a.m.</td>
<td>Everyone</td>
<td>Deadline for turning in exams scores to the Manager of Clinical Placements and Licensure so you can graduate on May 11. Lack of passing exam scores will postpone your graduation until August.</td>
</tr>
<tr>
<td>May 8</td>
<td>Elementary &amp; Secondary</td>
<td>Last day of student teaching</td>
</tr>
<tr>
<td>May 8</td>
<td>Everyone</td>
<td>Reception for Student Teachers, Coordinating Teachers, and University Supervisors</td>
</tr>
<tr>
<td>May 11</td>
<td>Everyone</td>
<td>Commencement (for spring graduates)</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>AUGUST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 1 - 15</td>
<td>August Graduates</td>
<td>August graduates submit application for licensure to the Office of Teacher Education and Community Engagement (SOE 1106) <em>This is a guideline-not a deadline.</em></td>
</tr>
<tr>
<td>Aug 23</td>
<td>August Graduates</td>
<td>Graduation conferral date (for summer graduates)</td>
</tr>
</tbody>
</table>
The following are brief answers to many of the most frequently asked questions. For complete answers, please refer to the specific section in this handbook.

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

**How does the SOE determine placements for student teaching?** The Manager of Clinical Placements and Licensure collaborates with program faculty and designated partners in local school divisions in which teacher candidates are placed to jointly determine student teaching placements.

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

**Will I meet my Cooperating Teacher prior to student teaching?** Yes, you will meet your Cooperating Teacher at the Student Teacher/Cooperating Teacher Orientation and Reception, held prior to the beginning of the school year and fall semester.

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

**Can I still student teach if I fail or have an incomplete in one or more courses or practica?** No, teacher candidates must successfully complete all education program courses with passing grades. Earning an F or I in any of these courses will prevent students from participating in student teaching.

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

**How many absences may I have during student teaching?** All absences must be approved by the Cooperating Teacher and University Supervisor. Extensive absences due to illness or extenuating circumstances must be approved by the Associate Dean for Teacher Education and Community Engagement.

**Can I leave student teaching early to attend class or extracurricular activities?** A course or extracurricular activity must not interfere with the normal workday nor require an early dismissal. Student teachers cannot use outside or extracurricular activities 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 SOE’s web-based assessment, evaluation, and portfolio system. For individual assistance with LiveText, contact the Manager of Assessment and Accreditation (221-2312) or log in to [Livetext.com](http://Livetext.com) and visit the help center.

**How do I obtain a teaching license?** Every state has an application process. See application procedures in the licensure section of this handbook. OTECE will help with this process which includes checking all teacher candidates’ programs of studies for required general studies courses.

**What is the Praxis II and where do I take it?** The Praxis II is a subject-area assessment. Praxis II is a program and licensure requirement for elementary, secondary, foreign language (except Latin) education programs and the ESL endorsement. It must be taken in your teaching endorsement area and is content specific. Praxis exams are administered electronically at commercial testing centers.

**What is the VCLA and where do I take it?** The Virginia Communication and Literacy Assessment (VCLA) is a test of communication and literacy skills that is required for program completion and initial licensure. Test scores sent to W & M by Pearson cannot be used for licensure. You must make a copy and submit to OTECE.

**What is the RVE and where do I take it?** The Reading for Virginia Educators (RVE) assessment is a test of skills required to teach reading to students. The RVE is a program completion requirement for elementary education, special education, and reading specialist teacher candidates and is required for initial licensure.

**Can I graduate from the School of Education if I don’t pass one or more of the licensure tests?** No, these tests are also program requirements.

**Where can I complete the required training in first aid, CPR, and AED use?** The American Red Cross and the American Heart Association regularly offer training courses to the general public.

**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.

**Can I apply for a teaching position before I graduate?** Yes, but you must let the state’s Department of Education know you are in the process of completing a state approved program. If requested, OTECE will write a letter of eligibility.
HANDBOOK for CLINICAL EXPERIENCES

The Handbook for Clinical Experiences is designed as a guide for all parties involved in the clinical experience process.
DEFINITIONS FOR CLINICAL EXPERIENCES

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

**PRACTICA** are a series of supervised observational and interactive experiences in a school placement that provide for and emphasize the practical application of theory in the field while the teacher candidate is completing coursework in the School of Education. 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 classroom.

**COOPERATING TEACHERS** are experienced classroom teachers, of whom a majority have been through the SOE Clinical Faculty program and teach in a partnering school. The primary role of the Cooperating Teacher is to supervise and guide the teacher candidate throughout his or her clinical placement.

**STUDENT TEACHING** is the culminating clinical experience for teacher candidates. During this time, they work as full-time teaching interns, assuming assigned responsibilities and duties of the Cooperating Teacher over a ten-week period under the direction of a University Supervisor. Teacher candidates complete internships in the same setting and with the same Cooperating Teacher with whom they completed their practica experiences. This provides an intensive, long-term experience that develops and advances teacher candidates’ professional knowledge, skills, and dispositions.

**UNIVERSITY SUPERVISORS** are either a SOE faculty member or other qualified educator employed by the university who supervise and mentor a teacher candidate and serve as the instructor of record during student teaching.

Through clinical experiences, each teacher candidate experiences an extended period of guided induction into the profession through mentorship, classroom-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.
Novice Teacher Competencies

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 are part of the School of Education’s accreditation standards and are incorporated into the specific competencies of the teacher preparation programs.

The Learner and Learning

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

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

10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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.
SOE TEACHER EDUCATION COMPETENCIES

The William & Mary Student Teacher Competencies represent the knowledge, skills, and dispositions that teacher candidates are expected to develop and demonstrate through courses and clinical experiences in their professional preparation, culminating in the student teaching internship. In conjunction with partnering schools and teachers, the SOE faculty developed a conceptual framework of competencies for Teacher Education. The aim of the teacher preparation programs is to develop these competencies in each teacher candidate through the sequence of courses and field experiences, with mastery and successful demonstration of the competencies during student teaching. Below is a conceptual model of the SOE Teacher Education Competencies. There are thirty competencies, which are grouped into six domains. For a description of each competency, see the Evaluation rubric for Student Teaching Competencies in the Appendix.

<table>
<thead>
<tr>
<th>Foundational understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Subject knowledge</td>
</tr>
<tr>
<td>• Understands child development</td>
</tr>
<tr>
<td>• Understands role of literacy</td>
</tr>
<tr>
<td>• Understands differences in experiences and learning</td>
</tr>
<tr>
<td>• Understands role of preK-12 education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to plan, organize, and prepare</th>
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</thead>
<tbody>
<tr>
<td>• Plans standards-based lessons</td>
</tr>
<tr>
<td>• Selects appropriate instructional strategies</td>
</tr>
<tr>
<td>• Selects appropriate resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaches based on planned lessons</td>
</tr>
<tr>
<td>• Motivates and engages students</td>
</tr>
<tr>
<td>• Uses a variety of teaching strategies</td>
</tr>
<tr>
<td>• Promotes student thinking skills</td>
</tr>
<tr>
<td>• Monitors student learning</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment and evaluation</th>
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</thead>
<tbody>
<tr>
<td>• Uses appropriate assessments</td>
</tr>
<tr>
<td>• Implements assessments for learning</td>
</tr>
<tr>
<td>• Uses assessments for instructional decisions</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Classroom management skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Builds rapport</td>
</tr>
<tr>
<td>• Organizes for teaching</td>
</tr>
<tr>
<td>• Uses effective routines and procedures</td>
</tr>
<tr>
<td>• Maintains safe learning environment</td>
</tr>
<tr>
<td>• Responds appropriately to inappropriate behavior</td>
</tr>
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<table>
<thead>
<tr>
<th>Professional dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional demeanor and ethical behavior</td>
</tr>
<tr>
<td>• Professional development</td>
</tr>
<tr>
<td>• Effective communication and collaboration</td>
</tr>
<tr>
<td>• Reflective practice</td>
</tr>
<tr>
<td>• Teacher leadership</td>
</tr>
</tbody>
</table>
PROFESSIONAL DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development as well as the educator’s own professional growth and development. InTASC Standard One: Critical Dispositions specifically describes critical dispositions as:

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

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

1. Demonstrate effective oral communication skills
2. Demonstrate effective written communication skills.
3. Demonstrate professionalism.
4. Demonstrate a positive and enthusiastic attitude.
5. Demonstrate preparedness in teaching and learning.
6. Exhibit an appreciation of and value for cultural and academic diversity.
7. Collaborate effectively with stakeholders
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability.

A sample of the Evaluation of Professional Dispositions can be found in the appendix.
GENERAL PROCEDURES AND POLICIES FOR CLINICAL EXPERIENCES

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

ACADEMIC STANDING

Undergraduates: Any student with more than one unacceptable grade (D, F, I) in a required School of Education course on their academic record will not be able to participate in their field experiences. To be eligible to student teach, students must successfully complete all education program courses with passing grades. A student with extenuating circumstances may petition to the Associate Dean for Academic Programs for special approval to participate in field experiences.

Graduates: Teacher candidates must successfully complete all education program courses with passing grades. Earning an F or I in any of these courses will prevent students from participating in student teaching.

LIVETEXT

LiveText is the SOE’s web-based assessment, evaluation, and ePortfolio system. All Teacher Candidates, Cooperating Teachers and University Supervisors will use LiveText for recording, documenting and assessing clinical experiences. LiveText is web based for easy access from any device with a web browser. Training for the use of LiveText will be provided in one of the teacher preparation courses for all programs. In addition, the SOE will offer one-on-one training 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, or would like to know more about LiveText, feel free to contact the Manager of Assessment and Accreditation or log in to livetext.com and visit the help center.

SCHOOL PLACEMENTS

The Associate Dean for Teacher Education and Community Engagement and the Manager of Clinical Placements and Licensure are responsible for the placement of teacher candidates in schools. Clinical placements are made in close collaboration with school administrators and, where available, Lead Clinical Faculty members.

With the exception of programs in which licensure is K-12, school placements are intended to be “single-school placements,” meaning that a teacher candidate’s clinical experiences take place in the assigned school with the assigned Cooperating Teacher over the course of the program. The single-school placement is designed to provide a deep, rich, and focused experience for teacher candidates to develop and hone their mastery of knowledge, skills, and dispositions as a teacher, while minimizing the “start-up time” associated with multiple placements. Although teacher candidates are placed with a single Cooperating Teacher, clinical experiences are not limited to that one classroom. Some assignments and experiences will take place in other classrooms and even in other schools.
Clinical placements are made primarily within a 50-mile radius of campus. Teacher candidates should expect to incur travel time and associated expenses; the SOE cannot supplement these expenses. Teacher candidates should consult the College’s “Vehicle Use Policy” for important information about insurance and liability with regard to the use of personal vehicles for travel to and from internships.

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

**CHANGE IN PLACEMENT**

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

**IDENTIFICATION BADGES**

Schools are secure environments, and access to schools is controlled. In recognition of the schools’ efforts to ensure the safety and security of their students and staff, William & Mary teacher candidates are required to wear an identification badge when in the schools for practica and student teaching visits. The W&M student identification card should be used as student identification in the school. The OTECE provides W&M lanyards for teacher candidates.

**SUPPORT FOR W&M STUDENTS WITH DISABILITIES**

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

Teacher candidates with disabilities should note that practica and student teaching experiences are field-based and therefore may necessitate consideration of accommodations other than those deemed appropriate for a typical university classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can both satisfactorily offset the disability and maintain the appropriate supervision and adequate instruction of all PreK-12 students affected by the relevant clinical experience. When either of these would be compromised, alternative educational roles may need to be considered.
Teacher candidates with disabilities who will be participating in clinical experiences should discuss potential needs and concerns with the Associate Dean for Teacher Education and Community Engagement and the Assistant Dean of Students for Student Accessibility Services well in advance of any clinical experience to allow adequate time for planning, including the involvement of practica professors, the internship supervisor, the Cooperating Teacher, and the administrators at the host school, as appropriate.

BACKGROUND CHECKS
Although Virginia colleges and universities are not directed by state code to require background checks of their teacher candidates as a condition for admission or participation in clinical experiences in PreK-12 schools, all Virginia school divisions are required by state code to obtain background checks on their employees. Thus, all partnering school divisions require similar background checks for teacher candidates in their schools. OTECE will provide teacher candidates with information on how to obtain the required background check, which should be completed prior to the beginning of clinical experiences. Responsibility for having the background check completed and submitted to the appropriate agency resides with the teacher candidate.

Teacher candidates must disclose any prior felony convictions, sexual offenses, or crimes against minors that would be revealed in a background check. A teacher candidate’s failure to disclose prior convictions is cause for denial of entry to student teaching and dismissal from the program. If a teacher candidate is concerned that a prior conviction may prevent the granting of a teacher license by the state, then he or she should seek the advice of the OTECE. Acceptance or termination of a placement based on the results of a background check is at the discretion of the school division. The SOE does not pay background check fees; therefore, any cost will be the responsibility of the teacher candidate.

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.

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, School of Education students are expected to meet or exceed the schools’ expectations of appearance and behavior. Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, excessive body piercing, t-shirts, bare shoulders, and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for school teachers. Teacher candidates should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties, and the like. It is the teacher candidate’s responsibility to become familiar with the school’s expectations for faculty appearance and dress immediately upon beginning the first practicum experience. Inappropriate appearance or dress can adversely affect a teacher candidate’s placement or continuation at the W&M School of Education.
Teacher candidates’ behavior is also governed by general expectations of professionalism and civility. Teaching is a service profession. During clinical experiences, teacher candidates will interact with minors, parents/guardians, support staff, administrators, and teachers. While these interactions will typically be positive, teacher candidates are also likely to encounter some situations that are uncomfortable or challenging. A vital area of training as a teacher is developing the attitudes, skills, and capacity to work productively and professionally with all populations in the myriad situations that arise each day. Teacher candidates are responsible for their behavior during school visits. **Continuation in a clinical placement and in the SOE can be adversely affected by unprofessional or inappropriate dispositions, behaviors, or interactions with others.**

**CONFIDENTIAL INFORMATION**

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP’s), family histories, and more. **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.

**PERMISSION TO VIDEO IN THE CLASSROOM**

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

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

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

Dear Parent/Guardian:

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

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

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

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

1. **Do no harm.** SOE students are placed in classrooms to assist and facilitate the growth, learning, and development of the students in the public schools.
2. **Demonstrate cultural competency.** Respect all children, families, and colleagues. Treat all children, families, and colleagues with care and professional courtesy.
3. **Maintain the 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 the College of William & Mary.
7. **Be prepared.** Prepare appropriately for clinical experiences. Add to the learning experience in the classroom.
8. **Arrive and depart punctually.** As an adult and representative of the SOE, your arrival and departure times should occur in a timely fashion that reflects your interest. Signing in inaccurate times is a violation of the honor code.
9. **Communicate appropriately.** Language is a powerful tool and professional, child-first language should be used at all times.
10. **Dress professionally.** As adults in the schools, SOE students are required to dress appropriately.

GUIDELINES FOR THE PREVENTION OF SEXUAL MISCONDUCT & ABUSE

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

- Conducting ongoing, private, conversations with individual students that are unrelated to school activities or the well-being of the student and that take place in locations inaccessible to others
- Inviting a student or students for home visits without informing parents
- Visiting the homes of students without the knowledge of parents
- Inviting students for social contact off school grounds without the permission or knowledge of parents
- Transporting students in personal vehicles without the knowledge of parents or supervisors.
Personal contact between adults and students must always be nonsexual, appropriate to the circumstances and unambiguous in meaning. Teacher candidates should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:

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

GUIDELINES FOR ONLINE AND ELECTRONIC COMMUNICATION

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

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

Professional Guidelines:

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

PROFESSIONAL PORTFOLIOS

In an effort to bring a greater sense of coherence to the academic and clinical experiences of teacher candidates in the SOE teacher preparation programs, faculty members work with teacher candidates in developing professional portfolios of their pre-service training and development. The purpose of the professional portfolios is three-fold: (1) to serve as an extended, reflective instructional activity in the development of teaching competencies during the course of the program, (2) to provide SOE faculty with data for program evaluation and accreditation, and (3) to provide teacher candidates with documentation of their professional competencies for interviews and post-graduate development.
Development of the professional portfolio begins in the methods courses and is developed and maintained throughout the program. A final presentation at the end of the student teaching experience provides an opportunity to synthesize experiences across coursework and clinical experiences.

Professional portfolios will be created and maintained in LiveText which will allow Teacher Candidates to develop portfolios that can be shared with prospective employers. Additional information regarding procedures, expectations, and criteria will be provided in methods course and are included in LiveText.

**SEMESTER REVIEW PROCESS**

All teacher candidates in the SOE are expected to develop the knowledge, skills, and dispositions that are appropriate to the profession of education demonstrated through a variety of means, such as the following: coursework; class participation; clinical experiences; licensure tests; and interactions with SOE faculty and administration; and interactions with PK-12 teachers, staff, pupils, and families. Each teacher candidate must meet the standards and expectations of the SOE and the College of William & Mary in order to remain in the program, successfully complete the program, and be recommended for licensure. In order to facilitate the systematic and regular review of teacher candidate performance, the faculty and administration of the teacher preparation program have developed the Semester Review process. This process applies explicitly to teacher candidate professional competencies and is complementary to existing policies of the College of William & Mary Honor Code or the SOE standards for academic performance.

Each teacher candidate’s performance, is reviewed each semester by a group of faculty most directly related to the candidate’s program emphasis. As part of this review, faculty may identify teacher candidates who are demonstrating exemplary performance. Faculty also identify any teacher candidate who is demonstrating unsatisfactory performance in knowledge, skills, or dispositions. The Semester Review is intended to be a regular and systematic process; therefore, it occurs after the end of each semester. However, faculty, deans, partners in the field, or other individuals with responsibilities for teacher candidates may identify concerns at any time in a teacher candidate’s progression in the program.
GUIDELINES FOR PRACTICA

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

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

- Be familiar with and adhere to the Code of Conduct.
- Develop a positive working relationship with the Cooperating Teacher and other professionals and support staff in the school.
- Observe, participate in, and become familiar with the class.
- Observe and interact with the students in the class, under the supervision of the Cooperating Teacher.
- Become familiar with the climate, culture, rules, and procedures of the school.
- Under the supervision and direction of the Cooperating Teacher, instruct students in small groups and, if possible, as a whole class.
- Complete all course requirements assigned by the course instructor that require clinical experiences in the classroom.
- Complete all online and printed evaluations. Submit printed forms to course instructors.

ATTENDANCE
Attendance during 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.
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 SOE. The SOE emphasizes the quality of clinical experiences rather than the number of hours, and the SOE’s program requirements exceed the minimum state requirements. The minimum state requirements are 300 clock hours of which 150 have to be in direct instruction. Teacher candidates are expected to meet the SOE requirements, as shown below, for purposes of program/degree completion and recommendation for licensure. The following guidelines apply:

**School of Education Practicum Requirements**

- Practicum courses: 20 clock hours per one credit course.
- Five-week “Block” Practicum (student teaching semester): Mornings or afternoons depending on teacher candidate’s coursework schedule.

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

*During practica experiences, faculty members will require teacher candidates to document hours to verify attendance for purposes of course completion and licensure.*

Teacher candidates who are seeking an ESL endorsement must complete 150 clock hours of direct instruction with ESL students in K-12 classrooms. These hours must include experiences in elementary and secondary settings. This requirement may be fulfilled in the clinical experiences associated with the elementary, secondary, or special education initial licensure program or through other experiences in accredited settings approved by the instructor or OTECE. Students must coordinate their clinical placements through the OTECE.

LESSON PLANS

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

Most methods courses require teacher candidates to teach one or more lessons in their clinical placements. Instruction on content, pedagogy and format in each methods course will provide teacher candidates with the detailed information necessary to effectively plan lessons. **Lesson plans must be approved by the methods professor and Cooperating Teacher before a teacher candidate may teach a lesson in their clinical placements.**
VIRGINIA STANDARDS OF LEARNING
In the state of Virginia, PreK-12 public schools have been charged with the task of implementing objectives to improve the academic achievement of all students and are held to standards of accountability for that achievement. Those objectives are the Standards of Learning which emphasize the following:

- Setting high, clear measurable academic standards on a statewide basis
- Measuring student progress toward meeting those standards through regular testing
- Ensuring accountability for teachers and administrators regarding student learning

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

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

The SOLs are a critical part of public schooling in Virginia. In order to effectively promote student learning, instructional activities should be aligned with the SOLs at each grade level and in each subject area.
EVALUATION
During practica experiences, teacher candidates are evaluated on an ongoing basis by the Cooperating Teacher and course instructor. The following required documentation must be submitted for successful completion of the practicum.

1. **Attendance**
   Teacher candidate attendance hours and activities are recorded in LiveText. The Cooperating Teacher must verify this documentation. Practicum instructors access the attendance documentation in LiveText once it is completed by the practicum student.

2. **Teacher Candidate’s Self-Evaluation of Practicum**
   Each teacher candidate completes a self-evaluation of each semester-long practicum experience. This evaluation is completed in two parts:
   a. **Self-Evaluation of Required Practicum Activities**: The practicum instructor will provide the teacher candidate with a self-evaluation form listing specific assignments/activities to be completed in the classroom. This portion of the self-evaluation is completed on paper and returned to the course instructor.
   b. **Self-Evaluation of Professional Dispositions**: The evaluation of professional dispositions is completed in LiveText. Teacher candidates will be notified by the SOE Manager of Assessment and Accreditation by e-mail when the evaluation is available. Practicum instructors access this self-evaluation in LiveText, once it is submitted by the practicum student. See appendix for Evaluation of Professional Dispositions.

3. **Cooperating Teacher’s Evaluation of Intern’s Practicum**
   The Cooperating Teacher completes an evaluation of each semester-long practicum experience. This evaluation is completed in two parts:
   a. **Evaluation of Required Practicum Activities**: The practicum instructor will provide each practicum student with a copy of the evaluation form listing specific assignments/activities to be completed in the classroom. This portion of the evaluation is completed on paper and returned to the course instructor either via the practicum student or by mail. Cooperating Teachers are strongly encouraged to review their practicum evaluations with their teacher interns.
   b. **Evaluation of Professional Dispositions** (see Appendix): The evaluation of professional dispositions is completed in LiveText. Cooperating Teachers are notified by the SOE Manager of Assessment and Accreditation by e-mail when the evaluation is available. Practicum instructors can access the Cooperating Teachers’ evaluation in LiveText, once it is submitted. Cooperating Teachers are strongly encouraged to review their evaluations of professional dispositions with their teacher interns. Students will be able to view the evaluation after the end of the semester. See appendix for Evaluation of Professional Dispositions.

A grade cannot be given until all three parts are submitted and reviewed by the instructor-of-record for the practicum.

Successful completion of all SOE coursework and practicum experiences is required in order for Teacher Candidates to continue into student teaching. (see Academic Standing for guidelines)
GUIDELINES FOR STUDENT TEACHING

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

STUDENT TEACHER’S EXPECTATIONS AND RESPONSIBILITIES

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

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

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

The following are specific responsibilities of the Student Teacher:

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

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

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

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

5. Be conscientious about preparation and participation in classroom activities in the school. This includes providing your Cooperating Teachers with your course syllabi, assignments, and due dates.
6. Act professionally at all times. Such behavior applies to accepted dress codes; attendance; confidentiality of pupil and teacher information; interactions with parents; interactions with the Cooperating Teachers and other school personnel; and any additional behavior code that is required or expected at the placement site.

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

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

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

10. Complete the evaluation named “Teacher Candidate’s Feedback on Clinical Placement” in LiveText. The purpose is to provide constructive feedback to the Associate Dean for Teacher Education and Community Engagement on the quality of your clinical placement. Your input regarding the quality of your placement is important.

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

12. Follow up with your Cooperating Teacher and University Supervisor to ensure that their final evaluations have been submitted to the OTECE.

13. Thank your Cooperating Teacher and your University Supervisor for working with you during your student teaching experience. Cooperating Teachers and University Supervisors are typically characterized by high degrees of professional achievement and commitment. They work with Student Teachers out of a sense of professional responsibility and a continuing desire to make a positive difference in the lives of other people.

**STUDENT TEACHING EXPERIENCE CHECKLIST**

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

- □ Meet with the principal within the first week of the student teaching experience.
- □ Discuss and receive in written form, if possible, the policies and procedures of the school division and local school which apply to student teaching.
- □ Examine student records and become informed of students’ physical disabilities or other health impairments in the class or team.
- □ Develop schedules with the Cooperating Teacher.
- □ Provide a copy of the daily or weekly schedule (instructional periods, conferences, lunch, planning periods, art, music, PE periods, etc.) to the University Supervisor.
☐ Observe a variety of teaching techniques used by a variety of professional staff outside of the assigned classroom.

☐ Utilize alternative grouping arrangements, if appropriate.

☐ Review required format for lesson plans.

☐ Discuss report cards and reporting procedures with Cooperating Teacher and other appropriate school staff members.

☐ Have the following materials readily available for the University Supervisor:
  ☐ Requirements for course/syllabus
  ☐ School information
  ☐ Class information/seating chart/management plans
  ☐ Map of the room/location of supplies
  ☐ Teacher’s long-range plans
  ☐ Lesson plans (If you know you are going to be observed, having these materials available for your supervisor is important.)

☐ Attend P.T.A. meetings.

☐ Attend faculty meetings and in-service programs as scheduled.

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

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

Participate in the following types of conferences:

☐ Parent-teacher

☐ Teacher-administrator

☐ Professional staff

☐ Supporting staff

☐ IEP/504/Child study meeting (if appropriate)

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

| Student Teaching | Full-time, Monday through Friday. During the ten weeks of student teaching, teacher candidates are in the school before classes start until after classes are dismissed. |

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

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

Teacher candidates are required to sign in and sign out each day at their assigned schools immediately upon arrival and departure. Faculty meetings, IEP/Child Study meetings, and parent/teacher meetings are part of required attendance. Any deviation from this general rule must be approved in advance by the Student Teacher’s Cooperating Teacher and the University Supervisor.

ABSENCE POLICY

With the exception of attending one career day, teacher candidates are expected to be at their assigned schools every day. Absences from internship are acceptable only in case of personal illness or death in the immediate family. In case of illness or a death in the immediate family, the candidate must contact the cooperating teacher and university supervisor as early as possible. In cases of absence, the Cooperating Teacher serves as “substitute teacher” for the Student Teacher. In such cases, the Student Teacher is expected to prepare adequate and appropriate substitute plans for the Cooperating Teacher. Excessive absences or abuse of these guidelines may result in an extended student teaching experience or failure.

OUTSIDE OR EXTRACURRICULAR ACTIVITIES

Student teachers cannot use outside or extra-curricular activities as a reason for not performing student teaching duties. A course or extra-curricular activity must not interfere with the normal work day nor require an early dismissal.

ADDITIONAL COURSEWORK AND OUTSIDE EMPLOYMENT

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. Any coursework taken outside of that required in the teacher candidate’s required SOE program of studies must be approved by the candidate’s advisor and the Associate Dean of Teacher Education and Community Engagement. Outside employment during student teaching may impede the teacher candidates’ performance and is highly discouraged. If a candidate is employed or taking classes, the teaching candidates’ internship takes precedence.
EVALUATION

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

1. Student Teachers are formally observed a minimum of five times by the University Supervisor and are mentored, coached, and evaluated by the Cooperating Teacher and University Supervisor throughout the student teaching experience.

2. The Mid-term Evaluation is intended to be formative in nature, providing Student Teachers with formal feedback on their performance in order to promote their continuing development during the latter half of the experience. Student Teaching mid-term evaluations are completed by the Cooperating Teacher, the University Supervisor, and the Student Teacher. The three participants also meet at mid-term to discuss the teacher candidate’s performance, progress, and areas for improvement. The evaluation of the Student Teacher’s performance during full-time student teaching is completed in LiveText. (See Student Teaching Evaluation Rubric in Appendix) Student Teachers, University Supervisors, and Cooperating Teachers are notified via e-mail by the SOE Manager of Assessment and Accreditation when the evaluation becomes available at the appropriate point in the semester.

3. Final Evaluation of student teaching occurs during the last week of the experience and is intended to be summative in nature. Again, all three participants complete the Student Teaching Final Evaluation in LiveText and meet to discuss their evaluations. Student Teachers, University Supervisors, and Cooperating Teachers are notified via e-mail by the SOE Manager of Assessment and Accreditation when the evaluation becomes available at the appropriate point in the semester. The final evaluations of the Cooperating Teacher and the University Supervisor can become part of the teacher candidate’s credential file, if the teacher candidate chooses. Responsibility for determination of the final grade in student teaching rests solely with the University Supervisor.

4. Hosting school principals or designees (i.e., assistant principal, department chair) are requested by the SOE to observe both formally and informally each Teacher Candidate in their respective schools and to complete a brief evaluation in LiveText. Principals or designees are notified by e-mail by the SOE Manager of Assessment and Accreditation when the evaluation becomes available at the appropriate point in the semester. The teacher candidate is responsible for meeting with the principal to determine who will perform the evaluation and then provide the information, including the email address of the principal or designee, to the Manager of Assessment and Accreditation.

Ratings on the Mid-Term and Final Evaluation Forms are: Below Expectations, Developing, Meets Expectations, Exceeds Expectations, and Unable to Observe. Ratings are based on expectations for beginning teachers, not master teachers. The standard of Meets Expectations is a high standard, and it is the standard that most teacher candidates are anticipated to demonstrate in their performance as Student Teachers. In other words, there is nothing wrong with earning an evaluation of Meets Expectations—indeed, it represents a very high standard of performance. Ratings of Exceeds Expectations are intended to indicate superior quality and consistency of performance. The forms used for evaluation are described in the following chart.
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<th>Item</th>
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<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of hours</td>
<td>Yes</td>
<td>LiveText</td>
<td>Ongoing</td>
<td>Teacher candidates record their attendance in LiveText which will be checked regularly by the University Supervisor and Cooperating Teacher.</td>
</tr>
<tr>
<td>Student teaching pacing chart</td>
<td>No</td>
<td>Paper</td>
<td>Beginning of student teaching</td>
<td>The Teacher Candidate, Cooperating Teacher, and University Supervisor discuss an optimal plan for the teacher candidate to assume the duties and responsibilities of the classroom. The plan does not necessarily require the Student Teacher to adhere to the scheduled weeks, but a plan should be in place so that all three agree when this will occur.</td>
</tr>
<tr>
<td>Mid-term Evaluation (see Appendix for rubric)</td>
<td>Yes</td>
<td>LiveText</td>
<td>Midpoint of student teaching (refer to dates on the first page of this handbook)</td>
<td>Mid-term evaluations are completed by the Cooperating Teacher, the University Supervisor, and the Student Teacher. The three participants meet at mid-term to share and discuss the teacher candidate’s performance, progress, and areas for improvement.</td>
</tr>
<tr>
<td>Final Evaluation (see Appendix for rubric)</td>
<td>Yes</td>
<td>LiveText</td>
<td>End of student teaching (refer to dates on the first page of this handbook)</td>
<td>All three participants complete a summative evaluation and meet to discuss their evaluations. Responsibility for determination of the final grade in student teaching rests solely with the University Supervisor.</td>
</tr>
<tr>
<td>Administrator’s Evaluation</td>
<td>No</td>
<td>LiveText</td>
<td>End of student teaching (refer to dates on the first page of this handbook)</td>
<td>Hosting principals or their designees are requested to complete this brief evaluation. The evaluation results are used to provide confirmation of the Student Teacher’s performance and, in the aggregate, these evaluations are used by SOE faculty for program evaluation.</td>
</tr>
<tr>
<td>Teacher Candidate’s Feedback on Clinical Placement</td>
<td>No</td>
<td>LiveText</td>
<td>End of student teaching (refer to dates on the first page of this handbook)</td>
<td>This optional evaluation form can be used by the Student Teacher to provide confidential, constructive feedback to the Associate Dean for Teacher Education and Community Engagement regarding the quality of the clinical placement.</td>
</tr>
</tbody>
</table>
In order to pass student teaching, a Student Teacher must receive a rating from his or her University Supervisor of Meets or Exceeds Expectations for Overall Teaching Effectiveness. Note: It is possible that a teacher candidate may receive one or more ratings of Below Expectations or Developing for individual competencies on the Final Evaluation and yet still receive an overall rating of Meets Expectations. However, this is at the discretion of the University Supervisor. On a related note, a single rating of Below Expectations may constitute an overall rating of Below Expectations if the University Supervisor judges the Student Teacher’s unsatisfactory demonstration of a given competency to be significantly detrimental to his or her overall performance, egregious in nature, and/or persistent.

Teacher candidates who fail Student Teaching will be referred to the Teacher Candidate Review Panel in order to determine whether they can continue in the program (see Appendix for guidelines).

STUDENT TEACHING PACING GUIDE

*Student Teachers are expected to carry the full load of teaching responsibilities for at least three weeks.*

*Student Teachers are permitted and strongly encouraged to carry the full load for more than three weeks, if agreed to by the Cooperating Teacher and University Supervisor.* The SOE faculty recognizes that the nature of the various teacher education programs, varying placements, and individual skills and experience levels will affect the pacing of student teaching for different teacher candidates. Therefore, the following pacing guide is offered to provide a framework within which individual experiences can be tailored for the Student Teacher through the collaboration of the University Supervisor and Cooperating Teacher.

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

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

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

Since individual situations vary among student teaching experiences, it is important that the participants in the experience work collaboratively to ensure a successful transition of responsibilities both to and from the Student Teacher during the experience. The following bar graphs provide just two illustrations of how the pace at which responsibility for the Cooperating Teacher’s full load may be given to the Student Teacher over a ten-week period. Pacing will look vary by program in which student teaching is five or fifteen weeks.
In the **mid-loaded pacing guide**, the teacher candidate gradually assumes responsibility for the full load of classes in the fourth week, carries the full load for three weeks, and then gradually returns responsibility for classes during the final four weeks of the experience.

![Mid-Loaded Pacing Guide](image)

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

![End-Loaded Pacing Guide](image)

The mid- and end-loaded pacing guide examples are intended to serve only as illustrations of the options available to University Supervisors, Cooperating Teachers, and Student Teachers in developing a successful student teaching experience.
LESSON PLANS
A teacher candidate typically needs to plan in greater detail than does an experienced teacher. As the student teaching experience progresses, the Student Teacher should become more adept and efficient at creating lesson plans, and their lesson plans may become more succinct. In any case, the Student Teacher, the Cooperating Teacher, and the University Supervisor must meet and agree upon expectations for lesson plans.

The following questions may provide some guidance for such a conversation:

1. What lesson plan format will be used?
2. How frequently will lesson plans be submitted to the Cooperating Teacher? To the University Supervisor?
3. In what manner will lesson plans be submitted?
4. How will the University Supervisor provide feedback regarding lesson plans?

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

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

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

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

PROFESSIONAL PORTFOLIO
Professional portfolios are developed in LiveText and can include video and audio to create a complete picture of your internship experiences, as well as provide a picture of your growth as a student during your time at the SOE. LiveText includes tools to ensure that your work can be aligned to professional organization standards. In addition, LiveText provides audio and video resources aligned to these same standards to help you create dynamic projects. Guidelines, criteria and rubrics for the portfolio are included in LiveText. Successful completion and presentation of the professional portfolio is required for completion of the teacher preparation program.
SUBSTITUTE TEACHING POLICY

SOE faculty recognizes that there are oftentimes shortages of substitute teachers in the school divisions that provide practica and student teaching experiences for William & Mary students. Some school divisions allow 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 SOE has adopted the following policy to allow teacher candidates to serve as substitute teachers, if they choose. For a teacher candidate enrolled in the SOE to work as a substitute teacher, these conditions must be met:

1. The teacher candidate must be in good academic standing at William & Mary.
2. Substitute teaching cannot conflict with the teacher candidate’s regularly scheduled William & Mary classes. Substitute teaching does not constitute an excused absence from class.
3. Substitute teaching cannot substitute for required practica experiences. Time requirements for observations and other practica experiences must be met separately from substitute teaching.
4. The teacher candidate must complete the regular application and hiring procedures for the school division in order to serve as a substitute teacher. A teacher candidate is not allowed to serve as a substitute teacher unless he or she has been duly identified as a substitute teacher by the school division. This typically involves completion of an application and background check. The teacher candidate must follow all requirements of the local school division when identified and hired as a substitute teacher. Remuneration is the responsibility of the school division.
5. Prior to the student teaching experience, William & Mary does not place restrictions on the number of times, the locations, the courses, or the grade levels in which a teacher candidate may serve as a substitute teacher.
6. During the student teaching experience, the teacher candidate is restricted to no more than five days total and only two days in succession of substitute teaching. During student teaching, the teacher candidate can substitute only in the class(es) of his or her assigned Cooperating Teacher. Exceptions to these restrictions require advance permission from the Associate Dean for Community Engagement, in consultation with the University Supervisor. Violation of these restrictions can result in failure of student teaching.
7. When substituting during the student teaching semester, as a professional courtesy the teacher candidate must inform his or her University Supervisor.
EARLY-HIRE/CONTRACTUAL TEACHING POLICY
To assist local school divisions in their efforts to locate and hire qualified teachers, the SOE has adopted a policy that allows teacher candidates to be hired simultaneously to or during the student teaching experience. For a teacher candidate enrolled in the SOE to be hired as a teacher prior to the completion of the preparation program, the following conditions must be met:

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

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

3. The teacher candidate cannot hold a Graduate Assistantship.

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

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

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

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

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

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

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

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

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

See Appendix for procedures for addressing concerns about teacher candidates’ performance including the Improvement Assistance Plan and Teacher Candidate Review Panel.
LICENSURE PROCEDURES

VIRGINIA LICENSURE

TEST REQUIREMENTS FOR VIRGINIA STATE TEACHER LICENSURE
Teacher candidates seeking licensure in Virginia are required to achieve passing scores on professional teacher’s assessments prescribed by the State Board of Education. Up to four tests are required for program completion and licensure, depending upon the program: Praxis Core Academic Skills for Educators Test (or equivalent), Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Reading for Virginia Educators (RVE) assessment. The tests required for program completion and licensure in Virginia are as follows. Please code William & Mary as a school recipient on all tests.

PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS TEST (UG ONLY)
Praxis Core Academic Skills for Educators Tests (Praxis Core) are a set of academic skills assessments of reading, writing, and mathematics. The Praxis Core exam is a program requirement. Students will not be allowed to student teach if they have not passed the Praxis Core.

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

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

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

1. SAT Qualifying Score Option: The following qualifying scores serve as a substitute test for the Praxis Core Academic Skills for Educators Test
   a. Taken prior to April 1, 1995: a score of 1000 with at least 450 on the verbal and 510 on the mathematics tests;
   b. Taken on or After April 1, 1995 and Prior to March 1, 2016: a score of 1100 with at least 530 on the verbal and 530 on the mathematics tests;
   c. Taken on or after March 1, 2016: a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section.
2. **ACT Qualifying Score Option:** A composite score of 24 on the ACT may be substituted for Praxis Core if taken after April 1, 1995, with the ACT mathematics score no less than 22 and the ACT English plus Reading scores no less than 46. A composite score of 21 may be substituted, if taken prior to April 1, 1995, with the ACT mathematics score no less than 21 and the ACT English plus Reading scores no less than 37.

3. **VCLA Qualifying Score combined with a Qualifying Score on the Mathematics Subtest of Praxis Core:** A composite score of 470 on the VCLA with subtest scores of at least 235 on writing and 235 on reading may be paired with a qualifying score on the mathematics portion of the Praxis Core mathematics subtest (minimum 150).

**PRAXIS II**

Praxis II is a subject-area assessment. Praxis II is a program and licensure requirement for elementary, secondary, Foreign Language (except Latin) education programs and the ESL endorsement. (Praxis II is not required in the special education program.) It must be taken in your teaching endorsement area and is content specific. Sample questions and information about each Praxis Series Test are available on the ETS website. Follow the links to the *Study Companion*. More in-depth test preparation materials are also available online and can be ordered using most credit cards.

The Virginia Department of Education has established the following passing scores for each test:

<table>
<thead>
<tr>
<th>Test</th>
<th>Test Code</th>
<th>Passing Scores</th>
<th>Endorsement Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>155</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>153</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Earth &amp; Space Sciences: Content Knowledge</td>
<td>5571</td>
<td>156</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5001): To register for all four subjects at one time register for 5001.</td>
<td>5001</td>
<td>157</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5002): Reading and Language Arts (Must take all 4 subtests at one time)</td>
<td>5002</td>
<td>157</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5003): Mathematics (Must take all 4 subtests at one time)</td>
<td>5003</td>
<td>157</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education: Multiple Subjects (5004): Social Studies (Must take all 4 subtests at one time)</td>
<td>5004</td>
<td>155</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>Elementary Education Multiple Subjects (5005): Science (Must take all 4 subtests at one time)</td>
<td>5005</td>
<td>159</td>
<td>Elementary Education PreK-6</td>
</tr>
<tr>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>167</td>
<td>English</td>
</tr>
<tr>
<td>English as a Second or Other Language (ESOL)</td>
<td>5362</td>
<td>149</td>
<td>English as a Second Language PK-12</td>
</tr>
<tr>
<td>Subject</td>
<td>Code</td>
<td>Score</td>
<td>Language</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>French: World Language</td>
<td>5174</td>
<td>163</td>
<td>French</td>
</tr>
<tr>
<td>German: World Language</td>
<td>5183</td>
<td>163</td>
<td>German</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Physics: Content Knowledge</td>
<td>5265</td>
<td>147</td>
<td>Physics</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>161</td>
<td>History &amp; Social Sciences</td>
</tr>
<tr>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT (VCLA)**

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

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

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

Test scores sent to W&M by Pearson cannot be used for licensure. You must make a copy and submit to OTECE. Refer to the website for more information about the test content, taking the VCLA online, test dates, costs, registration, and accommodations for individuals with disabilities.

**READING FOR VIRGINIA EDUCATORS (RVE)**

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

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

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

Refer to the website for more information about the test content, costs, registration, and accommodations.

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

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

VIRGINIA CHILD ABUSE RECOGNITION & REPORTING REQUIREMENT
Teacher candidates seeking licensure in Virginia must complete training in Child Abuse Recognition and Reporting. Teacher candidates who take and pass EDUC 310 or EDUC F11 meet this requirement. If a teacher candidate is exempted from EDUC 310 or EDUC F11 for any reason, he or she must contact the OTECE in order to arrange a training module in these competencies.

DYSLEXIA REQUIREMENT
Teacher candidates seeking licensure in Virginia must complete study in dyslexia awareness training on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia. Teacher candidates who take and pass EDUC 302/CRIN E22 (Elementary) or EDUC 312/CRIN S50 (Secondary) or CRIN X51 (Special Education) meet this requirement. If a teacher candidate is exempted from the course in their program for any reason, he or she must contact the OTECE in order to arrange a training module in these competencies.

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

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

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

QUALIFYING FOR, MAINTAINING, AND RENEWING A TEACHING LICENSE

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

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

RENEWING A LICENSE

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

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

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

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

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

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

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

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

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

8. Set up a placement file with the [Office of Career Services](#), if desired.

9. Successfully complete student teaching, portfolio, and student teaching seminar.

10. Apply for licensure. Applications for licensure cannot be sent to the Virginia Department of Education until the student’s degree has been conferred. However, the application forms, fee, etc., can be submitted to the OTECE prior to graduation.
GUIDELINES FOR COOPERATING TEACHERS, UNIVERSITY SUPERVISORS, AND PRINCIPALS

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

COOPERATING TEACHER’S RESPONSIBILITIES

The main goals of the Cooperating Teacher include modeling, mentoring, providing feedback, observing, and conferencing with the Student Teacher. The specific role and responsibilities of the Cooperating Teacher include the following:

1. Maintain overall responsibility for the instructional and behavioral management programs of students in the classroom.
2. Maintain primary responsibility for determining the manner in which the Student Teacher assumes instructional responsibilities.
3. Monitor all aspects of the Student Teacher’s performance and provide the Student Teacher with professional guidance and assistance.
4. Assist the University Supervisor in planning the student teaching program and any adjustments in the requirements based upon the talents of the teacher candidate or the needs of the situation.
5. Prepare your students in advance for the arrival of the Student Teacher as a fellow professional and present him or her in such a way as to establish an attitude of respect and cooperation. Recall what it was like for you as a teacher candidate and generally strive to make your Student Teacher’s experience as productive, meaningful, and rewarding as possible.
6. Familiarize your Student Teacher with the school and its staff, including school policies, rules, and routines. Introduce him or her to administrators, teachers, and other members of the school staff.
7. Provide opportunities for the Student Teacher to observe in other classes under established observation guidelines and at convenient times. Invite the Student Teacher to participate in appropriate faculty meetings and conferences.

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

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

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

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

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

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

14. Complete online the mid-term and final student teaching evaluation forms during the ten-week internship. The University Supervisor will also participate in these evaluations and will serve as your face-to-face link to the SOE. It is critical that Cooperating Teachers and University Supervisors discuss their evaluations and recommendations with the Student Teacher.

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

16. NOTE: Student teachers cannot serve as a substitute teacher unless they have followed the division’s policy for become a student teacher.

UNIVERSITY SUPERVISOR’S RESPONSIBILITIES

The University Supervisor should:

1. Coordinate the expectations of the SOE and the school.

2. Maintain regular contact with the Cooperating Teacher to discuss the Student Teacher’s performance and progress.

3. Make at least five formal observations of the Student Teacher and confer with the Cooperating Teacher and the Student Teacher to offer formative feedback and direction.

4. Serve as a resource person for the Student Teacher concerning techniques, materials, and curricula.

5. Mediate between the Student Teacher and the Cooperating Teacher when differences arise over any facet of the student teaching experience.

6. Keep the Student Teacher apprised of the degree of satisfaction with which the student teaching activities are being completed and set appropriate additional expectations.
7. Examine and analyze teaching plans, materials, and evaluation instruments prepared by the Student Teacher as appropriate.

8. Lead a formative evaluation conference with the Student Teacher and the Cooperating Teacher at or around the midpoint of the student teaching experience, and also complete and submit a mid-term evaluation.

9. Schedule and lead the presentation and review of Student Teacher portfolios and submit online the evaluation of the portfolios.

10. Evaluate the performance and professional competencies of the Student Teacher and, after consultation with the Cooperating Teacher, and submit online the final evaluation to the SOE.

11. Submit a final grade for student teaching per the procedures required by W&M.

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

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

1. Provide the Student Teacher with a general orientation to the school.

2. Provide information concerning pertinent administrative policy and procedures that faculty members are expected to follow.

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

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

5. Complete the online evaluation of each Student Teacher.

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

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

Cooperating Teacher

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

Clinical Faculty

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

University Supervisor

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

ADDITIONAL SUPPORT

There are several ways Cooperating Teachers and University Supervisors can receive additional support for working with teacher candidates and submitting forms.

Community Blackboard Site: All Cooperating Teachers and University Supervisors are automatically enrolled in a BlackBoard site that houses many additional resources specific to your roll, including:

- Videos on the SOE programs and policies
- Videos by current Clinical Faculty/University Supervisors on working with teacher candidates
• Links to the handbook and calendar
• Links to LiveText and LiveText training
• Adjunct handbook (US only)

Call or Email Us: OTECE is also always available for assistance or support. Call or email the Manager of Clinical Placements and Licensure or the Associate Dean of Teacher Education and Community Engagement anytime.

TRAINING ON LIVETEXT
An online training module on LiveText is available through the Community BlackBoard site. However, if the module doesn’t provide the information you need, or if you just prefer to talk to a real person, email or call the Manager of Assessment and Accreditation anytime.

CREDENTIALS
New Cooperating Teachers will be emailed a Non-W&M Blackboard login and password credential from Information Technology. Be sure to login to Blackboard using the "Non-W&M Login" link in the navigation menu located on the left hand side of the screen. Cooperating Teachers who have lost or forgotten their Blackboard login credentials may visit "non-W&M Login", "Forgot Password" to request a new password. Non-W&M Blackboard usernames generally begin with the letters "wmb" followed by your first name, or your first name and the first initial of your last name. Contact W&M's Technology Support Center at support@wm.edu, 757-221-4357 if you experience difficulties logging in.
APPENDIX
EVALUATION OF PROFESSIONAL DISPOSITIONS

Teacher Candidate: ___________________________________________    Due Date: ___________
Cooperating Teacher: _________________________________    School: __________________________
Professor: _________________________________ Course/Semester: ________________________

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

Directions: Please use the following numbers to rate yourself on each aspect of disposition based on the following scale by checking the corresponding number in the cell.

1 = Emerging: no evidence of understanding and commitment to the disposition
2 = Developing: some evidence of understanding and commitment to the disposition
3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition
4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

Please check any behaviors listed under each aspect of disposition that need to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each dispositional component.

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<td><strong>1. Demonstrates effective oral communication skills</strong></td>
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<td>☐ Models academic language</td>
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<td>☐ Varies oral communication to motivate students</td>
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<td>☐ Makes appropriate comments in the classroom</td>
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<td>☐ Communicates at an appropriate level</td>
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<td>☐ Promotes linguistic diversity</td>
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<td><strong>2. Demonstrates effective written communication skills</strong></td>
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<td>☐ Communicates respectfully with all stakeholders</td>
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<td>☐ Demonstrates appropriate spelling and grammar</td>
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<td>☐ Focuses all written communication positively</td>
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<td><strong>3. Demonstrates professionalism</strong></td>
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<td>InTASC: 9(o)</td>
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<td>☐ Responds to emails promptly</td>
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<td>☐ Exhibits punctuality and attendance</td>
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<td>☐ Maintains professional boundaries with students</td>
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<td>☐ Keeps personal life at home</td>
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<td>☐ Functions as a team player</td>
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<td>☐ Turns in work promptly</td>
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<td>☐ Avoids inappropriate conversations inside/outside the classroom</td>
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<td>☐ Respects and adheres to the ethical standards of practice</td>
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<td><strong>Comments regarding strengths/areas for growth</strong></td>
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<td>4. Demonstrates a positive and enthusiastic attitude</td>
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<tr>
<td>☐ Goes above and beyond requirements</td>
<td>☐</td>
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<tr>
<td>☐ Demonstrates an appropriately positive affect with students</td>
<td>☐</td>
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<tr>
<td>☐ Seeks solutions to problems instead of complaining</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>☐ Encourages students</td>
<td>☐</td>
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<tr>
<td>☐ Tries new things that are suggested</td>
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<tr>
<td>☐ Engages openly and actively with students</td>
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<td>5. Demonstrates preparedness in teaching and learning</td>
<td>☐</td>
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<td>InTASC: 3(p)</td>
<td>☐</td>
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<tr>
<td>☐ Accepts constructive feedback</td>
<td>☐</td>
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<tr>
<td>☐ Learns and adjusts from experience and reflection</td>
<td>☐</td>
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<tr>
<td>☐ Comes to class planned and with needed materials</td>
<td>☐</td>
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<tr>
<td>☐ Alters lessons in progress when needed</td>
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<tr>
<td>6. Exhibits an appreciation of and value for cultural and academic diversity</td>
<td>☐</td>
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<td>InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)</td>
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<tr>
<td>☐ Demonstrates awareness of traditional and non-traditional family contexts including family status</td>
<td>☐</td>
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<tr>
<td>☐ Embraces all diversities/differences to include racial, SES, and learning styles</td>
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<td>☐ Creates a “safe classroom” with zero tolerance of negativity to others</td>
<td>☐</td>
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<tr>
<td>☐ Plans activities to raise awareness and acceptance of differences</td>
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<tr>
<td>☐ Understands the importance of a positive school experience</td>
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<td>7. Collaborates effectively with stakeholders</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>InTASC: 1(k), 3(n), 3(q), 7(o)</td>
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<tr>
<td>☐ Engages parental and guardian involvement</td>
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<tr>
<td>☐ Disagrees respectfully</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Possesses social awareness</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>☐ Uses flexibility</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>☐ Listens to what stakeholders are saying as evidenced by considered response</td>
<td>☐</td>
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<tr>
<td>☐ Maintains a respectful tone at all times</td>
<td>☐</td>
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<tr>
<td>☐ Shares successful teaching strategies</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>☐ Refrains from profanity</td>
<td>☐</td>
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<tr>
<td>☐ Exhibits a sense of equality</td>
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8. Demonstrates self-regulated learner behaviors/takes initiative
   InTASC: 9(l), 9(n), 10(r), 10(t)
   - ☐ Recognizes own weaknesses and asks for support
   - ☐ Asks questions proactively and is self-directed
   - ☐ Researches and implements different and most effective teaching styles
   - ☐ Takes responsibility for knowing students and/or colleagues
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9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability
   - ☐ Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm
   - ☐ Does not overreact to criticism or other situations
   - ☐ Demonstrates perseverance and resilience
   - ☐ Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
   - ☐ Demonstrates sensitivity to feelings of others
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Comments regarding strengths/areas for growth:

Additional comments:

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

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

**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 (mid-term evaluation only)** = No opportunity to assess this competency either through direct observation or through review of teacher candidate’s lesson plans or other materials.
# STUDENT TEACHING EVALUATION RUBRIC

## I. FOUNDATIONAL UNDERSTANDING

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

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

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### 3. Demonstrates understanding of the central role of language and literacy in student learning.
- Understands the role of reading, writing, speaking, listening, and viewing (i.e. interpreting visual representation) in student learning
- Understands the roles of new literacies in student learning
- Understands the role of language and dialect in student learning

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

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

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## II. ABILITY TO PLAN, ORGANIZE AND PREPARE FOR TEACHING

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

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

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

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## III. TEACHING SKILLS

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

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

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

12. **Engages students actively in learning.**
   - Generates enthusiasm and/or appreciation for the lesson
   - Helps students understand the relevance of the lesson to them
   - Pace the lesson to maintain interest
   - Uses learner-centered activities and assignments that give students multiple opportunities to respond
   - Uses strategies that reflect culturally responsive pedagogy

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

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

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

### IV. ASSESSMENT AND EVALUATION FOR LEARNING

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

17. **Implements assessments for learning.**
   - Uses a variety of assessment techniques
   - Provides ongoing and timely feedback
   - Assesses achievement of local, state, and national curricular standards
   - Differentiates assessment strategies for diverse learners
### V. CLASSROOM MANAGEMENT KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Builds positive rapport with and among students, fostering an environment that values and encourages respect for diversity.</th>
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<tbody>
<tr>
<td>19.</td>
<td>Promotes positive classroom environment</td>
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<tr>
<td></td>
<td>Communicates enthusiasm, encouragement, and support</td>
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<td>Models caring, fairness, courtesy, respect, and active listening</td>
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<td>Exhibits professional demeanor with students</td>
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<td></td>
<td>Interacts effectively with individuals to understand their social and cultural contexts</td>
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<td>Builds an inclusive and responsive classroom community</td>
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<thead>
<tr>
<th></th>
<th>Organizes for effective teaching.</th>
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<td>20.</td>
<td>Uses appropriate grouping strategies to align with instructional goals (e.g., cooperative groups, peer groups, small groups, whole groups)</td>
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<tr>
<td></td>
<td>Organizes classroom for instruction</td>
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<td>Has all materials needed on hand</td>
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<tr>
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<th>Demonstrates use of effective routines and procedures.</th>
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<td>21.</td>
<td>Transitions between activities in an organized manner</td>
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<td></td>
<td>Implements efficient procedures for use of materials</td>
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<td>Uses effective procedures for managing individual, small group, and whole class activities</td>
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<th>Demonstrates efficient and effective use of time.</th>
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<td>22.</td>
<td>Uses discretionary time wisely</td>
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<td></td>
<td>Maintains appropriate pace</td>
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<td>Demonstrates ability to use unexpected moments to enhance learning</td>
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<th>Maintains a physically and emotionally safe learning environment for all students.</th>
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<td>23.</td>
<td>Maintains respect for rules and policies</td>
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<td>Sets clear expectations and responds consistently</td>
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<td>Models strategies for problem solving</td>
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<td></td>
<td>Teaches appropriate behavior</td>
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<td>Fosters an environment that values and encourages respect for diverse cultures and perspectives</td>
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<th>Responds appropriately and equitably to student behavior.</th>
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<td>24.</td>
<td>Responds positively and equitably to appropriate behavior</td>
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<td>Redirects off-task behavior</td>
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<td>Uses appropriate disciplinary approaches</td>
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<td>Intervenes to manage disruptive behavior</td>
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<td>Responds fairly and equitably to all students</td>
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## VI. PROFESSIONAL DISPOSITIONS

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

#### Ratings:
- **Exceeds Expectations**
- **Meets Expectations**
- **Developing**
- **Below Expectations**
- **Unable to Observe**

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

#### Ratings:
- **Exceeds Expectations**
- **Meets Expectations**
- **Developing**
- **Below Expectations**
- **Unable to Observe**

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

#### Ratings:
- **Exceeds Expectations**
- **Meets Expectations**
- **Developing**
- **Below Expectations**
- **Unable to Observe**

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

#### Ratings:
- **Exceeds Expectations**
- **Meets Expectations**
- **Developing**
- **Below Expectations**
- **Unable to Observe**

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

#### Ratings:
- **Exceeds Expectations**
- **Meets Expectations**
- **Developing**
- **Below Expectations**
- **Unable to Observe**

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

#### Ratings:
- **Exceeds Expectations**
- **Meets Expectations**
- **Developing**
- **Below Expectations**
- **Unable to Observe**
PROCEDURES FOR ADDRESSING CONCERNS ABOUT PERFORMANCE

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

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

IMPROVEMENT ASSISTANCE PLAN

In some instances, the performance of a teacher candidate during either practica or student teaching experiences may warrant a more formal intervention. An Improvement Assistance Plan is a formal intervention implemented by the Associate Dean of Teacher Education and Community Engagement to address areas of concern in the performance of the teacher candidate. Such concerns may include, but are not limited to, poor lesson planning, ineffective instructional delivery, classroom management issues, unwillingness to comply with school rules, or unprofessional behavior. An improvement plan may be written at any time during a practicum or student teaching experience, but it should provide, when feasible, sufficient time for a teacher candidate to attempt to improve his or her performance based upon the objectives and strategies cited by the faculty member, instructor, or dean. Failure to agree to an improvement plan is grounds for removal from the program.

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

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

Counseling out of or removing the teacher candidate from the preparation program
**Improvement Plan**

Teacher Candidate _____________________________________   Date __________________

School ___________________________   Cooperating Teacher _________________________

Subject/Grade Level _________________ University Supervisor ________________________

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

I. Specific area(s) of concern:

II. Objectives for performance improvement:

III. Implementation timeline:

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

V. Assessment criteria & procedures:

________________________________________________________________________

Teacher Candidate   Date
________________________________________________________________________

University Supervisor   Date
________________________________________________________________________

Cooperating Teacher   Date
________________________________________________________________________

Associate Dean for Teacher Education   Date
TEACHER CANDIDATE REVIEW PANEL

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

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

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

The following process will guide the review meeting:

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

2. At any time, the members of the Panel may interrupt the teacher candidate or those requesting the review to ask questions. During the meeting, the teacher candidate may not ask those who requested the review any questions and those who requested the review may not ask the teacher candidate any questions, unless waived by the Panel.

3. The chair of the Panel may conclude the meeting at any time after the teacher candidate and those who have requested the review have had an opportunity to speak and after the members of the Panel have asked any questions deemed appropriate.

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

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

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

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

The Office of Teacher Education and Community Engagement assists in the application process for state licensure. Upon completion of the state-approved School of Education Program teacher candidates are eligible for a five-year renewable license to teach in the Commonwealth of Virginia. Candidates with a bachelor’s degree will be issued a Collegiate Professional License. Those with a graduate degree will be issued a Postgraduate Professional License. Below is a Licensure Check-Off Form. Please complete this form and return it with your application packet to the Manager of Clinical Placements & Licensure. Licensure forms and directions are available on the website of the Office of Teacher Education and Community Engagement.

Name: ____________________________            Banner ID#: ____________________________
Cooperating Teacher(s): ____________________________
Grades/Subjects Taught: ____________________________
Endorsement Area(s) Sought: ____________________________

☐ Non-refundable Application Fee
Attach a personal check, certified check, cashier’s check, or money order made payable to the Treasurer of Virginia. The in-state fee is $50, and the out-of-state fee is $75.

☐ Application Form
Complete and sign the form. Please type or use ink and print legibly. Use an address where your license should be mailed. It takes six to eight weeks to receive your license.

☐ College Verification Form
Complete part I only. We will complete Parts II and III. Sign the form.

☐ William & Mary Official Transcripts
Order your transcript through the Registrar’s Office. Send it to: Manager of Clinical Placements and Licensure, School of Education, Room 1106. Be sure to check the box “Hold processing until (X) degree is posted.” Do Not Order an Electronic Transcript; the Virginia Department of Education will not accept electronic transcripts.

☐ Official transcripts
If you have attended a college/university other than William and Mary, we must have an official transcript from all of the colleges and universities you attended.

☐ Praxis II score report
Include a copy of your Praxis II score report with your application if you have not already submitted one to the Office of Teacher Education and Community Engagement.

☐ Reading for Virginia Educators
Include a copy of your RVE score report with your application if you have not already submitted one to the Office of Teacher Education and Community Engagement.

☐ Virginia Communication and Literacy Assessment
Include a copy of your VCLA score report with your application. National Evaluations Systems-Pearson does not provide a score report to W&M in a format that can be used for licensure.

☐ ESL dual-endorsement candidates ONLY
Include verification of your foreign language proficiency (i.e., transcript or test score report). If your language proficiency can be verified in the Banner system you do not need to include anything.

☐ CPR/AED/First Aid training
Include verification of completion of certified training in First Aid/CPR/AED training.

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

The process of obtaining your license normally takes six to eight weeks following graduation. Use an address on your application that will be applicable in eight weeks. Your license is mailed directly to you at the address on application. Once the licensing paperwork has been sent to the Virginia Department of Education, all questions or concerns about the license should be directed to the Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.
CAREER SERVICES

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

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

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

- **Workshops** – Workshops are offered each semester to assist students. These workshops cover different topics such as writing resumes, Linkedin profiles and cover letters, job search and interviewing strategies, evaluating job offers and other topics. Education-specific workshops are offered in the School of Education, as well. Check the website each semester for dates, times, and topics.

- **Mock interview program** – Polish your interview skills by participating in mock interviews in the Cohen Career Center. Receive feedback and tips for standing out in the job search.

- **K-12 Education Interview Day** – William & Mary’s Education Interview Day has 40-50 schools in attendance each spring. The fair is open to all teacher candidates and alumni with no pre-registration required. The day starts with an 8 a.m. prep session that is co-presented by a career advisor and an SOE faculty member. The fair portion of the event, which is when you can sign up for interviews, is from 9:00 a.m.-10:15 a.m.; 20-minute interviews are scheduled between 10:30 a.m.-4:30 p.m. Times may vary from year to year. Additional information is emailed to students in the spring semester.

- **Networking Opportunities** – The Cohen Career Center offers opportunities to connect with employers and alumni in the education field. All events are posted on Tribe Careers.

- **On-campus recruiting** – Public and private schools, government agencies, and private companies recruit students through the Cohen Career Center. Sign up on Tribe Careers.

- **Credential files** – You can utilize a credential file to manage letters of reference needed for applying for teaching positions. The career center offers a discounted rate for an online service called Interfolio to manage credential files.

- **Career fairs** – Career fairs are held each fall and spring in the Sadler Center. Private schools, government agencies, and private companies are in attendance and want to connect with W&M students of all class years.

For additional questions about education careers, resumes, or job searches, please contact: Cohen Career Center at (757) 221-3231.