REGENT UNIVERSITY | Christian Leadership to Change the World

School of Education

Reading Specialist Internship Student Manual

❖

Master of Education Program

Revised September 2021

GLOSSARY

We, at Regent, are delighted to enter into the internship relationship with you, our intern, and the university clinical supervisor. We look forward to our forthcoming professional interactions. This handbook is designed to acquaint you with our university, to detail the responsibilities of all those involved in the mentoring process, and to provide you with the necessary criteria and forms for the intern evaluation.

Regent University Profile

Mission

The School of Education, through its commitment to excellence in teaching, research, and service, provides a biblically based, Christian education to equip men and women in mind, heart, and character for lives of educational service and transformational leadership.

The Regent University School of Education, affirming the university mission and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example. We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding, diverse faculty and student body consistent with the mission of the university.

General Information

The School of Education offers a Master of Education, An Educational Specialist (Ed.S.) in Special Education, and an Educational Doctorate Program. Each program of study requires a core of foundation courses as well as courses for major program requirements. Programs for state licensure and endorsement have Commonwealth of Virginia approval. The Special Education Inclusion and Disabilities and Reading Specialist Programs are among the areas approved by Virginia for endorsement. The Educational Leadership (principal preparation) Program is also state-approved. Regent University is accredited by SACS (Southern Association of Colleges and Schools) and has membership with ACSI (Association of Christian Schools International). Students desiring licensure/endorsement from a state other than Virginia should be sure to check requirements from that state in order to ensure that their intended program will meet all necessary requirements or to determine if there is reciprocity with Virginia. Approval for out-of-state licensure/endorsement must come from that state, not Regent's School of Education as Regent's endorsements are only for the state of Virginia.

Distinctions

Regent University's faculty prides itself with current research and best practices in each discipline. Additional distinctions include:

1. Interdisciplinary collaborative efforts. The school faculty networks and partner internally with other Regent schools and externally with public and Christian school systems, institutions of higher education, ministries, private industry to provide quality programs that are effective and functional. A special emphasis is placed on evaluating the needs of the public school to be sure that our programs are not only cutting edge but also meet community needs.

2. Classroom and Behavior Management. Effective discipline/classroom management programs with an emphasis on civic responsibility, character development, and service learning are endorsed/promoted.

3. Technology. An emphasis is placed on the appropriate use of technology for enhanced instruction and assessment that improves student achievement, allows the educator to function more efficiently and professionally, as well as to communicate with parents.

4. Program flexibility. The teaching of K-12 curriculum and instructional techniques, as well as faculty expertise is adapted to the true needs of all learners. Course schedules vary according to participant needs. Our current model combines on-line Saturday classes to meet the needs of those with busy schedules. There are also summer residencies to allow distance-learning students to join the program.

5. Community Outreach. The school of education works with the surrounding school districts to offer conferences and professional development opportunities.

6. Emphasis on application for Master's level courses. Field experiences highlights sound instructional delivery with emphasis on practical and functional competencies. The course assignments are designed with practical application.

7. A diverse yet unified faculty. The faculty possesses varying gifts, professional orientations and experiences while united in a shared spirit of collaboration.

8. A biblical foundation. Our biblical standards and integration of faith are reflected in students' dedication to their profession, their positive interactions with others and their emphasis on continuously increasing their levels of skill and knowledge.

Regent University
School of Education
M.Ed. Reading Specialist Major Overview

(Delivered entirely online.)

The Reading Specialist major offers two options to accomplish a master's degree. The endorsement option is designed to meet the growing demand for trained reading specialists by providing competency-based courses that fulfill the requirements for a Virginia Endorsement. This option results in accomplishing both a master's degree and adding an endorsement to a current Virginia teaching license. The endorsement option requires internship hours and a passing score on the current reading specialist assessment. The non-endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license. The coursework offers a balanced perspective on teaching reading - preparing teachers in the areas of supervision, communication skills, technology, reading assessment, instruction, curriculum, and research. Students in the Reading Specialist Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of experience teaching reading, and a current teaching license. A copy of the current teaching license (or plan to have a current teaching license at the completion of the program) is required along with the admissions application. Candidates for this endorsement are also required to pass the Reading for Virginia Educators (RVE) Assessment: Reading Specialist Test (5304) prior to receiving the degree and being recommended for endorsement.

The course material is presented with practical application in mind. Assignments are designed for implementation in classrooms immediately. These "real world" assignments allow students to complete course requirements with projects and assignments that apply to what they currently need in their classrooms. Speakers and other instructional team members from the community supplement the course material with presentations that reflect what is really going on schools today. The sequence of the courses also meets the Virginia requirements for those on conditional or provisional licenses. The online portion of the courses are updated to include state of the art audio and video presentations making these courses as updated and student friendly as possible.

General Course Sequence
Special Education Initial Licensure

Getting Started

UNIV LIB Information, Research, & Resources	0 credits
UNIV 500 Regent Foundations for Graduate Success	2 credits
ENGL 500- Graduate Academic Writing Seminar (if not exempt)	0 credits
EDUC 500 Online Orientation	0 credits

Required Courses (37 hours)

ETSP 551 Characteristics of Students with Disabilities	3 credits
ETSP 552 Behavior Management & Social Skills Training	3 credits
ETSP 553 Language Acquisition & the Communicative Arts	3 credits
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts	4 credits
ETSP 555 Collaboration & Consultation	3 credits
ETSP 557 Field Experience I – Reading & Math	1 credit
ETSP 570 Instructional Methods for Students with Disabilities	3 credits
ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas	3 credits
ETSP 576 Data Driven Assessment	3 credits
ETSP 584 Reading Service Delivery: Supervision & Current Trends *	3 credits
ETSP 585 Reading Research, Curriculum & Technology *	3 credits
ETSP 587 Literacy Seminar	1 credit
ETSP 501 Faith Integration Assessment	1 credit
ETSP 596 Reading Specialist Internship *	3 credits
EFND 598- Professional Project	1 credit

   * Endorsement Option Courses

  Passing ETSP 596 is required for students enrolled in the endorsement option.*

Additional Required Courses for the
Autism Certificate: (if applicable)

ETSP 600 Autism Overview	3 credits
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders	3 credits
ETSP 620 Methods for Students with Autism Spectrum Disorders	3 credits
ETSP 630 Autism Practicum Project	3 credits

Course Descriptions for
Reading Specialist Major

ETSP 551 Characteristics of Students with Disabilities (3)
Discusses students who demonstrate patterns of behavior consistent with learning disabilities, intellectual disabilities and emotional disorders, and the characteristics of students with hearing, vision and/or physical Impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services.

ETSP 552 Behavior Management and Social Skills training (3)
In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations.

ETSP 553 Language Acquisition and the Communicative Arts (3)
Prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

ETSP 554 Assessing & Teaching Reading of Narrative and Expository Texts (4)
Prepares participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. The course will specifically address reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

ETSP 555 Collaboration & Consultation (3)

Participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching.

ETSP 557 Field Experience I - Reading and Math (Reading Specialist) (3)

Opportunity to practice and critique reading and math assessment and diagnostic teaching.

ETSP 570 Instructional Methods for Students with Disabilities (3)

Learning disabilities, emotional/behavioral disabilities, and intellectual disabilities investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and intellectual disabilities across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3)

Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

ETSP 576 Data Driven Assessment (3)

The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration,scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 584 - Reading Service Delivery: Supervision & Current Trends (3)

Examines current trends as well as methods and service delivery options. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low- and high-achieving readers, as well as demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels. Addresses the reading supervisor's roles and responsibilities. Do field observations and interviews, literature reviews, case studies and interactive journaling. Prerequisite: all coursework leading up to the reading internship.

ETSP 585 Reading Research, Curriculum & Technology (3)

Examine major research in the field of reading and review and investigate the use of technology in teaching and assessing reading, writing with associate skills of spelling and grammar, and research skills. Demonstrate the ability to guide students in their use of technology for both process and product as they work with reading writing and research. Examine and demonstrate an ability to teach reading and spelling curricula. Curricular materials and methods will include a children's literature component in which you will demonstrate the ability to foster appreciation for a variety of literature and understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate levels. Prerequisite: all coursework leading up to the reading internship.

Additional Reading Specialist Courses

ETSP 587 Literacy Seminar (1) Review and synthesize teaching reading content and skills through the context of literacy as well as prepare those students who need to complete the Reading for Virginia Education (RVE) assessment.

ETSP 596 Reading Internship (3) Field-based experience where you will demonstrate the full range of professional responsibilities of a reading specialist. Prerequisite: all program coursework.

EFND 598 Professional Project (1) Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met.

ETSP 501 Faith Integration Assessment (1) Required prior to program completion and should be completed in the last semester of the program. Includes a required culminating activity that investigates individual faith growth as assessed through a reflective writing activity.

Autism Certificate Course Descriptions

ETSP 600 Autism Overview (3) This course is designed as an introduction to autism and will cover such topics as definition of autism spectrum disorders, language acquisition, behavior management, and autism and the law. This course is required for those students that intend to complete the autism certificate and who have not completed the Special Education masters program in addition to those that completed the masters program prior to December 2002.

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3) This course will introduce participants to the history, characteristics, and theory associated with Autism Spectrum Disorders to enhance understanding of autism. Participants will receive an overview of autism as an educational disorder including basic information regarding diagnosis of the condition. Designed to expand on the introductory knowledge gained in the Regent Special Education Program, content will provide an overview of the seven evaluation areas emphasized in federal law (vision, hearing, health/motor, social/emotional/behavioral, verbal & non-verbal communication, cognitive and adaptive behavior, and academic/vocational). Functional assessment for programming and IEP writing will also be addressed. Prerequisite – completion of the Special Education masters program (December 2002 and after), ETSP 600, or permission from Department Chair.

ETSP 620 Methods for Students with Autism Spectrum Disorders (3) This course explores the educational methods (including current research and best-practice) of students with autism. Strong emphasis will be placed on practical methods and strategies for teaching language/communication, reading, and appropriate behavior. Topics may include (but are not limited to): Sensory Integration, Applied Behavior Analysis, TEACH (Treatment and Education of Autistic and related Communication Handicapped Children), Picture Exchange Communication System (PECS), Cognitive Behavioral Methods, etc. Participants will complete a practicum as part of this course. Prerequisite – completion of ETSP 610 or permission from Department Chair

ETSP 630 Autism Practicum Project (3) This applied project will require one to one contact with at least one autistic student. Academic and behavioral assessments will be completed and an analysis and report will be written on each assessment. These assessments will be used to write an IEP with emphasis on writing the PLOP (Present Level of Performance) and Objectives. A 4 week program (behavioral and academic) will then be designed and partially implemented. The program will include continuous assessment that is intended to guide instructional decisions.

Ethical Obligations--General Principles of the
School of Education and Regent University

1. The intern works primarily under the authority and guidance of the cooperating teacher(s), mentor teacher, or administrator to whom he/she is assigned, of the principal or administrative head of the school and the School of Education's field supervisor.

2. During the semester in which the internship occurs, the intern is expected to be on duty in the assigned classroom every day that the cooperating school is in session unless excused by the cooperating teacher and Regent University Supervisor.

3. The intern is a guest of the cooperating school and will be recognized as a representative of Regent University by students, faculty, and the community. Therefore, as a member of the teaching profession, the intern needs to maintain the same professional standards expected of all teaching employees of the cooperating school. **

4. The intern is expected to assist in extracurricular activities when possible, but is not to be placed in charge of outside activities unless he/she is under the supervision of the cooperating teacher or other professional educator assigned to the authority position of the activity. **

5. The cooperating/mentor teacher or administrator should emphasize the importance of professional ethics. In order to strengthen the intern's understanding of ethical obligations and accountability to the students in the classroom and to the participating school district.

6. When analyzing and discussing specific educational situations observed at the site, confidentiality is vital, and interns should use caution to not reveal names of teacher, student, staff, or class observed as well as students' personal and academic files.

7. The intern must be sure the students understand all classroom rules and regulations and should encourage the good in students, praise appropriate behavior, and consistently reinforce the established classroom procedures.

8. The intern is urged to accept every task as a potential learning experience, in order to fulfill his/her role as a teacher. The intern should develop his/her own educational philosophy consistent with the principles of Regent University.

9. Only under emergency circumstances should an intern be assigned as a substitute teacher to cover another teacher's classroom, lunch duty, hall duty, busy duty, study hall, or recess duty. **

10. School of Education policy discourages the release of the intern to accept a teaching position prior to successful completion of the internship. Receiving compensation for interning is not appropriate. **

11. The intern should not transport any school student(s) in any vehicle except in an emergency situation and as authorized by the cooperating school administration per the guidelines of the specific district. This prohibition extends to field trips and overnight trips which the intern should attend only if accompanied by the cooperating teacher or other responsible school representatives.

12. The field placement coordinator, in consultation with the district's office, cooperating teacher, and university supervisor can change or terminate the intern's assignment if necessary.
The starred guidelines do not apply to those who are doing the on-the-job internship.

Internship Responsibilities

This section will address the most common problems confronting interns and will answer some of the most frequently asked questions regarding the internship. For those who are on-the-job doing a non-traditional internship, please adjust these requirements as needed.

1. **Outside commitments** Although, in some cases it may be necessary for the student teacher to take a class or work part-time, students are cautioned to not spread themselves too thin, or take on course overloads. Student teaching should be a top priority as it is the culmination of the student's program. This does not apply to those doing an on-the-job internship.

2. **Communication** Open communication is very important for the success of our partnerships. The supervisor may be contacted at the university or at home if necessary. Access numbers will be provided.

3. **Schedule** All students involved in field experiences and internships will follow Regent University's calendar for starting and stopping dates of each experience. Once started, however, the student shall follow the calendar of the individual school to which he/she is assigned. This also includes holidays, spring/fall breaks, half-days, weather-related or any other called cancellation. Any loss of time due to illness or related family issues would need to be accounted for and the individual's schedule adjusted accordingly. This does not apply to those doing on-the-job internships.

4. **Substitute teaching during student teaching** Regent University interns may not be used as substitutes. If the cooperating teacher is absent, the school division is expected to hire a substitute for the purposes of liability. This does not apply to those doing on-the-job internships.

5. **Personal appearance** Professional dress is required during the student teaching experience. Jeans and casual attire are not acceptable unless appropriate for special activities (dress down days, field trips, etc.). Short skirts, sweatshirts, and rugby shirts are inappropriate.

6. **Attendance** The intern should call his/her Regent University supervisor and his/her internship school if he/she is going to miss a day for illness, a doctor's appointment, etc. Missed student teaching days must be made up to ensure the correct clock hours necessary for state certification. This does not apply to those doing on-the-job internships.

7. **Liability insurance** Options for liability insurance will be provided to the student teacher prior to the first day of student teaching. It is strongly suggested, but not required, that you have liability insurance. This does not apply to those doing on-the-job internships.

8. **Professionalism** The intern should remember that he/she is a guest of both the school and school system. Student teaching is just that---*student* teaching. The intern is a guest of the cooperating teacher whose classroom practices and procedures must continue smoothly throughout the intern's arrival and departure. Professionalism is emphasized for all (even those doing on-the-job internships). Please review the traits that are stressed in our syllabi.

9. **Evaluation** The intern is in a mentoring situation to learn, to experiment, to question, and to grow. It is imperative that the intern remain open to the suggestions, critiques, and evaluations of the cooperating teacher and university supervisor. Remember, evaluation of teaching practices does not end at the conclusion of the internship. Teachers at all experience levels can learn and grow professionally from the evaluation process.

Definitions of Student Teaching

The purpose of student teaching is to provide a mentoring situation, which allows for opportunities, with guidance, for students to develop their competencies in their major areas of teaching. Each intern should have the opportunity to:

1. Evaluate basic personal qualifications for teaching
2. Apply and test professional knowledge, understanding, and skill
3. Participate in and assume responsibility for various teaching activities
4. Have direct contact with as many major phases of a school's operation as possible
5. Observe other master teachers at the school internship site
6. Develop professionalism and readiness to enter the teaching profession

Student Teaching is:

1. Learning about and developing teaching techniques
2. Evaluating personal and professional growth as a teacher
3. Diagnosing teaching difficulties; implementing changes as necessary
4. Teaching individuals, small groups, and whole classes
5. Evaluating students and their learning styles
6. Evaluating and tracking pupil progress
7. Conferring with other teachers
8. Conferring with principals and supervisors
9. Assisting and individualizing instruction
10. Developing an on-going personal philosophy of teaching
11. Learning how to make a difference in the lives of students both academically and personally
12. Collaborating as part of a team
13. Reviewing student records and IEPs and using this information to plan instruction

The mentoring relationships and the student teaching experience will be the most relevant part of the student teacher's program. This is where knowledge, theory, and practical application must combine into cohesive and successful classroom practices.

Traditional/Non-Traditional Internship
Field Experience III Requirements

The requirements for the internships include, but are not limited to:

       a. Contact Information Form submitted
       b. Stipend Form Submitted
       c. Logged hours on Internship Time Log Sheet – sample forms included
       d. 5 Lesson Plans Submitted in Regent Format
       e. Data Collection Assignment
       f. Evaluation by cooperating teacher and/or administrative contact.
          (sample forms are included).
       g. Internship Supervisor will be scheduled three Notebook Checks during the semester.

Internship Guidelines and Expectations

Guidelines for Transition into Teaching Responsibilities

In a typical internship experience, the student should gradually assume responsibility for planning, teaching, and grading (except in the case of an on-the-job internship). The cooperating teacher should regularly confer, examine plans, and discuss options and alternatives, making both formal and informal observations while giving the intern as much latitude in classroom technique as possible.

The intern can gradually assume additional responsibility in areas other than teaching (i.e. duties). The responsibilities of the cooperating teacher, such as grading papers and other daily responsibilities, should be initially shared on a mutually acceptable basis.

A minimum requirement for this experience is three (3) full weeks of "solo" intern teaching during the semester. However, it is anticipated that a normal teaching internship will accommodate the intern with the following suggested timetable. Exception is available through the cooperating teacher and university supervisor collectively if they determine that the student's experience should vary from the suggested schedule.

The schedule for Special Education/READING SPECIALIST INTERNS should be as follows: <u>*(as the cooperating teacher feels he/she is ready)*</u>*. 8 weeks or equivalent (310 hours and completion of all competencies) These guidelines are for those doing the traditional internship.*

Those doing on-the-job internships will take over the class as the primary teacher.

> 1st full week finish necessary orientation and preparation of lesson plans.
> 2nd week teaching 35% of the cooperating teacher's schedule.
> 3rd week teaching 75% of the cooperating teacher's schedule.
> 4th week through 8th week assume the maximum cooperating teacher's schedule.

As noted, under normal circumstances, an intern should gradually assume an extended teaching responsibility. However, in some classroom situations, due to the nature of the learner and the classroom organizational structure, this experience may be modified especially in the cross-categorical setting. In some situations, the intern may lack the confidence or skills to assume a major teaching responsibility for any extended time.

It is important that the cooperating teacher consult with the university supervisor by phone or during a scheduled observation with regard to the intern's teaching schedule. This conference will assist in making this experience a growing as well as a culminating field experience.

The Use of Traditional Interns as Substitutes

To reiterate information presented earlier in this handbook, the position of the School of Education is as follows:

1. A student teacher <u>may not</u> be used as a substitute except in an emergency and, even then, only briefly while the emergency is in progress.
2. In such emergency situations, a student teacher may be used as a substitute for his/her cooperating teacher <u>only</u>.
3. <u>No student teacher shall receive compensation</u> in any form for such emergency substitute service.
4. A student teacher may teach classes in the absence of the cooperating teacher if a certified substitute is in charge and the student teacher teaches only those classes for which he/she is normally responsible.

Cooperating Teacher, Intern, and University Supervisor

The Cooperating/Mentoring Teacher

The cooperating teacher should communicate with the university supervisor about the progress and performance of the intern during regular scheduled visits by the supervisor and/or when necessary. Many of the activities listed below apply only to those doing traditional internships. Whenever possible, those doing on-the-job internships will participate in as many of the following as allowed in their particular setting. However, those doing the on-the-job internships are employees of that district and should abide by all rules, regulations, and expectations of that district.

Preparation for Cooperating Teacher

1. Orient the intern to the building, school policies, rules of the school system, and the line of authority he/she is to follow when necessary.
2. Alert your students that an intern will soon begin to teach. Reassure them that no major changes will take place. Tell the students that the visit is temporary (7 weeks for DIS/INCL/Reading Specialist). Remind them that all current rules and regulations remain in place.
3. Notify the parents regarding the intern's involvement as a teacher in your class.
4. Provide an area with storage space that the intern can call his/her own.
5. Acquaint the intern teacher with the curriculum, departments, grades, and building structure.

Communication

1. Provide the intern with copies of textbooks, guides, policy handbooks, class rules, and anything else you feel would be necessary for his/her experience, e.g., access to student files and IEPs.
2. Conduct training conferences with the intern in anticipation of varying situations, such as conducting conferences with students regarding academic progress and/or behavioral problems.
3. Indicate existing opportunities that will encourage the intern to experience the whole school environment to reinforce the promise that teaching is not an 8-3 occupation (i.e., PTA meetings, faculty meetings, student assemblies, and related events).
4. Provide the intern with opportunities to observe other teachers and classrooms in various settings (i.e., resource/self-contained).

Instruction and Management

1. Assist in the analysis and correction of problems encountered by the intern. Advise the intern during pre and post teaching conferences about skills in planning, analyzing, and evaluating lesson plans and teaching effectiveness.
2. Consult with the intern to identify strengths and weaknesses of his/her clerical as well as teaching duties (i.e., keeping attendance registers, roll books, report cards, lunch money, field trip collections, record-keeping procedures, etc.).
3. Direct the intern to appropriate techniques of pupil control and situation management by modeling as well as by discussing specific issues.

4.   Help the intern analyze and evaluate alternate teaching styles and encourage the student teacher with opportunities to try different teaching approaches. The intern will use a variety of teaching strategies learned at the university. Application of these techniques should not be thought of as rigid, but as educational tools that are applied and modified while observing your techniques. Your evaluation will further guide his/her efforts.

5.   As the intern's teaching experience nears completion, confer with him/her regarding a timetable for phasing the intern out the teaching responsibilities. The cooperating teacher should review the intern's lesson plans and instructional materials, then, discuss with him/her any unresolved issues. Relevant topics for discussion could include, but are not limited to the following:
      a. Lesson plan objectives not completely met or mastered.
      b. Classroom management duties not yet realized or completed.
      c. Student disciplinary issues not resolved.
      d. Projects the intern did not complete.

Evaluation

1.   Guide the intern in the selection, development, administration, and interpretation of a variety of assessment instruments.

2.   Oversee the intern's written assessments, students' daily academic progress charts, and anecdotal records. Use these to aid the decision making for instructional changes.

3.   Regarding the evaluation of the total internship (forms will be provided) the cooperating teacher should:
      a. Keep a weekly reflective journal to analyze and evaluate the intern's lesson plans, teaching responsibilities, and follow-up activities. Offer suggestions for improvement
      b. Make constructive contributions that are vital for making a meaningful experience. Your daily involvement and constant evaluation are indispensable elements in the process of developing a special educator. We are truly grateful for your time and expertise.
      c. Formally evaluate the intern's performance three times using the Intern Assessment Checklist. Then conduct a final evaluation using the Final Evaluation Form. Share results of the evaluations with the intern. At the end of the internship, submit all evaluations to the university supervisor.

      Note: Should concerns arise regarding the intern's performance, please contact the university supervisor immediately.

Intern Responsibilities

The intern is expected to meet specific requirements as established by the School of Education. The intern also has certain responsibilities to the cooperating school system, the cooperating teacher, the staff of which he/she is working, and the students with whom he/she is involved.

The School of Education requires the intern to:

A. Preparation
1. Complete <u>Information Contact Form</u> and send/give to Coordinator within the first week of your teaching assignment.
2. Provide university supervisor with a schedule, map to school, and classroom location.
3. Observe at least 1 or 2 other teachers during the student teaching experience representing a variety of settings and teaching styles.
4. Write daily lesson plans for all lessons taught. Have copies of all lesson plans in notebook available for the university supervisor.
5. Prepare selective teaching aids and use supplemental resources.
6. Submit lesson plans to the cooperating teachers two days prior to their instruction so that the cooperating teacher has the opportunity to make any needed corrections or suggestions. In the critique section of each lesson plan, answer the following questions:
   a. Did your students meet the objective(s)?
   b. What part of the lesson would you change? Why?
7. Present tests to the cooperating teacher for review two days prior to the day given. Follow-up should include administering and scoring the test.

B. Instruction
1. Utilize audiovisual equipment and computer technology.
2 Assume teaching responsibilities without assistance from the cooperating teacher.
3. Work with various groups of students (whole group, small group, and individuals) to become aware of the range of student motivation levels and general academic abilities.

C. Management
1. Use positive verbal and non-verbal reinforcement for the tasks assigned within the classroom. Actively participate in team problem solving and planning. Maintain anecdotal records and monitor daily progress toward academic objectives.
2. Manage the instruction of the classroom including the start and end of each class period, subject lessons, the end of day dismissal, etc.
3. Handle discipline problems according to school and classroom guidelines.
4. Maintain grading standards and apply these standards during the grading period. In conjunction with the cooperating teacher, assume responsibility for recording grades and assisting in reporting student progress.

D. Professional Interactions and Responsibilities- For Reading Internship

Keep a professional notebook that contains the following:

1. *School Information*- Copies of bell schedule, student handbook, map of the school, etc. should be kept in this section.
2. *Observation*- Written records of any observation assignments.
3. *Plans*- Daily plans which have been critiqued by the cooperating teacher should be included along with any handouts, tests, etc. that will be used. This is also the section where the student teacher should critique his/her own lesson.
4. *Behavior Observation and Data Collection*- Daily anecdotal records and academic progress charts.
5. *Evaluation*- All evaluation materials including cooperating teacher and supervisor evaluation forms and the dialogue journal (spiral notebook) should be kept in this section.
6. *Dialogue Journal*- Daily communication between cooperating teacher and the intern, as well as the intern's reflections.
7. *Resources*- Include forms and ideas.

The Clinical Supervisor's Responsibilities

The university field supervisor is the official representative of the School of Education at Regent University and is assigned by the Dean to work with interns. The School of Education adheres to a team approach in which the supervisor and the cooperating teacher provide a continuity in internship guidance. This continues in the university classroom by relating the experience in the field to discussions with peers and university professors in appropriate seminars.

The clinical supervisor will evaluate the intern's performance, in the context of the total intern experience as it relates to the specific university program. In a similar manner, the cooperating teacher will evaluate the intern in the act of teaching, lesson preparation, and the presentation of lesson materials. Together they will act as a team for encouragement and support in evaluating the intern.

In the case of those doing on-the-job internships, the university supervisor will primarily utilize existing evaluations and communicate with existing administration and supervisors in conjunction with goal setting activities with the student and in conjunction with visits. than participating on-site. The university supervisor will be available for on-site visits if needed. (At least one visit for Virginia residents).

**Except in the case of on-the-job internships in which case the university will have on-going contact with the mentoring/cooperating teacher and administration to oversee and evaluate the progress of the intern.
**A site visit/observational conference summary will be completed and discussed during the school visit when appropriate.

Evaluation of Intern

School of Education Graduate Grading Scale

Grade	Percentage Score Range	Quality Point Range	Quality Points	Rationale & Meaning of Grade
A	97-100%	3.72- 4.00	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93-96%	3.43- 3.71	3.66	Excellent work overall, but may be lacking in relation to some aspects of the professor's expectations. Excellent content in writing assignments.
B+	89-92%	3.14- 3.42	3.33	Good work in most areas, minor deficiency in relations to the professor's expectations regarding content, standard writing style, or procedures. Good content, but lacking in some areas (see professor's comments on course work).
B	85-88%	2.86- 3.13	3.00	Good work in most areas, minor deficiency in relations to the professor's expectations regarding content, standard writing style, or procedures. Attention to detail may have significantly improved the project.
B-	81-84%	2.57- 2.85	2.66	Fair work in most areas: serious disregard for professor's expectations or standard writing and style procedures. Attention to writing instruction many have significantly improved the project.
C+	77-80%	2.29- 2.56	2.33	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations;
C	73-76%	2.00- 2.28	2.00	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations; below professional quality standards.
F	<73%	<2.00	0	Failing; little conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

**The student must maintain a 3.00 grade point average to remain in good academic standing.

Regent University Contact Information

School of Education

Dr. Kurt Kreassig - Dean   kkreassig@regent.edu   757-352-4260

Dr. Katie Goldman- Assistant Dean   kgoldman@regent.edu   757-352-4314

Dr. Elizabeth Hunter – Director of Program   elizand@regent.edu   757- 352-4313

Mrs. Rachel Copeland – Internship Coordinator   rachcop@regent.edu   757-352-4663

and Certification and Licensure Official

Mrs. Brenda Vaughan – Coordinator of Field Placements bvaughan@regent.edu   757- 352- 4744

for Licensure Programs

University Advising   advising@regent.edu   757.352.4385

Regent Emergency Update Hot Line: 757.352.4777.

Information Contact Sheet

Field Experience III Internship- Special Education Program K-12
Type of Internship: Disabilities, Inclusions, or Reading Specialist (select one)

Name: _____
Home &/or Cell Phone Numbers: _____
Regent Email Address: _____

School Name: _____
School Address:_____
School City, State, Zip Code: _____
School Hours of Operation: _____

Name of School Administrator: _____
School Administrator Phone Number: _____
School Administrator Email Address: _____

Name of Assistant Principal: _____
Assistant Principal Phone Number: _____
Assistant Principal Email Address: _____

Classroom Information:

Ability Area(s): _____
Classroom Setting /Model:_____
If Inclusion: Names of Co-Teacher(s):_____
_____

Name of Assigned Cooperating Teacher: _____
Teaching Position of Cooperating Teacher: _____
Cooperating Teacher Phone Number: _____
Cooperating Teacher Email Address: _____
Best Day and Time to Meet: _____

Primary Special Education/School Contact: _____
Primary Special Education/School Contact Email Address: _____

Intern Information:
Best Day and Time be Observed: _____
Best Day and Time to Meet: _____

Please send a copy of this form and your schedule to Rachel Copeland and your Internship Supervisor.
The deadline for submitting both documents is listed on the Course Assignment Sheet.

(Last Edited 8/15/18 - RCC)

REGENT | Christian Leadership
UNIVERSITY | to Change the World

1000 Regent University Drive
Virginia Beach, VA 23464

COOPERATING TEACHER STIPEND FORM
(Field Experience III & Reading Specialist Internships)

**Please complete and return this form to Regent University, School of Education, 1000 Regent University Drive, Virginia Beach, VA 23464-9800. ATT: Rachel Copeland, SOE Suite 254.
Other options: Email to rachcop@regent.edu or Fax it to: (757)- 352-4147**

(Only the individual who is designated as the Cooperating Teacher for the Field Experience Internship should complete this form.)

Name of Cooperating Teacher:

_____

Last   **First**   **Middle**

Home Address:

_____

Street   **City**   **State**   **Zip**

Home Phone Number: _____

Work Phone Number: _____

Email Address: _____

School Name: _____

School Address: _____

School Phone Number: _____

School Division: _____

Name of Intern/ Regent Student: _____

Signature of Cooperating Teacher: _____ Date _____

Please check the line below.

_____ **Cooperating Teacher, $75 Stipend**

Signature of Internship Coordinator _____ Date _____

INTERNSHIP TEACHING SCHEDULE

Name_____ Certification Program_____

Current Address_____ Phone #_____

Name of School_____

Address_____

Phone #_____

Name of Site Administrator_____

Service Delivery_____ Grade Level_____

Since the internship is a graduated experience, the assumption of the cooperating teacher's schedule should occur over a period of time. Please indicate the daily schedule and the approximate date(s) of assuming control of each class.

(1st Period)
_____

(2nd Period)   _____
_____

(3rd Period)   _____
_____

(4th Period)   _____
_____

(5th Period)   _____
_____

(6th Period)   _____
_____

(7th Period)   _____
_____

Possible extracurricular activities participation:

_____
Cooperating Teacher's Signature_____ Date_____

Intern's Signature_____ Date_____

Regent University- School of Education
ETSP 561, ETSP 561A, and ETSP 596 Internship Hours Recording Sheet

Name: **Semester/Course:**

This time log sheet should be used to track weekly instructional and non-instructional activities completed towards your internship hours.

Student Instructional Hours- Providing Instruction in-person or virtually to students
Observation Hours- Observation of instruction from another teacher either virtually or in-person (in a setting opposite to where you are currently teaching)
Non-Instructional Hours- Professional Development, Lesson Plan Preparation, Teacher Collaboration, Meetings, IEP Preparation, IEP Meetings
Independent Study Hours- Completion of Independent Study Assignment using template and guidelines provided

Cooperating Teacher Signature: _____   **Date:** _____

Please be diligent to log hours accurately and in a detailed manner. Information must be typed into this time log. Cooperating Teacher signatures are required on this time log sheet.. Questions about possible activities to include on this form can be answered by your University Supervisor or Rachel Copeland.

Week of

Date	Activity	Detailed Description of Activity	Student Instructional Hours (Classroom)	Student Instructional Hours (Virtual)	Observation Hours	Non-Instructional Hours	Independent Study Hours
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total Hours:							

Regent University
School of Education
Regent Lesson Plan Template

Name: _____ **Date:** _____

Class/Subject: _____ **Time:** _____

☐ *Mark with an X if lesson plan was taught in a virtual setting-* *Add Video Link Here*

Goal/Objective(s) for Lesson:

Related SOL:

Behavioral Objective(s):

Lesson Rationale:

Anticipated Difficulties:

Materials:

Anticipatory Set:

Review:

Teacher Presentation:

Guided Practice:

Independent Practice:

Differentiation of Instruction:

Closure:

Reflection and Critique:
(a) Did student meet objective? (b) How do you know? (c) If student had difficulties, state why and what you will do when planning or teaching this concept again.
(d) What did you learn about teaching and student learning from preparing this lesson?
(e) What would you do differently and why?
** If virtually taught, reflect on the outcome of teaching this lesson in this manner.***

REGENT UNIVERSITY | Christian Leadership to Change the World

Teacher Candidate Notebook Contents

Directions: At each observation, the notebook check items must be updated and available for the University Supervisor to review. It will be evaluated each time there is a schedule observation.

Intern   **School Year(s)**

Internship   **Date Of Notebook Evaluation:**

Time Log Sheets

Five Lesson Plans- Regent Template (Detailed and Measurable)

Data Collection Assessment

Information Contact Sheet and Cooperating Teacher's Stipend ☐ Submitted   ☐ Not Submitted

For Reading Specialists Only- Reading Specialist Interview

Student Evaluation ☐ Submitted ☐ Not Submitted

Evaluations for Final Observation- Confirm Date Submitted

University Supervisor's Observation/Evaluation Forms

Cooperating Teacher's Evaluation Forms

Administrator's Evaluation.

To Be Completed by the University Supervisor

After reviewing the binder, I feel that the candidate should receive the following grade for the binder:

P/Proficient – The binder contains all of the information listed above and was available for each observation. The lesson plans are reviewed and initialed by the Cooperating Teacher.

N/Needs Improvement – The binder was available and contains all of the necessary assignments, however,

U/Unacceptable – The binder does not have the necessary items and does not appear to be updated, organized, or professional. The binder was not available for the observation.

NOTES ON INDEPENDENT
STUDY (IF APPLICABLE)

Signature of University Supervisor   **Date**

Signature of Intern   **Date**

Reading Internship Journal & Activities

Requirements for Internship (On-the-Job and traditional)

<u>Time Log</u> - Keep track of all the hours you spend planning, attending meetings, conferencing, shadowing your RS, etc. These specific activities should be logged under non-student contact hours. You will need a minimum of 155 hours working directly with students in reading activities.

<u>Interview</u> – ***<u>See the Assignments Tab in Blackboard for details associated with this</u> <u>assignment.</u>*** Interview your Reading Specialist. Keep track of the questions and answers (about 15 minute interview) and include this interview under a separate tab in your Internship Notebook. Talk to them about their vision for reading programs, where they have seen reading programs work in the past, what programs look like now, and where they think reading programs are headed. Ask them about their highs and lows as a Reading Specialist, and see if they have any words of wisdom for you. Write a summary of what you learned from the interview. Have them sign off on this interview.

<u>Contact with Administration</u> – For those doing an On-the Job- internship, your University Supervisor will be contacting your Reading Supervisor and your Principal throughout the semester.

Your notebook will include the following:

1. **<u>Completed Time Log Sheet</u> -** The time log sheet must be signed by your cooperating teacher on a weekly basis. Keep track of student and non-student hours and log them separately.
2. **<u>Interview-</u>** Please create a separate tab in your notebook for this activity. Be sure to include the transcript of the interview and a reflective paper about the interview.

3. **<u>Data Collection Assignment</u>** (see Blackboard under Assignments for details)

4. **<u>Lesson Plans-</u>** Lesson Plans in Regent format must be available for your supervisor at each scheduled observation. A total of 5 lesson plans will be required by your final observation. Also, be sure to write each lesson plan goal in SMART goal format.

5. **<u>Evaluations-</u>** At the conclusion of your internship, an evaluation will be completed by your cooperating teacher, school administrator, and your university supervisor.

ETSP 596 Reading Specialist Internship

Name _____   **Date** _____

	Points Earned	Possible Points
Information Contact Form **Teaching Schedule** **Stipend Form**		**5 points**
Time Log Sheets 310 Total Hours- 155 Instructional Hours Time Log Sheet, Observation Hours Time Log Sheet, Total Hours Page, Signature Page (Student and CT)		**15 points**
Lesson Plans- Regent Template Lesson Plans (5) Lesson Plan Critique (5) Lesson Plan Videos (3) Signature Page (Student and CT)		**15 points**
Internship Notebook Check: (3 times)		**10 points**
Reading Specialist Interview and Reflection		**5 points**
Mandatory Meet and Greet/Workshop		**5 points**
Data Collection Assignment *Parts 1-3, Work Samples, Graphs, Summary*		**10 points**
Sample of Student Evaluations of Intern		**2 points**
Mid-Semester GROUPS Discussion Forum		**3 points**
Professionalism/Teacher Disposition		**5 points**
Evaluation Forms:		
Regent Supervisor **Cooperating Teacher** **Administrator From School**		**10 points** **10 points** **5 points**
Total Point Value		**100 points**

1) Intern must have assignments in binder prepared for each observation. Missing assignments will result in point deductions. 2) Long Form Evaluations from Administrator and Cooperating Teacher must be completed by final observation. 3) Lesson Plans and Time Log Sheets must have Cooperating Teacher Signature. 4) All Exemplary must be earned on final evaluations to receive full credit under the Evaluations sections of this rubric.

PROFESSIONALISM AND CHRIST-LIKE DEMEANOR EVALUATION

*"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus,
giving thanks to God the Father through him." (Colossians 3:17, NIV version)*

Student Name   **Student's Signature**
Supervisor   **Supervisor's Signature**
Internship/Semester   **Date**

Explanation: Use this form to evaluate the Professionalism and Christ-Like Demeanor of the student you are supervising. Please check either *Unsatisfactory*, *Developing/ Needs Improvement, Proficient*, or *Exemplary*. If a student receives anything below *Proficient*, please document pertinent information and provide suggestions for improvement.
This evaluation must be reviewed as needed during the semester, and/or with the student at the final observation. Signatures from both the intern and supervisor are required.

USE OF DISCRETION ☐ Unsatisfactory ☐ Developing/ Needs Improvement ☐ Proficient ☐ Exemplary

Throughout this internship, the student exhibited sound judgment, being mindful of how spoken words and personal actions effect the outcome of situations and the response of others. (Romans 14:19, Proverbs 3:21)

ATTITUDE OF COMPLIANCE ☐ Unsatisfactory ☐ Developing/ Needs Improvement ☐ Proficient ☐ Exemplary

During this course, the student displayed respect for authority and a willingness to accept directions and the entire internship team, doing so with an amenable attitude. (Hebrews 13:17, Philippians 2:5)

WORKMANSHIP ☐ Unsatisfactory ☐ Developing/Needs Improvement ☐ Proficient ☐ Exemplary

The student exhibited diligence, perseverance, attentiveness, punctuality, and decisiveness while completing the necessary course work for this internship. (Romans 15:57, Colossians 3:23)

ATTITUDE OF INTEGRITY ☐ Unsatisfactory ☐ Developing/ Needs Improvement ☐ Proficient ☐ Exemplary

Throughout this internship, the student demonstrated integrity by adhering to the policies and procedures of the University, being honest, trustworthy, and dependable in words and in conduct.
(Hebrews 13:17, 1 Thessalonians 5:21)

TEACHER DISPOSITION ☐ Unsatisfactory ☐ Developing/Needs Improvement ☐ Proficient ☐ Exemplary

For the duration of this course, the student's mannerisms, communication, and interactions with others demonstrated attributes that represent the Fruits of the Spirit- love, joy, peace, patience, kindness, goodness, faithfulness, and self- control. (Galatians 5:22-23)

Teacher Interim Performance Report

For Use with Regent Interns (Short Form)

Intern Name: *School Year(s)*

                                                            Grade Level/Subject
School Name:

The University Supervisor will use this form to maintain a record of evidence documented for each student teacher performance standard. Evidence can be drawn from formal observations, informal observations, portfolio review, and other appropriate sources. This form should be maintained by the University Supervisor during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within an appropriate time frame.

Strengths:

Areas of Improvement:

Professional Knowledge

☐ Evident

☐ Not Evident

Instructional Planning

☐ Evident

☐ Not Evident

Instructional Delivery

☐ Evident

☐ Not Evident

Assessment of and for Student Learning

☐ Evident

☐ Not Evident

Learning Environment

☐ Evident

☐ Not Evident

Culturally Responsive Teaching and Equitable Practices

☐ Evident

☐ Not Evident

Professional Development

☐ Evident

☐ Not Evident

Student Academic Progress

☐ **Evident**

☐ **Not Evident**

Teacher Summative Performance Report
For use with Regent University Interns (Long Form)

Directions: Evaluators use this form to provide the student teacher with an assessment of performance. The student teacher should be given a copy of the form at the end of each evaluation cycle.

Teacher _____ School Year(s) _____

Grade/Subject _____ School _____

	Rating
1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.* ☐ Effectively addresses appropriate curriculum standards. ☐ Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. ☐ Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. ☐ Demonstrates an accurate knowledge of the subject area(s) taught. ☐ Demonstrates skills relevant to the subject area(s) taught. ☐ Bases instruction on goals that reflect high expectations and an understanding of the subject. ☐ Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. ☐ Communicates clearly and checks for understanding. *Comments***:**	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*
2. Instructional Planning *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.* ☐ Uses student learning data to guide planning. ☐ Plans time realistically for pacing, content mastery, and transitions. ☐ Plans for differentiated instruction. ☐ Aligns lesson objectives to the school's curriculum and student learning needs. ☐ Develops appropriate long- and short-range plans and adapts plans when needed *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* *Unacceptable*

32

	Rating
3. Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.* ☐ Engages and maintains students in active learning. ☐ Builds upon students' existing knowledge and skills. ☐ Differentiates instruction to meet the students' needs. ☐ Reinforces learning goals consistently throughout lessons. ☐ Uses a variety of effective instructional strategies and resources. ☐ Uses instructional technology to enhance student learning. ☐ Communicates clearly and checks for understanding. *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*
4. Assessment of/for Student Learning *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.* ☐ Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. ☐ Involves students in setting learning goals and monitoring their own progress. ☐ Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. ☐ Aligns student assessment with established curriculum standards and benchmarks. ☐ Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives. ☐ Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. ☐ Gives constructive and frequent feedback to students on their learning *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*
5. Learning Environment *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.* ☐ Arranges the classroom to maximize learning while providing a safe environment. ☐ Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. ☐ Maximizes instructional time and minimizes disruptions. ☐ Establishes a climate of trust and teamwork being fair, caring, respectful, and enthusiastic ☐ Promotes cultural sensitivity. ☐ Respects students' diversity, including language, culture, race, gender, and special needs. ☐ Actively listens and pays attention to student needs and responses. ☐ Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*

Comments:

6. Culturally Responsive Teaching and Equitable Practices

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

☐ • Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within groups.

☐ • Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

☐ Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

☐ Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

☐ Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

☐ Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

☐ Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Rating
☐ *Exemplary*
☐ *Proficient*
☐ *Developing/ Needs Improvement*
☐ *Unacceptable*

Comments:

7. Professionalism

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

☐ Collaborates and communicates effectively within the school community to promote students' well-being and success.

☐ Adheres to federal and state laws, school policies, and ethical guidelines.

☐ Incorporates learning from professional growth opportunities into instructional practice.

☐ Sets goals for improvement of knowledge and skills.

☐ Engages in activities outside the classroom intended for school and student enhancement.

☐ Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

☐ Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.

☐ Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

☐ Demonstrates consistent mastery of standard oral and written English in all communication.

Rating
☐ *Exemplary*
☐ *Proficient*
☐ *Developing/ Needs Improvement*
☐ *Unacceptable*

8. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

☐ Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

☐ Documents the progress of each student throughout the year.

☐ Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

☐ Uses available performance outcome data to continually document and communicate student academic progress and develop inte learning targets.

Rating
☐ *Exemplary*
☐ *Proficient*
☐ *Developing/ Needs Improvement*
☐ *Unacceptable*

Comments:

Overall Evaluation Summary:
Include comments here

☐ **Exemplary**

☐ **Proficient**

☐ **Developing/Needs Improvement**

☐ **Unacceptable**

☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

_____   _____
Evaluator's Name   **Teacher's Name**

_____   _____
Evaluator's Signature   **Teacher's Signature**
                                                                                   (Teacher's signature denotes receipt of the summative
                                                                                   evaluation, not necessarily agreement with the contents
                                                                                   of the form.)

_____   _____
Date   **Date**

_____
Site Administrator's Name

_____   _____
Site Administrator's Signature   **Date**

Informal Classroom Observation Form
To be used with Regent University Interns

Directions: This form can be used by the evaluator to document during informal classroom observation. One form should be given to the student teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Teacher Observed: _____ **Date:** _____ **Time:** _____

1. Professional Knowledge • **Addresses appropriate curriculum standards** • **Integrates key content elements and facilitates students' use of higher level thinking skills** • **Demonstrates ability to link present content with past and future learning** • **Demonstrates an accurate knowledge of the subject area(s) taught** • **Demonstrates skills relevant to the subject area(s) taught** • **Bases instruction on goals that reflect high expectations** • **Demonstrates an understanding of the knowledge of development** • **Communicates clearly**	**Specific Examples:**
2. Instructional Planning • **Uses student learning data to guide planning** • **Plans time for realistic pacing** • **Plans for differentiated instruction** • **Aligns lesson objectives to curriculum and student needs** • **Develops appropriate long- and short-range plans and adapts plans**	**Specific Examples:**
3. Instructional Delivery • **Engages students** • **Builds on prior knowledge** • **Differentiates instruction** • **Reinforces learning goals** • **Uses a variety of strategies/resources** • **Uses instructional technology** • **Communicates clearly**	**Specific Examples:**
4. Assessment of and for Student Learning • **Uses pre-assessment data** • **Involves students in setting learning goals** • **Uses valid, appropriate assessments** • **Aligns assessments with standards** • **Uses a variety of assessment strategies** • **Uses assessment tools for formative/summative purposes** • **Gives constructive feedback**	**Specific Examples:**

5. Learning Environment • **Arranges the classroom to maximize learning and provides a safe environment** • **Establishes clear expectations** • **Maximizes instruction/minimal disruption** • **Establishes a climate of trust/teamwork** • **Promotes cultural sensitivity/respects diversity** • **Listens and pays attention to students' needs and responses** • **Maximizes instructional learning time by working with students individually and in groups**	**Specific Examples:**
6. Culturally Responsive Teaching and Equitable Practices • **Disaggregate data by student group and differentiates strategies to support the achievement of all students** • **Creates opportunities for equitable access, empowerment, and achievement for all students** • **Cultivates relationships anchored in affirmation and mutual respect** • **Models and communicates high expectations for all students** • **Utilizes instructional resources that validate and affirm racial, ethnic, social, and economic diversity** • **Utilizes the cultural knowledge, frames of reference, and performance styles of ethnically diverse students** • **Connects classroom curriculum and instruction to the experience, background, and traditions of all learners** • **Communicates in linguistically and culturally responsive ways** • **Mediates classroom power imbalances based on race, culture, ethnicity, identity, and socioeconomic conditions**	**Specific Examples:**
7. Professionalism • **Collaborates/communicates effectively** • **Adheres to laws/policies/ethics** • **Incorporates professional development learning** • **Incorporates learning from professional growth activities** • **Sets goals for improvement** • **Activities outside classroom** • **Builds positive relationship with parents** • **Contributes to professional learning community** • **Demonstrates mastery of standard oral and written English**	**Specific Examples:**
8. Student Academic Progress • **Sets student achievement goals** • **Documents progress** • **Provides evidence of goal attainment** • **Develops interim learning targets**	**Specific Examples:**

NOTE: It is unlikely that all teacher performance standards would be documented in a single

classroom visit. In fact, an observation might focus on a specific standard.

*Directions: Student Teachers, please explain that you are going to read this sentence twice:
As I read the sentence, color the face that describes how you feel about the sentence.*

Student Teacher	School Year & School
Example: I ride a school bus to school.	☺ 😐 ☹
1. My teacher listens to me.	☺ 😐 ☹
2. My teacher gives me help when I need it.	☺ 😐 ☹
3. My teacher shows us how to do new things.	☺ 😐 ☹
4. I know what I am supposed to do in class.	☺ 😐 ☹
5. I am able to do the work in class.	☺ 😐 ☹
6. I learn new things in my class.	☺ 😐 ☹

COMMENTS:

Grades 3-5 Student Survey
For use by Regent University Interns

Directions: Follow along as I read the statements. Respond to the statements by placing a check mark (✓) beneath the response – "YES," "SOMETIMES," or "NO" – that best describes how you feel about the statement.

Student Teacher's Name	School Year & School	Class Period

	YES	SOMETIMES	NO
Example: I like listening to music.	☐	☑	☐
1. My teacher listens to me.	☐	☐	☐
2. My teacher gives me help when I need it.	☐	☐	☐
3. My teacher shows us how to do new things.	☐	☐	☐
4. My teacher encourages me to evaluate my own learning.	☐	☐	☐
5. I am able to do the work in class.	☐	☐	☐
6. I learn new things in my class.	☐	☐	☐
7. I feel safe in this class.	☐	☐	☐
8. My teacher uses many ways to teach.	☐	☐	☐
9. My teacher explains how my learning can be used outside of school.	☐	☐	☐
10. My teacher explains why I get things wrong on my work.	☐	☐	☐
11. My teacher shows respect to all students.	☐	☐	☐
12. My teacher demonstrates helpful strategies or skills for my learning.	☐	☐	☐
13. There are opportunities to reflect on my learning in my class.	☐	☐	☐
14. My teacher allows me to make some choices about my learning.	☐	☐	☐

COMMENTS:

Grades 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree circle 5. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name _____ School Year _____ Class Period

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Example: I like listening to music.	1	2	3	4	5
1. My teacher creates a classroom environment that allows me to learn.	1	2	3	4	5
2. My teacher encourages me to evaluate my own learning.	1	2	3	4	5
3. My teacher allows me to demonstrate my learning in a variety of ways.	1	2	3	4	5
4. My teacher gives clear instructions.	1	2	3	4	5
5. My teacher shows respect to all students.	1	2	3	4	5
6. My teacher is available to help outside of class.	1	2	3	4	5
7. My teacher grades my work in a timely manner.	1	2	3	4	5
8. My teacher relates lessons to other subjects or the real world.	1	2	3	4	5
9. My teacher respects different opinions.	1	2	3	4	5
10. My teacher uses a variety of activities in class.	1	2	3	4	5
11. My teacher encourages all students to learn.	1	2	3	4	5
12. My teacher expects me to be successful.	1	2	3	4	5
13. My teacher is knowledgeable about the subject.	1	2	3	4	5
14. My teacher provides helpful feedback.	1	2	3	4	5

Grades 9-12 Student Survey
For use by Regent University Interns

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.
Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree circle 5. If you wish to comment, please write your comments at the end of the survey.

Student Teacher's Name	School & Year	Class Period				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Example: I like listening to music.		1	2	3	4	5
In this class, my teacher…						
1. gives clear instructions.		1	2	3	4	5
2. treats everyone fairly.		1	2	3	4	5
3. is available for help outside of class time.		1	2	3	4	5
4. clearly states the objectives for the lesson.		1	2	3	4	5
5. grades my work in a reasonable time.		1	2	3	4	5
6. relates lesson to other subjects or the real world.		1	2	3	4	5
7. allows for and respects different opinions.		1	2	3	4	5
8. encourages all students to learn.		1	2	3	4	5
9. uses a variety of activities in class.		1	2	3	4	5
10. communicates in a way I can understand.		1	2	3	4	5
11. manages the classroom with a minimum of disruptions.		1	2	3	4	5
12. shows respect to all students.		1	2	3	4	5
13. consistently enforces disciplinary rules in a fair manner.		1	2	3	4	5
14. makes sure class time is used for learning.		1	2	3	4	5
15. is knowledgeable about his/her subject area.		1	2	3	4	5
16. clearly defines long-term assignments (such as projects).		1	2	3	4	5
17. sets high expectations.		1	2	3	4	5
18. helps me reach high expectations.		1	2	3	4	5
19 assigns relevant homework.		1	2	3	4	5

47

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

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

1.1 Effectively addresses appropriate curriculum standards.
1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
1.4 Demonstrates an accurate knowledge of the subject matter.
1.5 Demonstrates skills relevant to the subject area(s) taught.
1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
1.8 Communicates clearly and checks for understanding.

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

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

2.1 Uses student learning data to guide planning.
2.2 Plans time realistically for pacing, content mastery, and transitions.
2.3 Plans for differentiated instruction.
2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
2.5 Develops appropriate long- and short-range plans and adapts plans when needed.

Indicators

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

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

3.1 **Engages and maintains students in active learning.**
3.2 **Builds upon students' existing knowledge and skills.**
3.3 **Differentiates instruction to meet the students' needs.**
3.4 **Reinforces learning goals consistently throughout lessons.**
3.5 **Uses a variety of effective instructional strategies and resources.**
3.6 **Uses instructional technology to enhance student learning.**
3.7 **Communicates clearly and checks for understanding.**

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

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

4.1 **Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.**
4.2 **Involves students in setting learning goals and monitoring their own progress.**
4.3 **Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.**
4.4 **Aligns student assessment with established curriculum standards and benchmarks.**
4.5 **Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.**
4.6 **Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.**
4.7 **Gives constructive and frequent feedback to students on their learning.**

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

5.1 **Arranges the classroom to maximize learning while providing a safe environment.**
5.2 **Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.**
5.3 **Maximizes instructional time and minimizes disruptions.**
5.4 **Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.**
5.5 **Promotes cultural sensitivity.**
5.6 **Respects students' diversity, including language, culture, race, gender, and special needs.**
5.7 **Actively listens and pays attention to students' needs and responses.**
5.8 **Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.**

Performance Standard 6: Professionalism

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

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

6.1 **Collaborates and communicates effectively within the school community to promote students' well-being and success.**
6.2 **Adheres to federal and state laws, school and division policies, and ethical guidelines.**
6.3 **Incorporates learning from professional growth opportunities into instructional practice.**
6.4 **Sets goals for improvement of knowledge and skills.**
6.5 **Engages in activities outside the classroom intended for school and student enhancement.**
6.6 **Works in a collegial and collaborative manner with administrators, other school personnel, and the community.**
6.7 **Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.**
6.8 **Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.**

6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Performance Standard 7: Student Academic Progress

The work of the student teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
7.2 Documents the progress of each student throughout the year.
7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Note: **Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.**

SCHOOL OF EDUCATION
MISSION

SEEKING KNOWLEDGE

SEEKING WISDOM

SERVING OTHERS

EDIFYING OTHERS

✝

ACKNOWLEDGING THE CENTRALITY OF JESUS CHRIST IN ALL THINGS, THE REGENT UNIVERSITY SCHOOL OF EDUCATION GRADUATE WILL BE RECOGNIZED IN ...