

# University of Richmond

## Student Teaching Handbook

### Fall 2017



*Take a deep breath. The adventure ahead will change you, from the inside out. Student teaching is difficult, but not impossible. Your attitude will define your journey. Be humble. Take every experience as an opportunity for growth. No one expects perfection. Chase excellence. You are a STUDENT teacher, learning from doing. You are not expected to know everything; you are discovering how to be an outstanding teacher from your successes and failures. Both are equally important. Give yourself grace to learn from your mistakes, and don't forget: at the end of the day, teaching is about the hearts and souls of the students you are serving. Get to know your students. They will teach you more than any textbook, article, or workshop. You are here to instruct, encourage, mentor, praise, influence, guide, listen, and grow. Enjoy the ride!*

**Jessie Allen, UR SPCS/TLP 2015**

## Fall 2017 Student Teaching Timeline

One of the biggest sources of anxiety for both the student teacher and the cooperating teacher lies in deciding upon a reasonable procedure and timeline for the gradual release of all classroom duties to the student teacher. The following timeline is meant to be a guide to help the cooperating teacher, university supervisor, and student teacher come up with a plan that works for the team.

### First Placement

August 29 – October 20

Professional Development Week

Weeks 1, 2

Weeks 3, 4, 5, 6

Week 7

Prepare for students, attend all meetings and PD trainings

*Interact, assist, co-teach, teach part-time or full-time\**

*Teach full-time* (take on ALL responsibilities of classroom teacher)

*Teach part-time and observe other teachers*

### Second Placement

October 23 – December 15

Weeks 1, 2

Weeks 3, 4, 5, 6

Week 7

*Interact, assist, co-teach, teach part-time or full-time\**

*Teach full-time* (take on ALL responsibilities of classroom teacher)

*Teach part-time and observe other teachers*

\*During the first two weeks in the classroom with students, student teachers, cooperating teachers, and university supervisors should decide together how much time the student teacher will need to interact, observe, co-teach, and teach part-time before beginning to teach full time. Ideally, the student teacher should never sit in the back of the room quietly for a full day. From day one, the student teacher should be interacting on some level with the students.

Below is a suggested student teacher schedule for the first two weeks with students in each placement, but the cooperating teacher, student teacher, and university supervisor should tailor this to meet the student teacher's needs.

Sample first week ST schedule with students:

Day 1: Stand at the door with the CT to greet students in the morning, circulate and talk to students during breaks in instruction, learn student names, circulate during individual and group work and help students with academic tasks. Observe and assist CT during direct instruction and take notes/write down questions.

Day 2: Same as day one.

Day 3: Same as day one AND lead calendar time (elementary placements) or other informal daily activity

Day 4: Same as day three

Day 5: Same as day three

Sample second week ST schedule with students:

Day 1: Teach one full lesson (UR lesson plan required)

A full lesson means that you (1) begin by transitioning students from previous activity, (2) introduce a new skill and/or review an old skill, (3) guide students through a process of modeling, guided practice, and/or independent/group work, and (4) close the lesson.

Day 2: Teach two full lessons (UR lesson plans required)

Day 3: Teach three full lessons (UR lesson plans required)

Day 4: Teach four full lessons (UR lesson plans required)

Day 5: Full time teaching (take over ALL responsibilities of classroom teacher-UR lesson plans required)

***During weeks 3,4,5 and 6 the student teacher is required to teach full time and take over all the responsibilities of the classroom teacher. UR lesson plans are required for each lesson.***

## Acknowledgements

Our thanks to the public school divisions of Chesterfield, Goochland, Hanover, Henrico, New Kent, and Powhatan counties, and to Richmond City for hosting our student teachers. We are particularly grateful to the cooperating teachers who give their time and share their talents to help prepare future teachers.

## From the Director of Field Placement

Expert practitioners need to study content and pedagogy, concepts of learning, and child development to know the waters they will navigate, **but they also must be able to demonstrate that they can use what they know in ways that help real students learn.** This means...giving teacher candidates opportunities to get their sea legs by helping them develop and study their practice and the practice of their mentors and more experienced colleagues, use what they know, and improve their performance in schools and classrooms under the tutelage of expert clinical educators.

NCATE Blue Ribbon Panel Report on Clinical Practice, 2010

Dear Student Teacher,

The seafaring language used to describe student teaching in the excerpt above is apt. As a novice educator, you have studied and read about teaching and learning but have little to no experience in taking the long ocean voyage that lasts from September to June. The sea will look and feel differently depending on when (Monday or Friday) and where (grade 1 or 5) you practice. The sea will also be subject to the whims of changing weather and other variables (students' home lives, social lives, etc.). You must look to those who have spent time learning to successfully steer the ship through the toughest waters for guidance and then have enough courage to try your hand at the rudder.

Luckily, you will not be alone. You can rely on department faculty, your university supervisor, cooperating teachers and other student teachers to support you. And don't forget, you will have all those wonderful students who will travel along with you. They will give you the gift of their curiosity, wonder, humor, and innocence. Although you will most certainly face challenges, know that you are engaging in the important and ultimately rewarding work of educating our region's precious children. I wish you all a wonderful voyage!

Sincerely,  
Dr. Napoli

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## Contact Information

### Mailing Address:

Education Department  
28 Westhampton Way  
University of Richmond  
23173

### Fax Number

804-287-6369

### Main Phone Number

804-289-8427

The offices of all of the faculty and staff listed below are located in **North Court Academic, 3<sup>rd</sup> floor**  
(exception = Ms. Angela Leeper who is on the 1<sup>st</sup> floor)

<b>Dr. Patricia Stohr-Hunt</b> (NC 309) Chair, Education Department	289-8432	pstohrhu@richmond.edu
<b>Dr. Scott Bray, Assistant Chair</b> (NC 308) Teacher Licensure Program, Director, Secondary Education	289-8431	sbray@richmond.edu
<b>Dr. Laura Kuti</b> (NC 305) Assistant Chair, Masters of Curriculum and Instruction	287-6621	lkuti@richmond.edu
<b>Dr. Mavis Brown</b> (NC 307) Associate Professor	289-8429	mbrown@richmond.edu
<b>Dr. Tammy Milby</b> (NC 310) Director of Reading	287-6678	tmilby@richmond.edu
<b>Dr. Allison Brenning</b> (NC 311) Director of Instructional and Educational Practice	287-6627	abrennin@richmond.edu
<b>Dr. Deborah Napoli</b> (NC 301) Director of Field Placement	289-8430	dnapoli@richmond.edu
<b>Dr. Julia Burke</b> (NC 303) Program Manager for TLP, BALA and M.Ed C & I	484-1584	jburke@richmond.edu
<b>Ms. Angela Leeper</b> (NC 104A) Director of the Curriculum Materials Center	289-8433	aleeper@richmond.edu
<hr/>		
<b>Mrs. Liza Carpenter</b> (NC 300) Administrative Coordinator	289-8428	lcarpent@richmond.edu
<b>Mrs. Renee Peterson</b> (NC 300) Administrative Assistant	289-8427	rpeters2@richmond.edu

## Purpose

This Student Teaching Handbook will take you through the student teaching experience from the application process to licensure. It differs from the Teacher Preparation Handbook in that it does not include program admission information or detail about program requirements. To access the Teacher Preparation Handbook, go to <http://education.richmond.edu/teacher-education/teaching-handbook.html>

This handbook provides student teachers, cooperating teachers, and university supervisors with information regarding state and university requirements as well as rich descriptions of roles and responsibilities.

## Teacher Preparation at the University of Richmond: Mission and Overview

Teacher education at the University of Richmond is a campus-wide responsibility, designed to ensure that all of our students are reflective and knowledgeable professionals who possess both a theoretical and practical knowledge base.

### Mission Statement

The mission of the Teacher Preparation Program at the University of Richmond is to improve the understanding and practice of teaching and learning in P-12 environments through reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to professionalism.

### Conceptual Framework

Education faculty believe that learners must actively “build” knowledge and skills (Bruner, 1990), that this knowledge is socially constructed (Vygotsky, 1978), and that schools and classrooms must be learner centered (National Research Council, 1999). This belief is reflected in our coursework where students collaboratively identify issues and post solutions to educational conundrums, analyze data to determine instructional needs, and apply best practices to remedy achievement deficits. Additionally, throughout our program, students are placed within local schools to apply knowledge and skills learned in their courses. It is here that we guide our preservice teachers in building resiliency and improving performance through the principle of reflective practice. We believe that committed professionals exhibit the disposition to reflect upon and change their practice as necessary and that this is a skill that can be taught (Schon, 1983). Ultimately, we envision that our mission and conceptual framework will develop educators who are positioned to improve P-12 student learning in our regions’ classrooms.

### Program Themes, Goals, and Outcomes

We have established four themes for our program that align with our mission, conceptual framework, as well as state and national standards for teacher performance.

#### **Theme 1: Knowledge of Learners** (VA Performance Standards 1,3; InTASC Standards 1,2,3)

Goal - Develop candidates who are reflective and knowledgeable about learners and are able to employ instructional strategies that meet the needs of all students, including students with disabilities, gifted students, students with limited proficiency in English, and students with diverse cultural needs.

**Outcome 1:** Candidates will provide learning opportunities that support the physical, social, emotional, moral, and cognitive development of their students.

**Outcome 2:** Candidates will create instructional opportunities that are adaptable to the individual differences of learners.

**Outcome 3:** Candidates will incorporate values of inclusion and multiculturalism into instruction and promote a classroom model of democracy, equity, and social justice.

**Theme 2: Knowledge of Content** (VA Performance Standards 1,2; InTASC Standards 4,5)

Goal - Develop candidates who have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings.

**Outcome 1:** Candidates will demonstrate a depth of content knowledge necessary to teach to state and national standards in their subject matter discipline(s).

**Outcome 2:** Candidates will create learning experiences that make these aspects of subject matter meaningful for students.

**Outcome 3:** Candidates will include real-world applications and interdisciplinary connections of their subject matter discipline(s) in their instruction.

**Theme 3: Knowledge of Instruction** (VA Performance Standards 2,3,4,5; InTASC Standards 6,7,8)

Goal - Develop candidates who are able to employ best practices in the planning, delivery, and assessment of instruction so that they may transform content for teaching purposes in ways that make it accessible and meaningful to students.

**Outcome 1:** Candidates will plan for instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, and students' abilities and differences.

**Outcome 2:** Candidates will create learning environments that encourage positive social interaction and active engagement in learning.

**Outcome 3:** Candidates will use a variety of instructional strategies to encourage students' development of content knowledge, critical thinking, problem solving, performance skills, and effective use of technology.

**Outcome 4:** Candidates will manage classroom procedures and student behaviors to maximize academic learning time.

**Outcome 5:** Candidates will employ various assessment strategies to evaluate the teaching/learning process and adapt instruction.

**Theme 4: Knowledge of the Profession** (VA Performance Standard 6; InTASC Standards 9,10)  
Goal - Develop candidates who have the knowledge and skills to bring the highest levels of professionalism to their practice as instructional leaders and have the disposition to reflect upon and change that practice as necessary.

**Outcome 1:** Candidates will demonstrate knowledge of the ethical and legal aspects of teaching including the rights of students, parents and families, as well as the legal rights and responsibilities of the teacher.

**Outcome 2:** Candidates will communicate effectively with parents, families, and other professionals in the community to actively engage them in support of students' learning and well-being.

**Outcome 3:** Candidates will work in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

**Outcome 4:** Candidates will demonstrate a commitment to the process of continuous learning and engage in professional development activities.

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*Bruner, J. (1990). Acts of meaning. Cambridge, MA: Harvard University Press.*  
*National Research Council (2000). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press.*  
*Schon, D. (1983). The reflective practitioner. New York, NY: Basic Books.*  
*Vygotsky, L. (1978). Mind in society. Cambridge, MA: Harvard University Press.*



## Requirements: Overview

### Teacher Preparation Program Requirements

As detailed in the Teacher Preparation Handbook, the requirements for licensure are derived from both the state and university. Overall, program requirements can be divided into 6 categories:

1. Assessments
2. Coursework
3. Certifications
4. Field Experiences/**Student Teaching (see below)**
5. Professional Behaviors/Dispositions
6. Application Completion

Please see the Teacher Preparation Handbook at <http://education.richmond.edu/teacher-education/teaching-handbook.html> for more detail on each of the requirements.

### Student Teaching Requirements

Before you can apply to student teach, you must complete the following:

- \_\_\_\_\_ *Pass the Praxis II, VCLA, and RVE exams as well as the online training modules for Child Abuse & Neglect Awareness, Dyslexia, and VA Civics (talk to your advisor about the details of these exams and training modules)*
- \_\_\_\_\_ *Meet with your advisor to discuss readiness to student teach*
- \_\_\_\_\_ *Fill any transcript gaps per the VDOE regulations (see your advisor for more detail)*
- \_\_\_\_\_ *Successfully complete all professional studies coursework with a grade of B or higher.*

Before you can be placed in a school to student teach you must complete the following:

- \_\_\_\_\_ *Complete division required tests/certifications/background checks (i.e. TB test, FBI Fingerprinting, CPR/First Aid/AED Certification, etc.)*
- \_\_\_\_\_ *Submit a completed application for student teaching to the Director of Field Placement*

During student teaching

- \_\_\_\_\_ *Comply with all expectations and responsibilities detailed on pages 12 & 13 of this handbook along with other expectations and responsibilities outlined by your university supervisor and cooperating teacher.*
- \_\_\_\_\_ *Obtain recommendation for licensure from cooperating teacher(s) and university supervisor*
- \_\_\_\_\_ *Successfully complete the student teaching seminar along with the professional portfolio*

After student teaching

- \_\_\_\_\_ *Apply for licensure through the VDOE and pay the fee.*

## Student Teaching

### Application, Registration, and Placement

#### Applying to Student Teach

You will need to officially apply to student teach the semester **BEFORE** you intend to be placed. Through work with your advisor and per your Record of Progress document, you will know in advance the semester during which you are forecasted to student teach.

- The Director of Field Experience will advertise the time and place for an application meeting by posting flyers in North Court, by making announcements during classes, and through email.
- At the application meeting you will receive detailed information about how to apply for student teaching.
- The student teacher can choose a preferred school division, but the school and grade level(s) will be decided by division representatives.
- Once the Director of Field Placement has received and processed all prospective applicants, she will visit the school divisions to present the placement requests.
- The school division representative will then take over the placement process.

#### Registering to Student Teach

Your advisor will help you register for both the student teaching experience and seminar. For TLP and BALA students, the student teaching experience counts as a 12 credit course. The seminar is a 2 credit course. **Please take note that during the student teaching semester your tuition will be based on 14 semester hours**, rather than the typical 6 or 9 credit hours of past semesters. For A & S undergraduate students, the student teaching experience is a 3.5 unit course and the seminar is a .5 unit course.

#### Placement Process

The Director will be alerted when UR students have been placed by each division. She will then communicate information about grade levels, school sites, principals, and cooperating teachers to all UR student teacher applicants.

Application and placement timeline for fall student teachers:

- Application meeting = Mid January
- Application due date = Mid February
- Placement information to applicants = Early June

#### Student Teaching Orientation Meeting

The first day of the university academic semester, you will be required to attend a mandatory student teaching orientation. The purpose of this orientation is to:

- meet your assigned university supervisor
- review the student teaching handbook
- sign the Student Teaching Contract (See Appendix A for a copy of this contract)
- receive additional training on recognizing child abuse/neglect and teaching students with dyslexia
- clarify the expectations and roles for you and your mentors for the weeks to come

Information about the time and location of the student teacher orientation meeting will be communicated to you in your placement email in early June.

### **Reporting to Assigned Placement**

Fall student teachers have the benefit of reporting to their placements the week before students arrive. This means that they can participate in all beginning of the year trainings and meetings. Fall student teachers can also participate in setting up the classroom space for new students. Typically, fall student teachers report to their first placement the day after the orientation meeting (see above).

Fall student teachers are encouraged to meet with their cooperating teachers over the summer to map out a plan for the first few weeks of school. Please make sure to reference the Student Teaching Timeline on page 16 of this handbook to ensure you are meeting university expectations regarding a timeframe for taking over the class.

### **The Student Teaching Seminar**

The professional seminar is an integral part of the student teaching experience. The seminar is a 2-credit course that meets once a week, from 4:30-6:30. It is student-centered, discussion-based class devoted to addressing issues and topics related to the experience of student teaching and to current educational practices, such as classroom management, data driven instruction, planning and organization, communication skills, critical thinking, assessment, differentiation, and the development of reflective practices.

The professional teaching portfolio is a major component of the student teaching experience and grade. During the seminar, you will be guided through the requirements of the portfolio and given assistance as you draft sections. Please see Appendix B for more detail about the portfolio format and scoring rubric.

## Student Teaching Roles and Responsibilities

### A Team Approach

Those involved in the student teaching experience must work as a team in order to fulfill the main purpose of teacher preparation: to ensure all children have access to quality K-12 educators.

Student teaching situates the teacher candidate in a very unique learning context. The successful student teacher will behave as a guest in the classroom while earning the respect of the students. The successful student teacher will navigate the sometimes-disparate expectations of the university program and the school site. The successful student teacher will work with multiple mentor/evaluators who will offer advice and feedback daily. All of these expectations exist in addition to the main tasks of teaching such as preparing and delivering highly effective lessons, assessing for student learning, and using data effectively.

A team approach to student teaching can minimize distractions, miscommunications, and misunderstandings that might detract from a meaningful learning experience. One way to ensure that a team functions well is to clearly understand each member's role and responsibilities.

### The Student Teacher

The responsibilities to be assumed by student teachers during the student teaching process are numerous, too many to be listed. Though not inclusive, some responsibilities are noted below. Be certain to review with the cooperating teacher these and others that he/she feels are of importance. **Noncompliance with one or more of the identified responsibilities is sufficient cause for review which may result in termination and/or change of the student teaching assignment.**

- *Adhere to the policies and procedures of the school site and district where assigned.*
- *Follow the calendar of the school site and comply with all school system and building regulations. This includes before and after school hours. School calendars **do not** coincide with the university's calendar. As a student teacher, you **must** be present when your school is in session, even though the university may not be in session. Absence for religious purposes will coincide with University of Richmond policies. Please see Appendix C for division calendars.*
- *Follow the same schedule as your cooperating teacher. (There are no cuts or excused absences in student teaching.) If you are so ill that you miss a day of teaching, **you must notify both your cooperating teacher and your university supervisor.** Missing days of student teaching may mean that you must extend your student teaching experience. Absences other than illness must be approved by the Director of Field Placement in advance of the absence.*
- *Conduct him/herself in a professional manner by demonstrating appropriate behaviors and dispositions in all activities. Since student teachers are recognized by school personnel as professional educators, they may not attend any social event with students unless another adult such as a parent or another faculty/staff member is present. Student teachers should not transport students in their personal automobiles. Socially oriented e-mails to all students are prohibited. As a representative of the University of Richmond and your school, exercise extremely responsible and professional behaviors if and when establishing new or maintaining existing electronic web pages in any location, including social networking sites. Inappropriate postings may result in termination of the student teaching assignment. All candidates, upon admission to the Teacher Education Program, are required to meet with their assigned academic*

advisor to plan their program of study. If, at any time a candidate's dispositions are a concern, that candidate should expect to have a meeting with the Director of Field Placement who will determine if further intervention is needed. For multiple dispositional concerns, a meeting will be scheduled with the Program Chair (or designee) to determine further action. Should a candidate have a grievance or complaint, they may reference University of Richmond policy for the procedure to be followed via the link below: [studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html](http://studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html) Please see Appendix D for a duplicate of the Professional Dispositions Form.

- *Student teachers must not let employment, other courses, or family and personal responsibilities interfere with the rigorous intellectual, emotional, and time demands of the student teaching experience. A student teacher who is failing to meet these demands may have to be withdrawn from the student teaching experience*
- *No student teacher may assume classroom responsibilities as a substitute. When a cooperating teacher is absent a substitute teacher must be hired.*
- *Take the initiative in asking for suggestions and having received them, either put them into practice or take the time to discuss them with the cooperating teacher and/or university supervisor.*
- *Bring to the teaching experience competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.*
- *Teach full-time, taking over all duties of a classroom teacher for a **minimum of 20 days (weeks 3,4,5,6 with students)** in each placement. For more detailed information, please see the Student Teaching Timeline on page 16 of this handbook.*
- *It is the responsibility of the student teacher to precisely track and record his/her hours during the student teaching semester. The timecard is available online, in this handbook, and will be distributed and discussed in seminar. Please see Appendix E for a duplicate of the Student Teaching Timecard form.*
- *Develop detailed lesson plans for every lesson taught as outlined in this handbook. Lesson plans should be made available to the university supervisor and cooperating teacher with enough time to allow for feedback and revisions. Please see Appendix F for the University of Richmond lesson plan format and resources.*
- *All lesson plans and supporting materials developed during the 15 weeks of student teaching must be organized and kept either in a binder, or in a digital folder that is shared with the Director of Field Experience, cooperating teacher, and university supervisor. Regardless of the format, all lesson plans should be available at any time to the cooperating teacher and school administration, university supervisor, and Director of Field Placement.*
- *You are expected to interact with your students' parents or guardians. As a student teacher avail yourself of these opportunities as presented. Participate in parent-teacher conferences, parent phone calls, child study meetings, and IEP meetings. This is your opportunity to learn about the critical nature of parent-teacher communication and its effect on student learning under the guidance and expertise of your cooperating teacher.*

## The Cooperating Teacher

The cooperating teacher is perhaps better positioned than anyone else to help the student grow and learn from this experience. With an emphasis on “**student**” in the label student teacher, the cooperating teacher models effective teaching, reflection, and professional conduct. The cooperating teacher also communicates regularly with the university supervisor.

- *Orient the student teacher to the school setting and policies.*
- *Review with the student teacher the school and/or school division’s **Code of Conduct**.*
- *and **Professional Qualities and Responsibilities** as well as the **Virginia Standards of Learning** that are to be taught, pacing guides, and the accommodations needed for exceptional students.*
- *Provide the student teacher with an in-classroom work space, and plan a term-long schedule of observations, activities, and duties.*
- *Provide the opportunity for the student teacher to assume a full teaching load a **minimum of 20 days (weeks 3,4,5,6 with students)** in each placement. Student teachers are expected to be engaged in teaching and learning each and every day of their placement. Please see the Student Teaching Timeline on page 16 of this handbook for more detailed information.*
- *Reinforce the university’s requirement that student teachers write a lesson plan for every lesson they teach. Review the student teacher’s daily lesson plans in advance and suggest revisions if necessary. Please see Appendix F for the University of Richmond lesson plan format and resources.*
- *Observe and hold post observation conferences frequently with the student teacher and provide written feedback.*
- *Communicate with the university supervisor immediately any questions or concerns you may have.*
- ***Complete a minimum of three ST-01 Observation Feedback Forms.** Student teaching ST-01 forms will be provided for your convenience. In order to provide the student teacher with formative feedback and structured opportunities for growth, the **three ST-01 observations are to be spaced over the course of the student’s placement.** It is recommended that one observation be completed in week three, one in week four, and one in week five or six. **Cooperating teachers hosting during the first 7 weeks of student teaching should also fill out a ST-02 Midterm Evaluation form.** Please see Appendices G and H for duplicates of the ST-01 and ST-02 Observation forms.*
- *Cooperating teachers working with student teachers during their first placement must complete a student teaching **Mid-Term Evaluation Form** (i.e. Form ST-02) at the conclusion of the placement. Cooperating teachers working with student teachers during their second placement must complete a student teaching **Final Evaluation Form** (i.e. Form ST-03). The cooperating teacher should review the form with the student teacher and the university supervisor during the last week of the placement. Please see Appendices H and I for a duplicate of the ST-02 and ST-03 forms.*

## The University Supervisor

The university supervisor contributes to the professional development of the student teacher by providing expert feedback and evaluation of the student teacher's performance in the classroom. The university supervisor also facilitates the student teaching experience by ensuring there is ongoing communication between the student teacher and the cooperating teacher.

*The university supervisor:*

- *Attends the student teacher orientation at the beginning of the semester at which he or she will be given the opportunity to meet and talk with his/her assigned student teachers. Attends a spring supervisor meeting to discuss updates, share ideas, and score student portfolio. Attends both a fall and spring SPCS faculty meeting.*
- *Arranges a meeting with all cooperating teachers and student teacher during the **first week** of the semester to review and clarify expectations on both sides and respond to questions or concerns.*
- *Communicates frequently and effectively with cooperating teachers.*
- *Monitors the student teacher as he or she assumes a full teaching load for a **minimum of 20 days (weeks 3,4,5, and 6 with students)** in each placement. For more detailed information please see the Student Teaching Timeline on page 16 of this handbook.*
- *Completes a minimum of **eight announced and unannounced visits and six formal observations and post conferences** during the 15 weeks of student teaching.*
- *Reinforces the university's requirement that student teachers write a lesson plan for every lesson they teach. Please see Appendix F for the University of Richmond lesson plan format materials.*
- *Reviews the student teacher's lesson plans in advance and makes suggestions when necessary.*
- *Identifies and promptly reports potential problems in the performance of a student teacher to the Director of Field Placement at the University of Richmond.*
- *Schedules observations during each placement so that supportive and formative feedback is provided to each student teacher in a timely manner. **Completes a minimum of six ST-01 Observation Forms for each assigned student teacher and one ST-02 Mid Term Evaluation Form.** Please see Appendices G and H for duplicates of the ST-01 and ST-02 Observation Forms.*
- *Completes a student teaching **Final Evaluation Form** (i.e. Form ST-03) at the end of the student teaching placement and reviews this form with the student teacher during the last week of the student teaching experience. Specific skills to be considered in filling out this form are included in this handbook. Please see Appendix H for a duplicate of the ST-03 Final Evaluation Form.*
- *Evaluates student teacher portfolios according to the rubric provided. See Appendix B for more information about the portfolio format and scoring rubric.*

## Fall 2017 Student Teaching Timeline

One of the biggest sources of anxiety for both the student teacher and the cooperating teacher lies in deciding upon a reasonable procedure and timeline for the gradual release of all classroom duties to the student teacher. The following timeline is meant to be a guide to help the cooperating teacher, university supervisor, and student teacher come up with a plan that works for the team.

### First Placement

*August 29 – October 20*

Professional Development Week

*Weeks 1, 2*

*Weeks 3, 4, 5, 6*

*Week 7*

Prepare for students, attend all meetings and PD trainings

*Interact, assist, co-teach, teach part-time or full-time\**

*Teach full-time (take on ALL responsibilities of classroom teacher)*

*Teach part-time and observe other teachers*

### Second Placement

*October 23 – December 15*

*Weeks 1, 2*

*Weeks 3, 4, 5, 6*

*Week 7*

*Interact, assist, co-teach, teach part-time or full-time\**

*Teach full-time (take on ALL responsibilities of classroom teacher)*

*Teach part-time and observe other teachers*

\*During the first two weeks in the classroom with students, student teachers, cooperating teachers, and university supervisors should decide together how much time the student teacher will need to interact, observe, co-teach, and teach part-time before beginning to teach full time. Ideally, the student teacher should never sit in the back of the room quietly for a full day. From day one, the student teacher should be interacting on some level with the students.

Below is a suggested student teacher schedule for the first two weeks with students in each placement, but the cooperating teacher, student teacher, and university supervisor should tailor this to meet the student teacher's needs.

Sample first week ST schedule with students:

Day 1: Stand at the door with the CT to greet students in the morning, circulate and talk to students during breaks in instruction, learn student names, circulate during individual and group work and help students with academic tasks. Observe and assist CT during direct instruction and take notes/write down questions.

Day 2: Same as day one.

Day 3: Same as day one AND lead calendar time (elementary placements) or other informal daily activity

Day 4: Same as day three

Day 5: Same as day three

Sample second week ST schedule with students:

Day 1: Teach one full lesson (UR lesson plan required)

A full lesson means that you (1) begin by transitioning students from previous activity, (2) introduce a new skill and/or review an old skill, (3) guide students through a process of modeling, guided practice, and/or independent/group work, and (4) close the lesson.

Day 2: Teach two full lessons (UR lesson plans required)

Day 3: Teach three full lessons (UR lesson plans required)

Day 4: Teach four full lessons (UR lesson plans required)

Day 5: Full time teaching (take over ALL responsibilities of classroom teacher-UR lesson plans required)

***During weeks 3,4,5 and 6 the student teacher is required to teach full time and take over all the responsibilities of the classroom teacher. UR lesson plans are required for each lesson.***



## **Licensure and Employment**

It is the goal of the Teacher Preparation Program at the University of Richmond to populate our region's classrooms with highly qualified, highly effective teachers. To that end, we provide support to all graduates in the teacher licensure application process and search for employment.

### **Licensure Application**

The Virginia Department of Education requires that approved teacher preparation programs submit applications for licensure on behalf of their students. During the last session of the student teaching seminar, you will:

- Fill out the two-page VDOE application.
- Give consent for the university to obtain your official UR transcripts
- Make out a \$75 check to the VDOE for processing.

The Education Department staff will then obtain necessary signatures from faculty and mail your completed application and related materials to the VDOE. It typically takes about 6-8 weeks to receive your official license in the mail. The Education Department will be happy to provide you with a letter of completion for employment purposes if needed.

### **Employment**

You are encouraged to apply for open teaching positions throughout your student teaching experience. Often, student teachers are offered a contract before they are finished in their placements. If you are offered a contract during student teaching, you may finish your field hours in your new position.

During week 7 of the student teaching seminar, human resource representatives from each of the major divisions will visit UR to hold an informational session. You will have a chance to meet these representatives and ask questions about applying for positions, interviewing, and accepting contracts.

If you need to obtain a letter of recommendation from your university supervisor or any other university faculty member, you must have him/her sign a FERPA request form. (See Appendix J for a duplicate of the Request for Letter of Recommendation Form)

The Education Department will also send emails regarding any open positions and/or job fairs of which we are aware both during and after student teaching.

Of course, the Education faculty and staff are always here to help with any alumni questions and needs after graduation.

## Appendices

### Appendix A: Student Teaching Contract

\*Duplicate form- all Student Teachers will receive a copy of this form to sign at Student Teaching Orientation.

*As a student teacher enrolled in the Teacher Licensure Program at the University of Richmond, I understand that I must adhere to all program requirements as stated in the Teacher Preparation Handbook and as outlined below.*

- *Be in the classroom where assigned.*
- *Follow the same schedule as the cooperating teacher.*
- *Notify cooperating teacher and university supervisor as early as possible if there is the possibility of an absence due to illness.*
- *Absences or leaves other than sickness must be requested in writing of and approved in advance of the requested date by the Director of Field Placement.*
- *Adhere to the policies and procedures of the hosting school and district where assigned.*
- *All lesson plans must be written according to the University of Richmond Department of Education format.*
- *Have completed lesson plans to the cooperating teacher by an agreed upon date prior to teaching the lesson.*
- *Completed lessons plans must be in place in order to teach.*
- *Implement lesson plan modifications and adjustments made by the cooperating teacher and university supervisor.*
- *Maintain a complete and up to date binder of lesson plans and make it available to the cooperating teacher, university supervisor, building administration, and the Director of Field Placement.*
- *Maintain an accurate and daily accounting of time as noted on the student teaching timecard.*
- *Be professional in appearance, dress, demeanor, and disposition.*
- *Follow the recommendations of the cooperating teacher, the university supervisor, and the Director of Field Placement.*
- *Employment in addition to student teaching is highly discouraged and is not a reason for failure to comply with the requirements of student teaching.*

My failure to fulfill the stated criteria will result in dismissal from the student teaching placement and removal from the Teacher Licensure Program. *I have read the Student Teacher Contract and understand that I am responsible for meeting these requirements at the highest level of proficiency.*

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate Name (printed): \_\_\_\_\_

July 2015

## **Appendix B: Portfolio Format and Scoring Rubric**

The portfolio is an extended, authentic performance task. It is extended because it requires a teacher to demonstrate and document a two to four-week period of his/her work as a teacher in the classroom. It is authentic as the methodology because it is constructed around the things that effective teachers typically do. A performance task as a methodology allows direct measurement of a teacher's work and the effects of that work. It should be noted here that the portfolio is grounded in conceptions of teacher and school effectiveness and competence that are both outcome-based **and** context-dependent.

The portfolio also encompasses both process and product. From a process perspective, the portfolio is a framework for a teacher to think about what he/she is attempting to accomplish with his/her students. From a product perspective, a portfolio is a collection of a teacher's work that serves to document the teacher's proficiency in a number of important areas, including his/her effectiveness in fostering student learning.

In order to develop a broad sense of the content of and expectations for the portfolio, please see the scoring rubric that follows

Also, please keep in mind that the portfolio will count as 50% of your final seminar grade. You must earn a score of 80% (B-) or higher in the seminar course in order to be recommended for licensure.

**Section 1:****Teaching and Learning Context**

In this section, students should demonstrate

- an understanding of individual differences and diverse cultures and communities in order to ensure inclusive learning environments
- the ability to incorporate this understanding in planning instruction that supports every student in meeting rigorous learning goals

(InTASC S2,S7; VA Performance Standards S2, S5; UR Conceptual Framework G1, G3)

*Task: Describe the community, school, and classroom factors (including the level of support/assistance provided in the teaching/learning context) that are the most relevant to the design and implementation of instruction, and anticipate the ways in which these factors might affect instructional decisions during the planning and instructional stages of teaching.*

<b>Teaching and Learning Context</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Ability to access relevant contextual information and detail the ways in which it might be incorporated into instruction (InTASC 2k)</b>	<b>is able to access very limited and/or inaccurate information</b> about the values of diverse cultures and communities and <b>provides limited detail</b> of how to incorporate learners' experiences, cultures, and community resources into instruction.	<b>is able to access relevant information</b> about the values of diverse cultures and communities and <b>provides adequate detail</b> on how he/she might incorporate learners' experiences, cultures, and community resources into instruction.	<b>knows how to access very important and accurate information</b> about the values of diverse cultures and communities and <b>provides rich detail</b> on how he/she might incorporate learners' experiences, cultures, and community resources into instruction.
<b>Understanding of language acquisition and students with exceptional needs along with knowledge of resources and strategies to address these learning differences (InTASC 2h, 2i)</b>	<b>somewhat understands</b> second language acquisition and/or students with exceptional needs, , and <b>provides limited detail</b> on how to use strategies and resources to address these needs.	<b>adequately understands</b> second language acquisition and/or students with exceptional needs, and <b>provides adequate detail</b> on how to use strategies and resources to address these needs.	<b>has an in-depth understanding</b> of second language acquisition and/or students with exceptional needs and <b>provides rich detail</b> on how to use strategies and resources to address these needs.
<b>Knowledge of when and how to access available resources to aid instruction (InTASC 7m)</b>	<b>has some knowledge</b> of when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	<b>has adequate knowledge</b> of when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, , librarians, media specialists, community organizations).	<b>has in-depth knowledge</b> of when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, , librarians, media specialists, community organizations).

**Section 2:****Critical Content Knowledge**

*In this section, students should demonstrate an understanding of*

- *the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches*
- *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.*
- *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.*
- *the common misconceptions that may interfere with learning and ways to correct these misconceptions*
- *how to provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.*

*(InTASC 4,5,8; VA UPS 1; UR Conceptual Framework 2)*

*Task: Describe the critical knowledge and common concepts of the content to be taught by using the SOLs and curriculum framework as a guide. Discuss common misconceptions about the content that might interfere with student learning and how you might teach the correct conceptions and detail the ways in which the content might connect to other content areas, your students' experiences and/or local/global contexts.*

<b>Critical Content Knowledge</b>	<b><i>Needs Improvement</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
<b><i>Understanding of the central concepts</i></b> <i>(InTASC 4)</i>	<b><i>somewhat understands</i></b> the central concepts, tools of inquiry, and structures of the discipline (s) he/she is teaching	<b><i>adequately understands</i></b> the central concepts, tools of inquiry, and structures of the discipline (s) he/she is teaching	<b><i>possesses a rich and deep understanding</i></b> of the central concepts, tools of inquiry, and structures of the discipline (s) he/she is teaching
<b><i>Ability to provide multiple representations and explanations of central concepts</i></b> <i>(InTASC 4a, 8)</i>	<b><i>Is limited in his/her ability to provide</i></b> multiple representations and explanations that capture key concepts	<b><i>has an adequate ability</i></b> to provide multiple representations and explanations that capture key concepts	<b><i>has an exceptional ability</i></b> to provide multiple representations and explanations that capture key concepts
<b><i>Ability to recognize and correct learner misconceptions</i></b> <i>(InTASC 4e)</i>	<b><i>has some difficulty recognizing and correcting</i></b> any learner misconceptions that may interfere with learning	<b><i>adequately recognizes and corrects</i></b> any learner misconceptions that may interfere with learning	<b><i>has an exceptional ability</i></b> to recognize and correct any learner misconceptions that may interfere with learning
<b><i>Ability to connect concepts to learners and local/global issues</i></b> <i>(InTASC 4d, 5d)</i>	<b><i>Is limited in his/her ability to connect</i></b> concepts to learners' experiences and local and global issues	<b><i>Is able to connect</i></b> concepts to learners' experiences, local, and global issues	<b><i>has an exceptional ability</i></b> to connect concepts to learners' experiences, local, and global issues

**Section 3:****Learning Objectives and Assessment Strategies**

In this section, students should demonstrate an understanding of how to

- plan 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.
- use multiple methods of assessment to guide the teacher's and learner's decision making.

(InTASC 6; VA UPS 1,2,4; UR Conceptual Framework G3)

*Task: Craft the learning objectives for the unit that align to the SOLs and Curriculum Framework. Objectives should be clear and developmentally appropriate, and include verbs from Bloom's Taxonomy that move students toward higher order thinking/learning skills. Then, describe planned assessment strategies. Assessments must be directly aligned to the learning objectives, demonstrate an understanding of how to vary assessment strategies based on learning content and context, be described in terms of how they might be used to guide instructional decisions, and provide students with effective feedback to help them understand their own learning.*

<b>Learning Objectives and Assessment Strategies</b>	<b><i>Needs Improvement</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
<b><i>Crafting learning objectives</i></b> (InTASC 7g)	Creates learning objectives that are <b>somewhat aligned</b> to the SOLs/Curriculum Framework, are <b>sometimes clear</b> and developmentally appropriate, and <b>sometimes use Bloom's verbs</b> to move students toward higher order thinking/learning skills.	creates learning objectives that are <b>adequately aligned</b> to the SOLs/Curriculum Framework, are <b>mostly clear</b> and developmentally appropriate, and <b>adequately use Bloom's verbs</b> to move students toward higher order thinking/learning skills.	creates learning objectives that are <b>tightly aligned</b> to the SOLs/Curriculum Framework, are <b>exceptionally clear</b> and developmentally appropriate, and <b>masterfully use Bloom's verbs</b> to move students toward higher order thinking/learning skills.
<b><i>Designing Assessments</i></b> (InTASC 6b)	designs assessments that <b>sometimes match learning objectives</b> with assessment methods and <b>attempts to minimize</b> sources of bias that can distort assessment results.	designs assessments that <b>adequately match learning objectives</b> with assessment methods and <b>successfully attempts to minimize</b> sources of bias that can distort assessment results.	designs assessments that <b>tightly match learning objectives</b> with assessment methods and <b>successfully minimizes</b> sources of bias that can distort assessment results.
<b><i>Varying assessment types</i></b> (InTASC 6a)	<b>somewhat balances</b> the use of formative and summative assessment as appropriate to support, verify, and document learning	<b>adequately balances</b> the use of formative and summative assessment as appropriate to support, verify, and document learning	<b>masterfully balances</b> the use of formative and summative assessment as appropriate to support, verify, and document learning

**Section 4:****Instructional Design and Delivery**

In this section, students should demonstrate an understanding of how to

- plan 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.
- use 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.
- use multiple methods of assessment to guide the teacher's and learner's decision making.

(InTASC 7,8; VA UPS 1,2,3,4; UR Conceptual Framework G1, G2, G3)

**Task:** Students should use the University of Richmond lesson plan template to align instructional plans with content objectives, show evidence of differentiation based on the context, and demonstrate an understanding of how students learn best by planning engaging, rigorous, and relevant activities that connect to students' experiences. Students are encouraged to demonstrate the ability to modify instruction based on assessment data by providing notes on lesson plans about modifications, etc.

<b>Instructional Design and Delivery</b>	<b><i>Needs Improvement</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
<b><i>Instructional activities</i></b> (InTASC 8f)	<i>is limited</i> in his/her ability to plan a variety of activities that aim to engage all learners, are aligned to learning objectives, develop higher order questioning skills, and connect to students' experiences	<b><i>mostly</i></b> plans a variety of activities that aim to engage all learners, are aligned to learning objectives, develop higher order questioning skills, and connect to students' experiences	<b><i>Is very adept</i></b> in planning a variety of activities that aim to engage all learners, are aligned to learning objectives, develop higher order questioning skills, and connect to students' experiences
<b><i>Use of assessment to plan and adjust instruction</i></b> (InTASC 7q, 7d)	<i>Is limited</i> in his/her ability to plan for instruction based on formative assessment data, prior learner knowledge, and learner interest and <b><i>can sometimes</i></b> adjust/revise plans based on learner needs and changing circumstances	<b><i>mostly</i></b> plans for instruction based on formative assessment data, prior learner knowledge, and learner interest and <b><i>can usually</i></b> adjust/revise plans based on learner needs and changing circumstances	<b><i>is very adept</i></b> in his/her ability to plan for instruction based on formative assessment data, prior learner knowledge, and learner interest and <b><i>regularly</i></b> adjusts/revises plans based on learner needs and changing circumstances

**Section 5:**  
**Interpretation of Assessment Results**

*In this section, students should demonstrate*

- *an ability to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners*
- *the belief that all learners can achieve at high levels and persistence in helping each learner reach his/her full potential.*
- *a commitment to work toward each learner's mastery of disciplinary content and skills*
- *a commitment to ongoing professional learning and to using 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.*

*(InTASC 2,4,6,9; VA UPS 2,4,7; UR Conceptual Framework G3)*

*Task: Present pre and post assessment results in a way which makes clear the extent to which students met the learning objectives detailed in Section 3 of this portfolio. Use this data, along with the formative assessment data to tell a story about the patterns and gaps in learning. Provide research-based reasons for progress and/or gaps in learning and describe how you might improve your practice based on your findings.*

<b>Interpretation of Assessment Results</b>	<b><i>Needs Improvement</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
<b><i>Presentation of assessment data (6l)</i></b>	<b><i>presents data somewhat clearly</i></b> in ways that <b><i>provide limited information</i></b> about individual students, student groups, particular learning objectives, and assessment types	<b><i>often presents data very clearly</i></b> in ways that provide helpful information about individual students, student groups, particular learning objectives, and assessment types	<b><i>clearly presents all data</i></b> in ways that provide helpful information about individual students, student groups, particular learning objectives, and assessment types
<b><i>Interpretation of assessment data (InTASC 6c, 9c)</i></b>	<b><i>sometimes makes logical inferences</i></b> about patterns and gaps in learning based on the teaching and learning context and educational research	<b><i>mostly makes logical inferences</i></b> about patterns and gaps in learning based on the teaching and learning context and educational research	<b><i>makes many logical inferences</i></b> about patterns and gaps in learning based on the teaching and learning context and educational research
<b><i>Implications for practice (InTASC 2l, 4r, 7q)</i></b>	<b><i>is somewhat committed</i></b> to work toward each learner's mastery of content and skills by evaluating his/her own instructional and assessment choices in order to improve future practice	<b><i>is mostly committed</i></b> to work toward each learner's mastery of content and skills by evaluating his/her own instructional and assessment choices in order to improve future practice	<b><i>is very committed</i></b> to work toward each learner's mastery of content and skills by evaluating his/her own instructional and assessment choices in order to improve future practice



**Section 6:****Reflection**

*In this section, students should demonstrate*

- *the ability to see him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice*
- *an ability to reflect on his/her personal biases*
- *the ability to build a plan for professional growth using data on learner performance*

*(InTASC 9; VA UPS 6; UR Conceptual Framework G3, G4)*

*Task: For both the unit presented in this portfolio and your student teaching experience as a whole: Summarize key events/findings, discuss the possible reasons for these events/findings, hypothesize on their meaning, and discuss implications for your own practice and the profession.*

<b>Reflection</b>	<b><i>Needs Improvement</i></b>	<b><i>Proficient</i></b>	<b><i>Exemplary</i></b>
<b><i>Analysis and reflection to improve practice</i></b> (InTASC 9g, 9n)	<i>sees him/herself as a learner, uses observation and other forms of data to analyze and reflect upon, uses current educational policy and research to reflect on his/her practice and to plan for adaptations/adjustments.</i>	<i>sees him/herself as a learner, uses observation and other forms of data to analyze and reflect upon, uses current educational policy and research to reflect on his/her practice and to plan for adaptations/adjustments.</i>	<i>sees him/herself as a learner, uses observation and other forms of data to analyze and reflect upon, uses current educational policy and research to reflect on his/her practice and to plan for adaptations/adjustments.</i>
<b><i>Reflection on personal biases</i></b> (InTASC 9e)	<i>reflects on personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</i>	<i>reflects on personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</i>	<i>reflects on personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</i>
<b><i>Plan for future professional growth</i></b> (9k)	<i>has an understanding of how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional.</i>	<i>has an understanding of how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional.</i>	<i>has an understanding of how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional.</i>

## Appendix C: Division Calendars

# Chesterfield County Public Schools • 2017-18 calendar

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**August 2017**  
28-31 • teacher workdays (countywide professional development Aug. 29 for secondary and Aug. 30 for elementary)

**September 2017**  
1 • teacher workday  
4 • holiday  
5 • first day of school

**October 2017**  
6 • three-hour early release for students/ school professional development

**November 2017**  
3 • end of first nine weeks  
3 • three-hour early release for students/teacher workday  
6 • student holiday and parent teacher conference day  
7 • student holiday and teacher professional development day/ workday  
22-24 • holiday

**December 2017**  
18-29 • winter break

**January 2018**  
1 • winter break  
2 • schools reopen after winter break  
15 • holiday

**February 2018**  
2 • three-hour early release for students/teacher workday  
2 • end of second nine weeks and second semester  
19 • holiday

**March 2018**  
16 • three-hour early release day/ professional development day

**April 2018**  
2-6 • spring break  
13 • three-hour early release for students/teacher workday  
13 • end of the third nine weeks

**May 2018**  
28 • holiday

**June 2018**  
14-15 • three-hour early release for students/teacher workday  
15 • end of the fourth nine weeks and second semester  
16 • last day of school for teachers

**Report cards**  
Report cards will be issued for all students Nov. 17, Feb. 16, and April 27. Final report cards will be issued June 15 for elementary and mailed June 25 for secondary students.

**Instructional days**  
44 • in first quarter (21 even and 23 odd)  
48 • in second quarter (24 even and 24 odd)  
44 • in third quarter (22 even and 22 odd)  
44 • in fourth quarter (21 even and 23 odd)  
180 • total days (89 even and 91 odd)

**More details**  
8 • teacher workdays  
7 • three-hour early release days for students

**Makeup time**  
The superintendent determines makeup times. Jan. 15 and May 28 will not be used for makeup time. Makeup time may include the lengthening of some instructional days and the loss of the Feb. 19 holiday and the March 16 early release day. The School Board retains the right to modify the calendar.

**Up-to-date information**  
Chesterfield County Public Schools provides up-to-date information via:  
mychesterfieldschools.com  
Facebook.com/chessterfieldschools  
Twitter.com/ccpsinfo  
Comcast 96 and Verizon 26  
School Notes digital newsletter

November 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### Legend

- student holiday and teacher workday
- student and staff holiday
- ★ student holiday and parent-teacher conference day
- three-hour early release for students



Chesterfield County Public Schools does not unlawfully discriminate on the basis of sex, race, color, age, religion, disability or national origin in employment or in its educational programs and activities.

Chesterfield County Public Schools, P.O. Box 10, Chesterfield, VA 23832



# HANOVER COUNTY PUBLIC SCHOOLS 2017-2018 CALENDAR

Adopted 1-17-17

JULY 2017							AUGUST 2017							SEPTEMBER 2017						
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S
						1			1	2	3	4	5	3	4	5	6	7	8	9
2	3	4	5	6	7	8	6	7	8	9	10	11	12	10	11	12	13	14	15	16
9	10	11	12	13	14	15	13	14	15	16	17	18	19	17	18	19	20	21	22	23
16	17	18	19	20	21	22	20	21	22	23	24	25	26	24	25	26	27	28	29	30
23	24	25	26	27	28	29	27	28	29	30	31									
30	31																			

4 Independence Day

1-2 Administrative Leadership Conference  
21-23 New Teachers Report  
24-25 Teacher Professional Development  
28-31 Teacher Workdays/Prof. Dev./Meetings

1 Teacher Workdays/Prof. Dev./Meetings  
4 Labor Day Holiday  
5 School Begins

OCTOBER 2017							NOVEMBER 2017							DECEMBER 2017						
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S
1	2	3	4	5	<6>	7				1	2	3*	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	<8>	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20+	21+	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30

6 Interim Report Day; Early School Closing; Professional Dev.  
9 Columbus Day/Teacher Workday/ Professional Dev.

3 Early School Closing; End of Nine Weeks  
5 Daylight Savings Time Ends  
7 Student Holiday; Parent-Teacher Conf. Day;  
10 Report Card Distribution Day (K-12)  
22 Student and Teacher Holiday  
23-24 Thanksgiving Holiday

8 Interim Report Day  
20-29 Winter Break  
Dec. 20 & 21 are make-up days if there is a loss of 5 instructional days prior to and including December 1

JANUARY 2018							FEBRUARY 2018							MARCH 2018						
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3					1	<2>	3
7	8	9	10	11	12	13	4	5	6	7	8*	9	10	4	5	6	7	8*	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17
21	22	23	24	25*	26*/	27	18	19+	20	21	22*	23	24	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28				25	26	27	28	29	30*/	31

3 School reopens after winter break  
15 Holiday  
25-26 Early Closing/End of Semester  
29 First Day of Second Semester

2 Report Card Distribution (K-12)  
8 Early School Closing; Prof. Development;  
1/2 Make-up Day #6  
19 Student and Teacher Holiday; Make-up day #5  
22 Early School Closing - Parent-Teacher Conf.  
1/2 Make-up Day #6

2 Interim Report Day  
8 Early School Closing; Prof. Development;  
1/2 Make-up day #7  
11 Daylight Savings Time Begins  
30 Early School Closing; End of Nine Weeks

APRIL 2018							MAY 2018							JUNE 2018						
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	<11>	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11*	12*	13*	14*/	15	16
22	23	24	25	26*	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

2-6 Spring Break  
13 Report Card Distribution (K-12)  
19 Kindergarten Registration  
21 Arts and Sciences Festival  
26 Early School Closing; Prof. Development;  
1/2 Make-up Day #7

11 Interim Report Day  
28 Holiday

11-12 Exam Dates (Early Closing MS & HS Only)  
13-14 Exams & Early Closing (K-12)  
14 Students Final Day & Elem. Report Cards  
15 Teacher Workday  
16 Graduation  
22 MS/HS Report Card Distribution

## KEY:

- Teacher Planning & In-Service Day/STUDENT HOLIDAY (Blocked & Shaded)
- Holidays (Blocked)
- <> Interim Report Day
- / Early School Closing and End of Nine Weeks
- + Inclement Weather Days
- \* Early School Closings
- A Days in Red (Secondary Only)

## Early Closing Schedule

Elementary: 12:30 P.M.  
Secondary: 1:30 P.M.  
Note: BES & SAES: 1:00 P.M.



## 2017-2018 Calendar

JULY 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day Holiday  
7,14,21,28 Offices Closed

AUGUST 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4,11,18 Offices Closed  
21-24 New Teacher Academy  
28-31 Pre-School Activities/Planning & Development

SEPTEMBER 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Pre-School Activities/Planning & Development  
4 Labor Day Holiday  
5 Schools Open  
21 Student Half Day/Staff PD

OCTOBER 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Student Half Day/Staff PD

NOVEMBER 2017						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7 Student Holiday/Section Day/Staff PD/Clerical Day  
22-24 Thanksgiving Holiday  
(22 does not include 12-month employees)

DECEMBER 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-29 Winter Break

JANUARY 2018						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Winter Break  
2 Schools Re-open Following Winter Break  
15 Martin Luther King Jr. Day Holiday  
23-26 Student Exam Week/HS Early Dismissal  
29 Student Holiday/Staff PD/Clerical Day

FEBRUARY 2018						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

19 Student Holiday/Staff PD

MARCH 2018						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 Student Half Day/Staff PD  
?? Tentative SOL Writing Test Dates

APRIL 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-6 Spring Break  
16 Student Half Day/Clerical Day  
19 Kindergarten Registration

EASTER IS APRIL 1

MAY 2018						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

?? Tentative SOL Testing Window  
28 Memorial Day Holiday

JUNE 2018						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5-8 Senior Exam Week  
12-15 Student Exam Week/HS Early Dismissal  
15 Student Half Day/Clerical Day  
22, 29 Offices Closed  
?? Tentative Summer School Start Date

Shaded figures denote holidays for staff and/or students as designated. = 1/2 day.

Blocked figures denote dates of importance to staff and/or students and parents as explained under each month.

Circled dates denote end of nine-week evaluation periods for students.

Students = 180 days  
Teachers = 191 days (includes two .5 parent visitation evenings)

NOTE: Make up Day: Feb. 19

Monday, Tuesday, Thursday, and Friday of pre-school week - all teachers will stay in their assigned schools. Wednesday may be used for centrally planned meetings or trainings.

# New Kent County Public Schools 2017/2018 School Calendar

**July 2017**

Su	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day

**August 2017**

Su	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21-23 New Teacher Academy  
23 Lead Teacher Workday  
24-31 Teacher Workdays  
28-30 Paraprofessional Workdays

**September 2017**

Su	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Teacher Workdays  
4 Labor Day  
5 First Day of School

**October 2017**

Su	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 Interim 1  
9 Columbus Day  
Half Day - Professional Development  
Elementary 12:10 pm; Secondary 10:55 am

**November 2017**

Su	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7 End of Marking Period 1 (45 Days)  
7 Election Day - No School  
Parent Teacher Conferences 12:00 - 7:00  
11 Veterans Day  
16 Report Card Distribution  
22-24 Thanksgiving Holiday

**December 2017**

Su	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

13 Interim 2  
20-29 Winter Break

**January 2018**

Su	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 New Year's Day  
2 Winter Break  
3 School Resumes  
15 Martin Luther King Jr. Day - No School  
26-29 Exam Days - Early Release  
1:30 ES; 12:30 MS & HS (90 Days)  
30 No School - E-Commute  
31 Second Semester Begins

**February 2018**

Su	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

8 Report Card Distribution  
19 Presidents' Day Holiday - No School

**March 2018**

Su	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

7 Interim 3  
12 Half Day - Professional Development  
Elementary 12:10 pm; Secondary 10:55 am

**April 2018**

Su	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1 Easter  
2-6 Spring Break  
11 End of Marking Period (45 Days)  
19 Report Card Distribution

**May 2018**

Su	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

9 Interim 4  
28 Memorial Day

**June 2018**

Su	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

14-15 Exam Days - Early Release  
1:30 ES; 12:30 MS & HS (181 Days)  
15 Last day of School  
18 Teacher Workday  
19 Lead Teacher Workday

1 Indicates No School  
1 Early Release or Half Day as Indicated

New Kent County Public Schools  
12003 New Kent Highway, New Kent, VA 23124



# RICHMOND CITY PUBLIC SCHOOLS

Richmond, Virginia  
School Calendar for the School Year 2016-2017

AUGUST 2016						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
	SRM 1	2	3	4	5	6
7	8	9	10	11	12	13
14	SRM 15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
				School Based 1	School Based 2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	SRM 19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1st Interim 6	7	8
9	10	11	12	13	14	15
16	SRM 17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	SRM 7	8	9	10	11	12
13	Report Cards Sent Home	14	15	16	17	18
19	SRM 20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2016						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	SRM 5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	SRM 3	4	5	6	7
8	9	10	11	12	13	14
15	Martin Luther King Jr. Holiday	SRM 17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	SRM 6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	SRM 21	22	23	24	25
26	27	28				

MARCH 2017						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	SRM 6	7	8	9	10	11
12	13	14	15	16	17	18
19	SRM 20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	SRM 3	4	5	6	7	8
9	10	11	12	13	14	15
16	SRM 17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY 2017						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
	SRM 1	2	3	4	5	6
7	8	9	10	11	12	13
14	SRM 15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2017						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	SRM 5	6	7	8	9	10
11	12	13	14	15	16	17
18	SRM 19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2017						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	SRM 17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Student/Staff Holiday  
  2 Hour Early Dismissal  
● Full make-up day  
  Teacher Workday/PTDD/Mtgs.  
  Parent-Teacher Conference Day  
  Last Day For Seniors  
  Division-wide Professional Development Day  
  End Interim Report Period  
  Summer Office Hours - 7:00 AM-5:30 PM, M-Th  
  2 hour early dismissal will be cancelled to make-up seat hours if necessary

## Appendix D: Professional Dispositions Form (Duplicate)

<b>Professional Behaviors and Dispositions</b>
<p><b>Professional Ethics</b></p> <ul style="list-style-type: none"> <li>• <i>The candidate adheres to high standards of ethical conduct including academic honesty and respect for the confidentiality of conversations and records concerning students, parents/guardians, teachers and administrators.</i></li> <li>• <i>The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.</i></li> </ul>
<p><b>Professional Demeanor &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li>• <i>The candidate is poised and professional in his or her demeanor.</i></li> <li>• <i>The candidate is punctual and reliable, attends all required sessions, notifies appropriate individuals when absence is unavoidable, completes assignments on time, and follows through on commitments.</i></li> <li>• <i>The candidate communicates effectively and appropriately with students, parents/guardians, peers, administrators, cooperating teachers, university supervisors, and other professionals.</i></li> <li>• <i>The candidate is independent, shows initiative and self-direction, and goes beyond minimum expectations.</i></li> <li>• <i>The candidate is an active and effective problem solver.</i></li> <li>• <i>The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</i></li> <li>• <i>The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.</i></li> <li>• <i>The candidate responds to frustration, stress, and constructive criticism in an appropriate and professional manner.</i></li> <li>• <i>The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.</i></li> </ul>
<p><b>Commitment to Teaching</b></p> <ul style="list-style-type: none"> <li>• <i>The candidate values the profession of teaching.</i></li> <li>• <i>The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.</i></li> <li>• <i>The candidate works effectively with professional colleagues and other adults to promote and support student learning.</i></li> <li>• <i>The candidate productively participates in school and community activities.</i></li> </ul>
<p><b>Commitment to Learning and Professional Competence</b></p> <ul style="list-style-type: none"> <li>• <i>The candidate is curious and interested in learning more about students and content areas.</i></li> <li>• <i>The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.</i></li> <li>• <i>The candidate uses professional knowledge and research to inform practice.</i></li> </ul>
<p><b>Self-Reflection</b></p> <ul style="list-style-type: none"> <li>• <i>The candidate reflects actively and continuously on and evaluates his or her own behavior and work leading to enhanced teaching and learning.</i></li> <li>• <i>The candidate is willing to consider multiple perspectives of his or her own performance.</i></li> <li>• <i>The candidate is willing and able to recognize his or her own difficulties or deficiencies and develops potential solutions.</i></li> </ul>

## Appendix E: Student Teaching Timecard (Duplicate)

### STUDENT TEACHING TIMECARD

University of Richmond  
Department of Education

Year: \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

Student Name:		Supervisor:		School Division:	
Email:		Cooperating Teacher's Name (1):			
Phone:		Grade Level or Subject (1):			
Address:		Cooperating Teacher's Name (2):			
City:		State:		Zip:	
School (1) Name:		School (1) Address:		School (1) Phone:	
School (2) Name:		School (2) Address:		School (2) Phone:	

<b>REQUIRED WEEKS</b>															<b>TOTAL HOURS</b>	
HOURS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Observing																
Teaching																
Preparing																
Extracurricular																
TOTAL HOURS																
Absences (days/week)																
Tardies (days/week)																
Cooperating Teacher's Initials																
Supervisor's Initials																

**I certify that the above information is accurate.**

Student Teacher's Signature	Date	Cooperating Teacher's Signature (1)	Date
Supervisor's Signature	Date	Cooperating Teacher's Signature (2)	Date



## Appendix F: University of Richmond Lesson Plan Format and Resources

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ Number of Students: \_\_\_\_\_

### Introduction

- Lesson topic
- Length of Lesson
- VA Standards of Learning – Write out the portion(s) of the SOL that will be addressed.
- Context – Where does this lesson fit? Describe its placement within the broader context of instruction.
- Global Themes – What is the big idea this lesson contributes to an understanding of?

### Content Objectives

Write the objectives in terms of what content students are expected to learn. Begin the objective list with the stem "Students will ...". Each objective must begin with an action verb and include a clearly stated anticipated learning outcome. Use both the Curriculum Framework and Bloom's Revised Taxonomy to help in writing these objectives.

### Assessment Aligned to Objectives

List **each** objective and describe and provide examples of how the evaluation of students' learning will be accomplished. Each assessment must be directly aligned to the stated objectives.

- Formative – Describe how you will monitor student progress and understanding **during** the lesson. What will you look and listen for? What should students be saying, asking, and/or doing?
- Summative – Describe how you will determine that each student has met the content objectives. Describe how student work will be evaluated. Where appropriate, provide grading rubrics and/or answer keys.

### Materials/Technology and Advanced Preparation

List the books and/or texts, manipulatives, technology, visual aids, handouts (by title), and other materials that will be needed during the lesson. Additionally, describe any pre-lesson setup.

### Teaching and Learning Sequence

This portion of the lesson plan should be **presented in three columns** and divided into the segments below. Each segment should contain an estimate of how long the events of instruction will take and must detail what the teacher and students will be doing. Write these steps in the imperative.

<b>TIME</b>	<b>TEACHER ACTIONS</b>	<b>STUDENT ACTIONS</b>
Introduction/Anticipatory Set – <i>Outline how the lesson will begin. How will you focus student attention on lesson content, build on prior knowledge, motivate students to learn, etc.?</i>		
Lesson Development – <i>Outline the sequence to be followed in the development of the lesson. Pay particular attention to concept development and questioning.</i>		
Closure – <i>Outline how the lesson will be concluded. How will you summarize, review, reinforce, enrich, and/or encourage students to reflect on what they have learned?</i>		

July 2014

### **Homework**

*IF homework will be assigned, describe the assignment here. Explain how and where it will be embedded in the Teaching and Learning Sequence. Also, explain why it is being assigned and its purpose.*

### **References**

*Reference all resources and ideas used in the creation of this assignment. References should be formatted according to the style outlined in the 6<sup>th</sup> Edition of the APA Publication Manual.*

### **Appended Materials**

*Attach the following forms and resources to the completed lesson plan.*

- Lesson Organizer
- Curriculum Framework Document – *Attach the appropriate pages from the Curriculum Framework guide and highlight information most relevant to the lesson.*
- Lesson Materials – *Including, but not limited to, handouts, homework, presentations, assessments, rubrics, graphic organizers, and other materials of this type.*

## Lesson Organizer

<i>Prior Knowledge and NEW Instructional Content</i>		
<i>Instructional Modifications to ASSIST Students</i>	<i>Main Events of Instruction</i>	<i>Instructional Modifications to CHALLENGE Students</i>

July 2014

## Principles for Differentiation

<b>Category</b>	<b>Explanation</b>	<b>What It Looks Like/Ideas</b>
<b>Content</b>	<i>Students access different levels of content or different content strands.</i>	
<b>Process</b>	<i>Students access content in different ways.</i>	
<b>Product</b>	<i>Students demonstrate understanding of the content in different ways.</i>	
<b>Flexible Grouping</b>	<i>Students are grouped and regrouped based on a variety of factors.</i>	
<b>Interest</b>	<i>Students engage in assignments based on their affinities and passions.</i>	
<b>Learning Profile</b>	<i>Students are assigned tasks based on their learning style.</i>	
<b>On-going Assessment</b>	<i>Students engage in activities based on evidence of readiness and interest.</i>	
<b>Readiness</b>	<i>Students receive instruction based on their understanding or skill level.</i>	
<b>Respectful Tasks</b>	<i>Students are assigned tasks that reflect an appropriate level of challenge.</i>	

Source: Tomlinson, C. A., & Demirsky Allan, S. (2000). Leadership for differentiating schools and classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

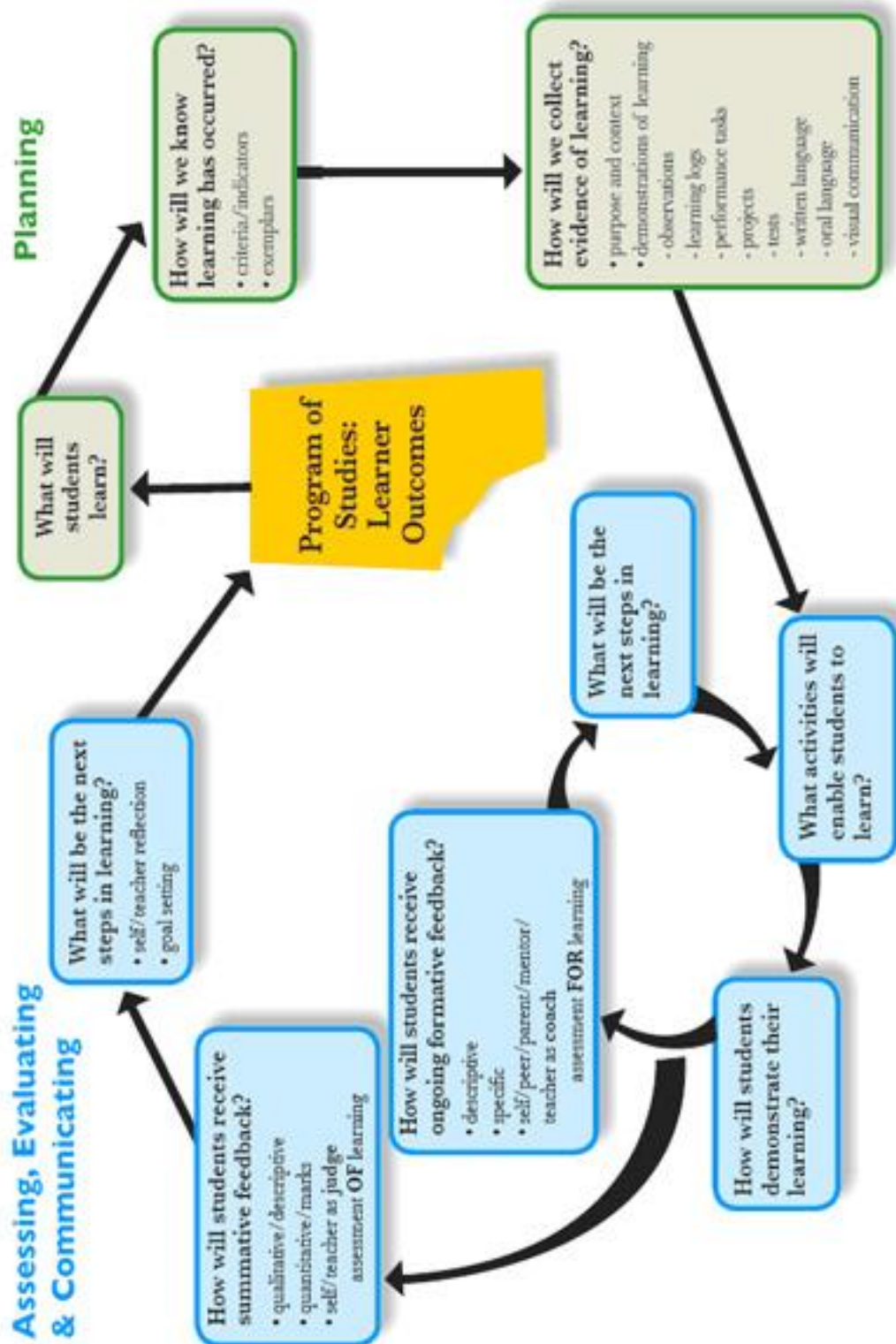
## Overview of Planning Assessment

	<b><i>Diagnostic Assessment for Learning</i></b>	<b><i>Formative Assessment as Learning</i></b>	<b><i>Summative Assessment of Learning</i></b>
<b><i>Why Assess</i></b>	<i>to enable teachers to determine next steps in advancing student learning</i>	<i>to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps</i>	<i>to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes</i>
<b><i>Assess What</i></b>	<i>each student's progress and learning needs in relation to the curricular outcomes</i>	<i>each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning</i>	<i>the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes</i>
<b><i>What Methods</i></b>	<i>a range of methods in different modes that make students' skills and understanding visible</i>	<i>a range of methods in different modes that elicit students' learning and metacognitive processes</i>	<i>a range of methods in different modes that assess both product and process</i>
<b><i>Ensuring Quality</i></b>	<ul style="list-style-type: none"> <li>• accuracy and consistency of observations and interpretations of student learning</li> <li>• clear, detailed learning expectations</li> <li>• accurate, detailed notes for descriptive feedback to each student</li> </ul>	<ul style="list-style-type: none"> <li>• accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment</li> <li>• engagement of the student in considering and challenging his or her thinking</li> <li>• students record their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• accuracy, consistency, and fairness of judgements based on high-quality information</li> <li>• clear, detailed learning expectations</li> <li>• fair and accurate summative reporting</li> </ul>
<b><i>Using the Information</i></b>	<ul style="list-style-type: none"> <li>• provide each student with accurate descriptive feedback to further his or her learning</li> <li>• differentiate instruction by continually checking where each student is in relation to the curricular outcomes</li> <li>• provide parents or guardians with descriptive feedback about student learning and ideas for support</li> </ul>	<ul style="list-style-type: none"> <li>• provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits</li> <li>• have each student focus on the task and his or her learning (not on getting the right answer)</li> <li>• provide each student with ideas for adjusting, rethinking, and articulating his or her learning</li> <li>• provide the conditions for the teacher and student to discuss alternatives</li> <li>• students report about their learning</li> </ul>	<ul style="list-style-type: none"> <li>• indicate each student's level of learning</li> <li>• provide the foundation for discussions on placement or promotion</li> <li>• report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning</li> </ul>

Source: Manitoba Education, Citizenship and Youth. Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006, 85.

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# Assessing Student Learning in the Classroom



## Bloom's Revised Taxonomy: The Cognitive Process Dimension

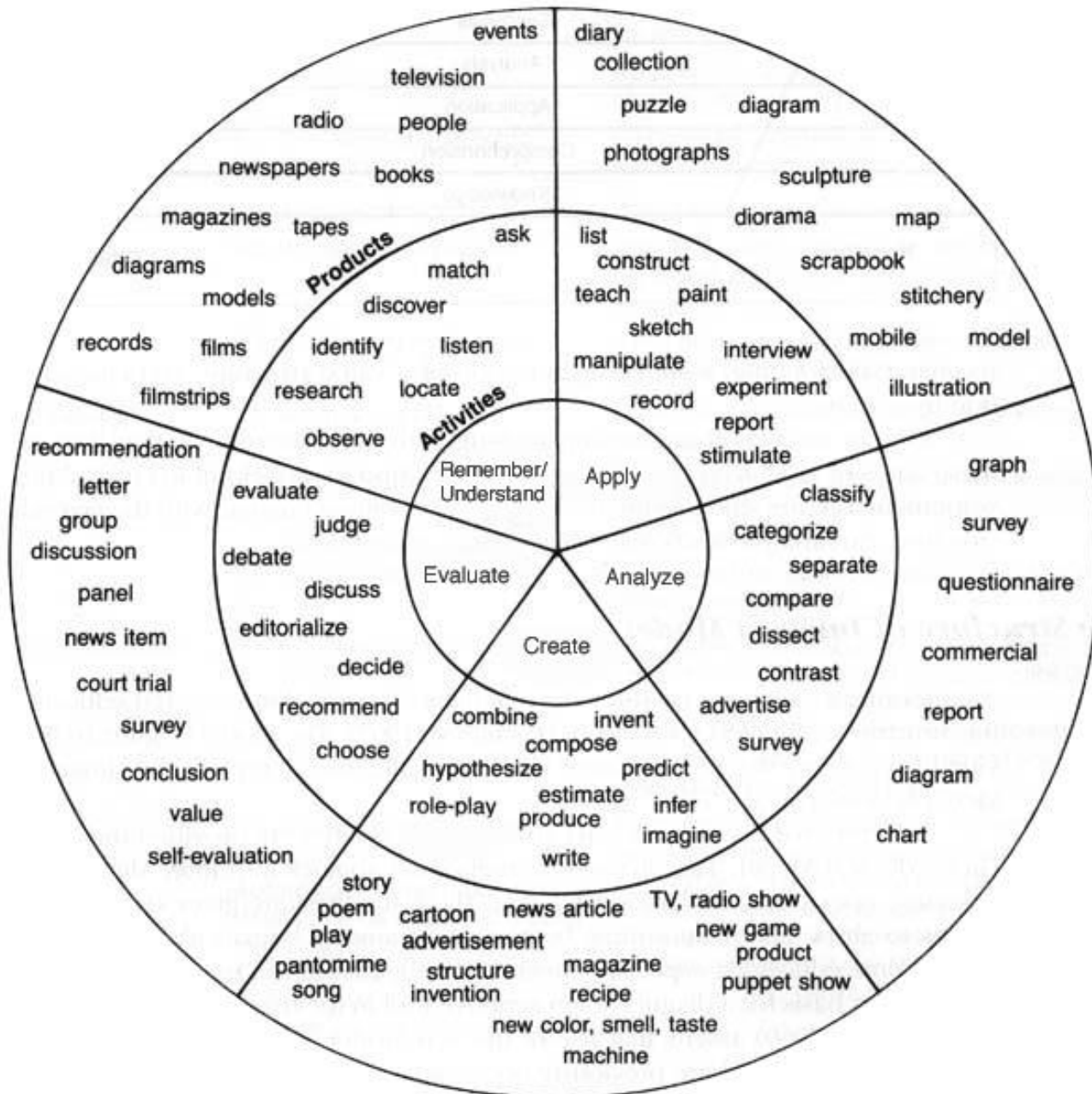
*Benjamin Bloom and colleagues created the original taxonomy in 1956. Anderson and Krathwohl (2001) revised Bloom's original taxonomy in their book, A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives, by combining both the cognitive processes and knowledge dimensions. The following table provides examples on how this taxonomy could be applied in the classroom.*

<i>Cognitive Processes</i>	<i>Examples</i>
<i>Remember - Produce the right information from memory</i>	
<i>Recognizing</i>	<i>Identify frogs in a diagram of different kinds of amphibians. Find an isosceles triangle in your neighborhood. Answer any true-false or multiple-choice questions.</i>
<i>Recalling</i>	<i>Name three 19th century women English authors. Write the multiplication facts. Produce the chemical formula for carbon tetrachloride.</i>
<i>Understanding - Make meaning from educational materials or experiences</i>	
<i>Interpreting</i>	<i>Translate a story problem into an algebraic equation. Draw a diagram of the digestive system. Paraphrase Lincoln's Second Inaugural Address.</i>
<i>Exemplifying</i>	<i>Draw a parallelogram. Find an example of stream-of-consciousness style of writing. Name a mammal that lives in our area.</i>
<i>Classifying</i>	<i>Label numbers odd or even. List the kinds of governments found in the modern African nations. Group native animals into their proper species.</i>
<i>Summarizing</i>	<i>Make up a title for a short passage. List the key points related to capital punishment that the Web site promotes.</i>
<i>Inferring</i>	<i>Read a passage of dialogue between two characters and make conclusions about their past relationship. Figure out the meaning of an unfamiliar term from the context. Look at a series of numbers and predict what the next number will be.</i>
<i>Comparing</i>	<i>Explain how the heart is like a pump. Write about an experience you have had that was like the pioneers moving west. Use a Venn diagram to demonstrate how two books by Charles Dickens are similar and different.</i>
<i>Explaining</i>	<i>Draw a diagram explaining how air pressure affects the weather. Provide details that justify why the French Revolution happened when and how it did. Describe how interest rates affect the economy.</i>

<i>Apply - Use a procedure</i>	
<i>Executing</i>	<i>Add a column of two-digit numbers. Orally read a passage in a foreign language. Shoot a free throw.</i>
<i>Implementing</i>	<i>Design an experiment to see how plants grow in different kinds of soil. Proofread a piece of writing. Create a budget.</i>
<i>Analyze - Break a concept down into parts and describe how the parts relate to the whole</i>	
<i>Differentiating</i>	<i>List the important information in a mathematical word problem and cross out the unimportant information. Draw a diagram showing the major and minor character in a novel.</i>
<i>Organizing</i>	<i>Place the books in the classroom library into categories. Make a chart of often-used figurative devices and explain their effect. Make a diagram showing the ways plants and animals in your neighborhood interact with each other.</i>
<i>Attributing</i>	<i>Read letters to the editor to determine the authors' points of view about a local issue. Determine a character's motivation in a novel or short story. Look at brochures of political candidates and hypothesize about their perspectives on issues.</i>
<i>Evaluate - Make judgments based on criteria and standards</i>	
<i>Checking</i>	<i>Participate in a writing group, giving peers feedback on organization and logic of arguments. Listen to a political speech and make a list of any contradictions within the speech. Review a project plan to see if all the necessary steps are included.</i>
<i>Critiquing</i>	<i>After co-developing a rubric for the evaluation of a project, judge how well a project meets the criteria. Choose the best method for solving a complex mathematical problem. Judge the validity of arguments for and against astrology.</i>
<i>Create - Put pieces together to form something new or recognize components of a new structure</i>	
<i>Generating</i>	<i>Given a list of criteria, list some options for improving race relations in the school. Generate several scientific hypotheses to explain why plants need sunshine. Propose a set of alternatives for reducing dependence on fossil fuels that address both economic and environmental concerns. Come up with alternative hypotheses based on criteria.</i>
<i>Planning</i>	<i>Make a storyboard for a multimedia presentation on insects. Outline a research paper on Mark Twain's views on religion. Design a scientific study to test the effect of different kinds of music on hens' egg production.</i>
<i>Producing</i>	<i>Write a journal from the point of view of a Confederate or Union soldier. Build a habitat for local water fowl. Put on a play based on a chapter from a novel you're reading.</i>



## *Bloom's Revised Taxonomy for the Cognitive Domain*



Adapted from: Anderson, L. W. and David R. Krathwohl, D. R., et al (2000)

A Taxonomy for Learning, teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon

The development of instructional objectives as a means to support purposeful development of instructional content benefitted a great deal from Benjamin Bloom, when in 1956 he published a taxonomy of intellectual behaviors. For the next 40 years, the application of his work found its way into many instructional disciplines. A key milestone came in 2000, when Anderson and Krathwohl (see citation) revisited the taxonomy to make the model more appropriate to current audiences. In 2002, Barbara Clark, a researcher in educational practices of the gifted, adapted the revised taxonomy into roughly the circular graphic shown here. CDWS is still trying to contact Ms. Clark to obtain permission to add adjustments to the design, as represented in the included graphic.

## Appendix G: ST-01 Observation Form (Duplicate)

### Observation Form ST-01

Placement	Observer	Observation Number	Post-Observation Conference <u>Held?:</u>
1      2	CT      US	1    2    3    4	Y    N

Student Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

Duration: \_\_\_\_\_

**Strengths:**

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**Progress on Past Action Items and/or Things to Consider:**

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**New/Continued Action Items:**

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**On a scale from 1-3, please rate the student teacher on the following professional standard:**

*The candidate engages in ongoing professional learning and uses evidence/feedback to continually evaluate and adapt practice (~~InTasc~~ Standard 9)*

<input type="radio"/> 1- Below Sufficient	<input type="radio"/> 2- Sufficient	<input type="radio"/> 3- Above Sufficient
The candidate demonstrates a minimal effort to use observation feedback to improve professional practice	The candidate demonstrates effort to use observation feedback to improve professional practice.	The candidate demonstrates the ability to use observational feedback as well as his/her own reflective practices and other resources to improve professional practice.

Observer Signature: \_\_\_\_\_ Student Teacher Signature: \_\_\_\_\_

## Appendix H: ST-02 Mid Term Evaluation Form

### Observation Form ST-02

<b>Student Name:</b>	<b>Date:</b>	<b>Observer:</b> US or CT (Placement 1)
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**Instructions:** This is a mid-term evaluation form that should be filled out by the university supervisor and placement 1 cooperating teacher at the end of the first placement. Scores and evidence should be a summary of the student teacher's performance from the beginning of the placement.

Performance Standard	Student Teacher Performance/Evidence Observed
<b>I: Professional Knowledge:</b> <b>1:</b> Addressed appropriate curriculum standards. <b>2:</b> Integrated key content elements and facilitated students' use of higher level thinking skills in instruction. <b>3:</b> Demonstrated ability to link present content with past and future learning experiences, other subject areas, and real world experiences and application <b>4:</b> Demonstrated an accurate knowledge of the subject matter. <b>5:</b> Demonstrated skills relevant to the subject area(s) taught. <b>6:</b> Based instruction on goals that reflected high expectations and an understanding of the subject. <b>7:</b> Demonstrated an understanding of the intellectual, social, emotional, and physical development of the age group. <b>8:</b> Communicated clearly and checked for understanding.	<div style="margin-bottom: 10px;"> <input type="checkbox"/> Demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.           </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Demonstrates an understanding of the curriculum, subject content, and developmental needs of students           </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Inconsistently demonstrates understanding of the curriculum, subject content, and developmental needs of students           </div> <p><b>Specific Evidence Observed:</b></p>

*The ST-02 form is 7 pages long and contains all 7 of the VDOE Uniform Performance Standards for teachers. To see the entire form, go to <http://education.richmond.edu/teacher-education/teaching-handbook.html>*

## Appendix I: ST-03 Final Evaluation Form

Please use the online Final Evaluation Form which may be found at:  
[education.richmond.edu/teacher-education/teaching-handbook.html](http://education.richmond.edu/teacher-education/teaching-handbook.html)

STUDENT TEACHER: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_

>>Each of the boxes in the online form below may be expanded and/or collapsed  
based on length of commentary.<<

Rating: O, AA, A	Rating Scale: Outstanding Above Average Average
	Performance Standard 1: Professional Knowledge
	Performance Standard 2: Instructional Planning
	Performance Standard 3: Instructional Delivery
	Performance Standard 4: Assessment of and for Student Learning
	Performance Standard 5: Learning Environment
	Performance Standard 6: Professionalism
	Performance Standard 7: Student Academic Progress  This Performance Standard does not require an evaluation score for the student teacher.

***General Comments:***

*Based on the overall performance during this student teaching experience:*

- ☐ *I recommend this individual for a teaching license.*
- ☐ *I do **not** recommend this individual for a teaching license.*

\_\_\_\_\_  
*Cooperating Teacher **or** University Supervisor (signature)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Cooperating Teacher **or** University Supervisor (printed)*

\_\_\_\_\_  
*Student Teacher (signature)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name of Student Teacher (printed)*

## Appendix J: Request for Recommendation Form (Duplicate)

An electronic copy of this request for recommendation form may be secured from the Registrar's webpage: [registrar.richmond.edu/forms/online/index.html](http://registrar.richmond.edu/forms/online/index.html)



### RELEASE FOR FACULTY MEMBER OR ACADEMIC ADVISOR TO ACT AS A REFERENCE

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Student ID#: \_\_\_\_\_

Name: \_\_\_\_\_  
Last First Middle

\_\_\_\_\_  
Name used at the University (if changed)

Address: \_\_\_\_\_  
Street

\_\_\_\_\_  
City State Zip Code

Day Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

☐ Current Student ☐ Not Current Student Last Attended UR: \_\_\_\_\_  
Degree Received  
(degree/date) if applicable: \_\_\_\_\_

☐ I hereby authorize \_\_\_\_\_ (Print name of individual) to discuss my academic progress and history, including GPA, Class Ranking, Recognitions, and/or Research Endeavors with the following potential employers:

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_

Student's Signature \_\_\_\_\_

*Privacy Act: All requests require an original signature of the student.*

Date \_\_\_\_\_

YOU NEED TO PROVIDE A COPY OF THIS FORM TO EACH INDIVIDUAL FACULTY MEMBER OR ACADEMIC ADVISOR WHOM YOU ARE ASKING TO SERVE AS A REFERENCE.

12/5/2013