University Supervisor Handbook
2018-2019

“Educator as Critically Reflective Practitioner”
Dates and Reminders

The information necessary to complete this page will be provided for the intern or student teacher and the cooperating teacher by the university supervisor.

Graduation applications due to advisor by or before (TBA). (Fall Semester)
Graduation applications due to advisor by or before (TBA). (Spring Semester)

Licensure applications (with $50.00 application fee made payable to the Treasurer of Virginia) must be submitted by January 10 during the Fall semester, and by June 1 during the Spring semester.

Ending date for first 8-week placement _______________________________________

Ending date for second 8-week placement _______________________________________

Ending date for 16-week placement _____________________________________________

Draft of unit-written and submitted by ___________________________________________

Completed unit to be written and submitted by _____________________________________

Mid-term evaluation week _______________________________________________________

Final evaluation week __________________________________________________________

My first visit (not to observe) to get acquainted with both of you will be on _______________________

__________________________________________________

Phone number (home) ___________________________________________________________

Phone number (office) ___________________________________________________________

__________________________________________

University Supervisor
# Table of Contents

I. Introduction .......................................................................................................................... 5

II. Conceptual Framework ........................................................................................................ 6

III. Communication ................................................................................................................... 8

IV. Expectations and Responsibilities ..................................................................................... 9
   - University Supervisor Schedule of Involvement: Secondary, Special Education (Sample) .......................................................................................................................... 12
   - University Supervisor Schedule of Involvement: Elementary ......................................... 15

V. Coaching Cycle .................................................................................................................. 19

VI. Assessment and Evaluation ............................................................................................... 21

VII. Resolution of Issues in Internship/Student Teaching ......................................................... 24

VIII. Early Hire Policy ............................................................................................................. 25

**Appendices**

A. Revised Clinical Evaluation Continuum for Candidates in Initial Licensure Programs ................................................................................................................................. 26

   Principal’s Evaluation of VCU Student Teaching Interns ..................................................... 46

B. Coaching Tools
   a. Coaching Cycle Overview ............................................................................................... 50
   b. Tool Usage Chart ........................................................................................................... 51
   c. Coaching Language ......................................................................................................... 52
   d. Collaborative Reflection Log .......................................................................................... 53
e. Individual Learning Plan.................................................................54
f. Plan for Reflective Growth..............................................................55
g. Planning Conference Protocol.........................................................56
h. Planning Conference Note taking Guide..........................................57
i. Data Collection Tool: Selective Scripting..........................................58
j. Data Collection Tool: Seating Chart ................................................59
k. Preparation Guide for Analyzing Data...............................................60
l. Reflecting Conference Protocol.......................................................61
C. Early Hire Agreement......................................................................62
D. VCU School of Education Contact Information..................................63
E. VCU Policies and Procedures.............................................................64
E. VCU Websites ................................................................................67
I. Introduction

The purpose of this handbook is to provide university supervisors a system for consistent supervision of the intern/student teaching experience.

This handbook provides guidelines and resources for implementing a supervision plan that is focused on developing interns/student teachers as critically reflective practitioners. It contains not only suggested timelines for all stages of the intern/student teaching experience, but also procedures for documentation and assessment of the intern/student teacher’s growth and accomplishment.

Our work as supervisors of VCU teaching interns and student teachers is based on the School of Education’s Conceptual Framework, “Educator as Critically Reflective Practitioner” and on Foundations in Mentoring for Clinical Faculty adapted from the New Teacher Center at the University of California, Santa Cruz. The work of supporting interns/student teachers is about instilling in our novice colleagues professional habits of mind that lead to a sense of empowerment; asking hard questions about what’s going on in the classroom and seeking answers together; modeling and coaching the pedagogical practices that lead to student success; focusing our conversations on learning and student achievement; and demanding high standards of ourselves, our interns/student teachers, and their students. Our philosophy of supervising is one of collaboration and communication among the triad members: the intern/student teacher, the clinical faculty/cooperating teacher, and the university supervisor.

This handbook is meant to be used in tandem with the Intern/Student Teaching Handbook and individual program requirements.
In concert with partners from the Virginia Department of Education, administrators, teachers, and counselors from the surrounding school divisions, as well as our colleagues in the College of Humanities and Sciences and the School of the Arts, and School of Education faculty developed this conceptual framework to guide our work with educators. We believe that teachers who make informed and reasoned decisions are more likely to be effective. We believe that informed decisions are based on knowledge of the social context of schooling, subject-matter knowledge, pedagogical knowledge, knowledge about how people learn, the applications of data-driven knowledge and knowledge of differing cultures. Virtually all program courses and field experiences either implicitly or explicitly prepare candidates with an appropriate knowledge base on which educational decisions may be made.

Because we understand the complex nature of schooling, we value the idea that we are not teacher trainers, but teacher educators. As such, we are less concerned with “the correct definition of procedures for teachers to follow than the development of teachers’ capacities to make complex judgments based on deep understandings of students and subjects.” Our conceptual framework encompasses not only decision making, but the reflective qualities we see as prerequisite for quality judgments across the spectrum of education. The ideal that guides our thinking is the metaphor of the educator as critically reflective practitioner.

**Critical Reflection**

Critical reflection examines one’s work in education with scrutiny and takes into account the values, assumptions and beliefs that influence how problems and solutions are framed. Furthermore, critical reflection looks to the consequences of decisions for the long term, is aware of situational context and advocates for democratic values in schools. The complexities of working with K-12 students are such that unless we support the development of critical reflection, the lifelong learning and professional growth of our graduates will suffer; a habit of critical reflection may serve them more than any other single trait. When reflection is cognizant of taking the perspective of another, is rigorously involved in reframing issues from several vantage points and strives to inform situations holistically, we consider it to be critical reflection.

However eclectic, the research and literature underpinning our programs provides support for the faculty’s overriding purpose: the improvement of the academic, personal and social education of all children. Inherent in this purpose is a commitment to the deeply held conviction that all children can learn. We recognize the necessity of educating caring and competent teachers who are able to sustain the viability of this belief.

Pedagogically, we believe it is important to create environments that support active learning. Though methods may vary both within and between SOE classes, from lecture to cooperative
learning, to case-based learning, to a Socratic interaction, to mock lessons, to technological demonstration, efforts are made to establish problem-based, contextual, real-life learning. The intent is to provide experiences for the conscious construction of knowledge in meaningful contexts.

In alignment with our school and department missions, programs endeavor to enhance candidates’ understanding of and commitment to the concepts of social justice and social responsibility in ways that support democratic ideals and enhance the human condition. To this end, we are openly committed to valuing diversity, collaboration, dialogue and equity. Consequently, we search for ways to stay abreast of and engage in cutting-edge research and other literature that inform these philosophies and assist in guiding their practical application. Our graduates demonstrate mastery levels of content knowledge, pedagogical content knowledge, commitment to diversity and critical reflection. These four areas of mastery will, in turn, expertly inform professional practice.
III. Communication

Communication is essential to a successful internship/student teaching experience. It is important for all members of the triad to engage in regular dialogue regarding the intern’s/student teacher’s performance in the placement. Frequent discourse should occur between the intern/student teacher and the clinical faculty/cooperating teacher, between the intern/student teacher and the university supervisor, and between the clinical faculty/cooperating teacher and the university supervisor. To facilitate open and regular communication, the supervisor exchanges contact information with the intern/student teacher and with the clinical faculty/cooperating teacher(s) at the orientation or the initial visit, communicates via email or phone, invites the clinical faculty/cooperating teacher to join in the planning and reflecting conferences, and meets with the intern/student teacher and clinical faculty/cooperating teacher together for mid-term and final evaluations. At times, issues and challenges may arise. Maintaining open communication and trust in the triad relationship calls for resolution of issues and challenges with all members of the triad meeting together.

The Initial Meeting

During the first week of the placement, the supervisor should meet with the intern/student teacher and the clinical faculty/cooperating teacher to articulate and clarify expectations and responsibilities for the internship/student teaching experience. This meeting involves reviewing the Teaching Intern and Student Teaching Handbook as well as policies and procedures set forth by the university and individual programs. It is also a time for the supervisor to share his/her expectations regarding conferencing, observations, and communication. The following checklist will help guide the conversation.

Initial Visit Checklist

☐ Review the Teaching Intern and Student Teaching Handbook with intern/student teacher and cooperating teacher. Point out policies regarding substitute teaching, early hiring, and corporal punishment.

☐ Communicate expectations and responsibilities for each member of the triad.

☐ Review program requirements.

☐ Review the coaching cycle and coaching tools.

☐ Review assessment and evaluation procedures: See forms in Appendix—Collaborative Reflection Log, Plan for Reflective Growth or Individual Learning Plan, and Clinical Evaluation Continuum for Candidates in Initial Licensure Programs

☐ Determine date and time for next visit.

☐ Review the policies regarding intern/student teacher attendance.

☐ Discuss the process and components for completion of online Clinical Evaluation Continuum.
IV. Expectations and Responsibilities for the Clinical Triad

Graduate Teaching Intern/Student Teacher Expectations and Responsibilities

- Follow the policies set forth in the Teaching Intern and Student Teaching Handbook.
- Follow all rules and policies of the placement school as well as the school’s calendar.
- Develop a schedule of involvement with the clinical faculty/cooperating teacher for each placement progressing from an observation period to full responsibility to decreasing responsibility.
- Use the VCU lesson plan format for at least the first 5 weeks of each placement. You may move to an abbreviated format with agreement of clinical faculty/cooperating teacher and university supervisor. You may use the school division lesson plan format in place of the VCU lesson plan format. However, include any elements of the VCU lesson plan format that are not part of the school/division’s lesson plan.
- Get approval of lesson plans and feedback from clinical faculty/cooperating teacher prior to teaching the lesson.
- Plan and teach one full teaching unit, including appropriate assessments, using the guidelines in Appendix A of the handbook.
- Use clinical faculty/cooperating teacher and university supervisor as resources.
- Keep classroom anecdotes and student information confidential.
- Participate in completing the Collaborative Reflection Log or Individual Learning Plan with the clinical faculty/cooperating teacher and university supervisor.
- Participate in the coaching cycle with the clinical faculty/cooperating teacher and university supervisor.
- Self-assess and provide evidence to demonstrate growth along the elements of the Clinical Evaluation Continuum for Candidates in Initial Licensure Programs at least 3 times during the student teaching experience: beginning, middle, and at the end of the placement.
- Use goal setting tools Plan for Reflective Growth or Individual Learning Plan to move your practice forward.
- Follow and complete individual program requirements.
- Complete surveys to improve the program.
- Provide supervisor with the name of advisor and contact information.

The supervisor is a representative of the university. He/she can maintain the link with the university by communicating with the intern’s/student teacher’s advisor. Advisors want to know how candidates are performing in their internship/student teaching placements.
Occasionally, situations will arise that require assistance or support from the university. [See page 24 for resolution of issues with intern/student teacher.]
Clinical Faculty/ Cooperating Teacher Expectations and Responsibilities

- Adhere to the VCU clinical faculty/cooperating teacher guidelines as outlined in the Teaching Intern/Student Teaching Handbook.
- Uphold the program philosophy as presented and discussed during the VCU Clinical Faculty Program training and/or VCU Continuum Training.
- Demonstrate supportive coaching roles: teacher, resource, problem-solver, trusted listener, coach, learner, collaborator, advocate, assessor, and facilitator.
- Build a trusting relationship with the intern/student teacher.
- Recognize and model the norms that contribute toward the intern’s/ student teacher’s ongoing learning and achievement of the highest standards of practice such as nonjudgmental thinking, vision/moral purpose, culture of enthusiasm, and sanctioned time for reflection and dialogue about practice.
- Develop a schedule of involvement with the intern/student teacher progressing from an observation period to full responsibility.
- Work collaboratively with the VCU supervisor.
- Follow the coaching cycle as outlined and discussed during training; use the planning conference and reflecting conference protocols; and collect observational data as evidence to drive intern’s/student teacher’s reflection.
- Use the Collaborative Reflection Log with the intern/student teacher at least 4 times for 16-week placements and 2 times for 8-week placements. The Collaborative Reflection Log can be used to record the weekly meetings between the clinical faculty/cooperating teacher and the intern/student teacher as well as with the post observation reflecting conference.
- Use the Clinical Evaluation Continuum for Candidates in Initial Licensure Programs to evaluate the intern/student teacher at least 3 times in each placement during the intern’s/student teacher’s experience (at the beginning of the placement as a self-assessment for the intern/student teacher, for the mid-term evaluation, and for the final evaluation).
- Use the goal setting tools Plan for Reflective Growth or Individual Learning Plan at least two times to encourage moving the intern/student teacher’s practice forward. The Plan for Reflective Growth or Individual Learning Plan can be used in tandem with the Collaborative Reflection Log.
- Complete surveys to improve the program
University Supervisor Expectations and Responsibilities

- Serve as ambassador for VCU School of Education and supports the success of the Cooperating Teacher in their role with the intern.
- Support the policies set forth in the *Teaching Intern and Student Teaching Handbook*; adhere to the guidelines outlined for university supervisors.
- Uphold the program philosophy as presented and discussed during the VCU Clinical Faculty Program training and other trainings/meetings for university supervisors.
- Ensure the placement of intern/student teacher meets standards set by VCU.
- Communicate regularly with the intern/student teacher and clinical faculty/cooperating teacher through classroom visits, email, and phone. Supervisors are expected to use their VCU email address for all email communications.
- Communicate expectations and responsibilities to the clinical faculty/cooperating teacher and intern/student teacher in an initial meeting at the beginning of the placement.
- Work collaboratively with the clinical faculty/cooperating teacher.
- Act as mediator between clinical faculty/cooperating teacher and intern/student teacher.
- Make at least 7 (Secondary) or 10 (elementary) visits during the semester in which 4 are formal classroom observations with full coaching cycles.
- Use the coaching language in conversations with the intern/student teacher.
- Use the *Collaborative Reflection Log* with the intern/student teacher at least 2 times per 8-week placement, 4 times per 16-week placement. [See Tool Usage chart, Appendix B.b.]
- Perform ongoing and systematic measurement of the intern/student teacher’s practice and professional growth.
- Use the *Clinical Evaluation Continuum for Candidates in Initial Licensure Programs* with the intern/student teacher at least 3 times in each placement during the intern/student teacher’s experience. (First, as a self-assessment, then for the mid-term and final evaluations.) The *Clinical Evaluation Continuum for Candidates in Initial Licensure Programs* is also used for goal setting during the post observation reflecting conference.
- Complete the online *Clinical Evaluation Continuum for Candidates in Initial Licensure Programs*. Remind the clinical faculty/cooperating teacher about submitting the evaluation online.
- Use the goal setting tools *Plan for Reflective Growth or Individual Learning Plan* at least two times to encourage moving the intern/student teacher’s practice forward. The *Plan for Reflective Growth or Individual Learning Plan* can be used in tandem with the *Collaborative Reflection Log*.
- Assign the final grades, using the *Clinical Evaluation Continuum for Candidates in Initial Licensure Programs* as a guide, with consultation of clinical faculty/cooperating
teacher and intern/student teacher. Consider other artifacts of practice such as lesson plans and weekly reflections to assist in determining the grade.

- Principals are emailed a survey to complete at the end of the semester. For interns in two placements, the principal of the second placement completes the survey.
- Inform interns/student teachers of the inclement weather policy which states that: In the event of inclement weather that exceeds 5 teaching days, the School of Education reserves the right to extend the student teaching experience beyond the scheduled completion [date]. Students will be informed of the extension by VCU email no later than two weeks prior to the ending of each placement. Students will be expected to complete two weeks of full student teaching responsibility in each placement regardless of school closure decisions.

<p>| University Supervisor Schedule of Involvement Secondary, Special Education (sample) |
|-------------------------------|---------------------------------|
| <strong>Week:</strong> | <strong>Major Activities:</strong> |
| Prior to Week 1 | Attend VCU School of Education Intern/Student Teaching Orientation Meeting. Exchange contact information with intern/student teacher and clinical faculty/cooperating teacher. Schedule a time for the initial visit. |
| 3 | Intern/student teacher takes on additional class(es). |
| 4 | Intern/student teacher takes on additional class(es). Must be teaching at least three classes. Intern/student teacher completes coaching cycle with university supervisor. <strong>TOOLS:</strong> Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5</td>
<td>Intern/student teacher working with clinical faculty/cooperating teacher. Must be teaching at least four classes. Intern/student teacher working with clinical faculty/cooperating teacher.</td>
</tr>
<tr>
<td>6</td>
<td>Intern/student teacher working with clinical faculty/cooperating teacher. May be teaching all classes. Intern/student teacher completes coaching cycle with university supervisor.</td>
</tr>
<tr>
<td></td>
<td><strong>TOOLS:</strong> Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan</td>
</tr>
<tr>
<td>7</td>
<td>Intern/student teacher developing unit plan and getting feedback from clinical faculty/cooperating teacher and university supervisor.</td>
</tr>
<tr>
<td>8</td>
<td>Intern/student teacher developing unit plan and getting feedback from clinical faculty/cooperating teacher and university supervisor. Intern/student teacher must be teaching all classes by the end of week 8. Mid-term evaluation meeting with intern/student teacher, clinical faculty/cooperating teacher, and university supervisor. The Collaborative Reflection Log can be used to record the discussion. A Plan for Reflective Growth or Individual Learning Plan may be used to set a goal based on the discussion.</td>
</tr>
<tr>
<td></td>
<td><strong>TOOLS:</strong> Clinical Evaluation Continuum for Candidates in Initial Licensure Programs, Collaborative Reflection Log, and Plan for Reflective Growth or Individual Learning Plan</td>
</tr>
<tr>
<td>9</td>
<td>Intern/student teacher continues teaching all classes. Begins implementation of unit plan. (Start for this can vary, but the unit must be a minimum of three-four weeks and should begin no later than week 11.) Clinical faculty/cooperating teacher will determine when intern/student teacher is ready to teach without direct supervision.</td>
</tr>
<tr>
<td>10</td>
<td>Intern/student teacher continues teaching all classes. Completes coaching cycle with the university supervisor.</td>
</tr>
<tr>
<td></td>
<td><strong>TOOLS:</strong> Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan</td>
</tr>
<tr>
<td>11</td>
<td>Intern/student teacher continues teaching all classes.</td>
</tr>
<tr>
<td>12</td>
<td>Intern/student teacher continues teaching all classes. Completes coaching cycle with the university supervisors.</td>
</tr>
<tr>
<td></td>
<td>Description</td>
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<td>---</td>
<td>------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>13</td>
<td>Begin reduction of teaching responsibilities so that by the end of week 16, clinical faculty/cooperating teacher has resumed full responsibility for all classes.</td>
</tr>
<tr>
<td>14</td>
<td>Begin reduction of teaching responsibilities so that by the end of week 16, clinical faculty/cooperating teacher has resumed full responsibility for all classes.</td>
</tr>
<tr>
<td>15</td>
<td>Begin reduction of teaching responsibilities so that by the end of week 16, clinical faculty/cooperating teacher has resumed full responsibility for all classes.</td>
</tr>
<tr>
<td>16</td>
<td>Final evaluation meeting with intern/student teacher, clinical faculty/cooperating teacher, and university supervisor for completion of continuum and recommendation of final grade. The <em>Collaborative Reflection Log</em> can be used to record the discussion.</td>
</tr>
</tbody>
</table>

**TOOLS:** *Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan*

**TOOLS:** *Clinical Evaluation Continuum for Candidates in Initial Licensure Programs and Collaborative Reflection Log or Individual Learning Plan*
### University Supervisor Schedule of Involvement
**Elementary**

<table>
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<tr>
<th>WEEK: Prior to Week 1</th>
<th>MAJOR ACTIVITIES:</th>
</tr>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>Attend VCU School of Education Intern/Student Teaching Orientation Meeting. Exchange contact information with intern/student teacher and clinical faculty/cooperating teacher. Schedule a time for the initial visit. Ask the intern/student teacher to self-assess on the <em>Clinical Evaluation Continuum</em> in preparation for your initial visit with him/her.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Have an initial meeting with intern/student teacher and clinical faculty/cooperating teacher. Communicate expectations and responsibilities for the internship. Review the coaching model and coaching tools. Intern/student teacher observes clinical faculty/cooperating teacher and learns classroom and school procedures. Intern/student teacher and clinical faculty/cooperating teacher establish a <em>Schedule of Involvement</em>. Review together the intern/student teacher’s self-assessment on the <em>Clinical Evaluation Continuum for Candidates in Initial Licensure Programs</em>.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Intern/student teacher begins teaching one subject. Begins other responsibilities such as attendance and taking students to special activities.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Intern/student teacher takes on additional subjects and responsibilities as outlined by the clinical faculty/cooperating teacher. Intern/student teacher completes coaching cycle with university supervisor.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Intern/student teacher takes on additional subjects and responsibilities as outlined by the clinical faculty/cooperating teacher. University Supervisor meets with intern/student teacher and clinical faculty/cooperating teacher to review the <em>Clinical Evaluation Continuum</em>. The <em>Collaborative Reflection Log</em> can be used to record the discussion. A <em>Plan for Reflective Growth or Individual Learning Plan</em> may be used to set a goal based on the discussion.</td>
</tr>
</tbody>
</table>

**TOOLS:** Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan
<p>| | |</p>
<table>
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<tbody>
<tr>
<td><strong>TOOLS:</strong></td>
<td><em>Clinical Evaluation Continuum for Candidates in Initial Licensure Programs, Collaborative Reflection Log, and Plan for Reflective Growth or Individual Learning Plan</em></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Intern/student teacher should be teaching all subjects and have responsibility of all non-instructional duties (Full responsibility should occur between weeks 5 and 7.) Intern/student teacher completes coaching cycle with university supervisor.</td>
</tr>
<tr>
<td><strong>TOOLS:</strong></td>
<td><em>Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan</em></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Intern/student teacher should be teaching all subjects and have responsibility of all non-instructional duties (Full responsibility should occur between weeks 5 and 7).</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Intern/student teacher begins decreasing teaching and non-instructional responsibilities. Intern/student teacher completes coaching cycle with university supervisor (if needed.)</td>
</tr>
<tr>
<td><strong>TOOLS:</strong></td>
<td><em>Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan</em></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Intern/student teacher and clinical faculty/cooperating teacher arrange observations of other classrooms. Final evaluation meeting with intern/student teacher, clinical faculty/cooperating teacher and university supervisor for completion of continuum and recommendation of final grade. The <em>Collaborative Reflection Log</em> can be used to record the discussion. A <em>Plan for Reflective Growth or Individual Learning Plan</em> may be developed to set a goal for the intern’s next placement. Communicate with the clinical faculty/cooperating teacher of the second placement. Exchange contact information and arrange a time for the initial meeting.</td>
</tr>
<tr>
<td><strong>TOOLS:</strong></td>
<td><em>Clinical Evaluation Continuum for Candidates in Initial Licensure Programs, Collaborative Reflection Log, and Plan for Reflective Growth or Individual Learning Plan</em></td>
</tr>
</tbody>
</table>
| Week 1/Week 9 | Second placement begins.  
Have an initial meeting with intern/student teacher and clinical faculty/cooperating teacher.  
Communicate expectations and responsibilities for the internship  
Intern/student teacher observes clinical faculty/cooperating teacher and learns classroom procedures (school procedures if second placement is in a different school).  
Intern/student teacher and clinical faculty/cooperating teacher establish a Schedule of Involvement. |
|---|---|
| 2/10 | Intern/student teacher begins teaching one subject.  
Begins other responsibilities such as attendance and taking students to special activities |
| 3/11 | Intern/student teacher takes on additional subjects and responsibilities as outlined by the clinical faculty/cooperating teacher.  
Intern/student teacher completes coaching cycle with university supervisor.  
**TOOLS:** Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan |
| 4/12 | Intern/student teacher takes on additional subjects and responsibilities as outlined by the clinical faculty/cooperating teacher.  
University Supervisor meets with intern/student teacher and clinical faculty/cooperating teacher to review the Clinical Evaluation Continuum. The Collaborative Reflection Log can be used to record the discussion. A Plan for Reflective Growth or Individual Learning Plan may be used to set a goal based on the discussion.  
**TOOLS:** Clinical Evaluation Continuum for Candidates of Initial Licensure Programs, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan |
| 5/13 | Intern/student teacher should be teaching all subjects and have responsibility for all non-instructional duties (Full responsibility should occur between weeks 5/13 and 7/15).  
Intern/student teacher completes coaching cycle with university supervisor.  
**TOOLS:** Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan |
| 6/14 | Intern/student teacher should be teaching all subjects and have responsibility for all non-instructional duties (Full responsibility should occur between weeks |
5/13 and 7/15).

<table>
<thead>
<tr>
<th>7/15</th>
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</thead>
<tbody>
<tr>
<td>Intern/student teacher begins decreasing teaching and non-instructional responsibilities. Intern/student teacher completes coaching cycle with university supervisor (if needed).</td>
</tr>
</tbody>
</table>

**TOOLS:** *Planning Conference Protocol, observation tool, Reflecting Conference Protocol, Collaborative Reflection Log and Plan for Reflective Growth or Individual Learning Plan*

<table>
<thead>
<tr>
<th>8/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final evaluation meeting with intern/student teacher, clinical faculty/cooperating teacher and university supervisor for completion of continuum and recommendation of final grade. The <em>Collaborative Reflection Log</em> can be used to record the discussion.</td>
</tr>
</tbody>
</table>

**TOOLS:** *Clinical Evaluation Continuum for Candidates of Initial Licensure Programs and Collaborative Reflection Log*
V. The Coaching Cycle

(Adapted from the training: *Foundations in Mentoring for Clinical Faculty, Level 1, 2015*)

The coaching cycle model provides a protocol for the supervisor to assist the intern/student teacher to move his/her instructional practice forward by means of formative assessment. Cognitive coaching is based on the belief that all people can change and therefore develop intellectually, and that teacher performance is based on decision-making skills. It is characterized by nonjudgmental feedback, relies on trust, facilitates mutual learning, and enhances growth toward working independently with others. The goal of the cognitive coach is to promote the intern/student teacher’s own thinking versus the coach’s thinking for him or her. Planning, data collection, and lesson debriefing are the main components of the coaching cycle and cognitive coaching.

**Coaching Language**
As coaches, it is important to remember that our charge is to move the intern/student teacher’s instructional practice forward. The language we use is the key to building a trusting relationship as well as to the effectiveness of the strategies and tools we use and the roles we assume with the intern/student teacher. Coaching language can guide the intern/student teacher in identifying what is working, challenges, and next steps. The coaching language is used throughout the coaching cycle.

**Individual Learning Plan**
The Individual Learning Plan is a tool used to collaboratively develop a goal(s) with your intern/student teacher. The Individual Learning Plan can be used at the beginning of a coaching cycle.

**The Planning Conference**
Conducting a planning conference is very important for the growth and development of interns/student teachers. The planning conference clarifies the lesson, allows the supervisor to foresee possible problems, helps the supervisor and intern/student teacher identify areas of growth, and provides focus on various aspects of instruction. From the discussion during the conference, the supervisor and the intern/student teacher identify data to be collected during the observation of the lesson. The planning conference gives the intern/student teacher control in the process as well as builds trust and openness between the supervisor and the intern/student teacher. During the planning conference the supervisor follows the Planning Conference Protocol and records the conversation on the Planning Conference Notetaking Guide.

**Observation and Data Collection**
During the planning conference, the supervisor and the intern/student teacher decide on a focus of the observation and determine what data will be collected. Collecting specific data during the observation can provide objective information about the intern/student teacher’s teaching and student learning. The supervisor assists the intern/student teacher in describing observable behaviors and decides on a data collection tool that best meets the focus of the observation.
Observation Instruments
Selective Scripting – a selective transcript of what is said during a lesson by the intern/student teacher and the students; focused on a few behaviors; objective, nonjudgmental
Uses: Teacher questions, constructivist dialogue, teacher feedback, teacher structuring statements, classroom management statements

The area of focus is key to successful data collection. Noticing patterns in terms of gender, language, and ability is important. Selective scripting can be used to collect information about:
- What the teacher emphasizes in terms of positive and negative, preventions and interventions
- How the teacher ties the learning to students’ prior knowledge and experience
- How the teacher gives directions and who follows/doesn’t follow them
- What kinds of questions teachers and students ask
- Wait time
- Lesson design and instruction
- Checking for understanding
- Differentiation, adaptations, modifications based on student needs
- How the teacher assesses student understanding and responds to confusions

Seating Charts
Uses: on-task/off task behavior, movement patterns, student engagement, verbal flow

Other
Observation and data collection are tailored to the needs of the intern/student teacher. Selective scripting or a seating chart may not match the focus of the observation and the data to be collected. In that case, the supervisor may use other observation and data collection techniques or strategies.

Following the observation, the supervisor takes time to review the observation data and prepares for the reflecting conference using the Preparation Guide for Analyzing Data.

The Reflecting Conference
It is a goal of the VCU teacher preparation program to help interns/student teachers develop the skills and dispositions to be critically reflective practitioners. Interns/student teachers demonstrate critical reflection by utilizing critical thinking skills in framing and solving educational problems, taking other perspectives into account, and committing to engage in reflective practice. The reflecting conference allows the intern/student teacher an opportunity to develop and demonstrate the skills and dispositions of a critically reflective practitioner by engaging in a focused conversation about an observed lesson and analyzing data collected on the intern/student teacher’s practice. The reflecting conference provides an opportunity for the supervisor to assess the growth and development of the intern/student teacher. During the reflecting conference, the supervisor follows the Reflecting Conference Protocol and records the conversation on the Collaborative Reflection Log. A Plan for Reflective Growth or Individual Learning Plan can be used to set a goal(s) based on the conversation and the data analysis.
VI. Assessment & Evaluation

The Clinical Evaluation Continuum for Candidates in Initial Licensure Programs

Purpose and Instructions
Consistent with the School of Education’s conceptual framework, the purpose of the Clinical Evaluation Continuum for Candidates in Initial Licensure Programs is to prepare candidates to reflect on their practice and to provide a system for candidates, clinical faculty/cooperating teachers, and supervisors to both formatively and summatively assess an intern’s/student teacher’s growth over time.

Formative Assessment:
This tool is meant to be used in tandem with other tools: the Collaborative Reflection Log with the Plan for Reflective Growth or Individual Learning Plan. The purpose of the tools is to generate discussion among the candidate, clinical faculty/cooperating teacher, and university supervisor about the candidate’s strengths and weaknesses.

Summative Assessment:
Only the supervisor’s and clinical faculty/cooperating teacher’s completed Clinical Evaluation Continuum is submitted to the University at mid-term and at the conclusion of each clinical placement. Candidates are evaluated on each key element on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). The importance of each key element may vary from program to program, but all elements should be discussed and evaluated, even if not observed. A rating of “No opportunity to observe” (N) is permissible for the midterm evaluation but not for the final evaluation.

The Clinical Evaluation Continuum is designed to assess a candidate’s growth during the internship or externship. The Clinical Evaluation Continuum consists of five standards, each with a series of key elements. The candidate is assessed on each element across the continuum from unacceptable to target. Each level presumes that the candidate has reached the previous level. The expectation is that the candidate has reached the beginning level based on course work and practicum experiences prior to the internship or externship. For the target level, the expectation is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the appropriate key element. For example, for key element 1b (plans and implements procedures and routines that support student learning) at the target level, a candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments, while an accomplished teacher would consistently and confidently make successful adjustments with routine and procedures as necessary.

University supervisors and clinical faculty/cooperating teachers should complete the Clinical Evaluation Continuum a minimum of two times, once at midterm and once at the end of the experience. For programs with two placements (e.g. elementary), they complete the Clinical Evaluation Continuum at four weeks into the placement and at the end. Candidates should
complete the *Clinical Evaluation Continuum* three times prior to the discussion with the clinical faculty/cooperating teacher and supervisor.

**The Collaborative Reflection Log**

The *Collaborative Reflection Log* is a formative assessment tool used to guide the work of the supervisor and the intern/student teacher. It provides an opportunity to summarize insights and identify challenges and concerns. It can help the intern/student teacher contribute to a sense of resolution and progress. Supervisors can use the log at the end of a conversation as a summary tool or throughout the conversation as a recording and focusing tool. Supervisors do the recording for the intern/student teacher. The supervisor gives a copy to the intern/student teacher.

The form starts from a position of competence, not incompetence; interns/student teachers need to be supported in identifying what works as well as their areas for growth. The five standards of the Clinical Evaluation Continuum are listed at the bottom of the form. Supervisors should complete at least four *Collaborative Reflection Logs* during the semester. For programs with two placements, the supervisor completes at least two logs for each placement.

**The Plan for Reflective Growth**

The supervisor has collected information about the intern’s/student teacher’s practice, and with the supervisor’s guidance, the intern/student teacher has self-assessed. Now the supervisor and the intern/student teacher need to set goals. The *Plan for Reflective Growth* provides a structure to support this process. The supervisor and the intern/student teacher use the *Clinical Evaluation Continuum* to clarify goals and areas of growth, identify and focus support, offer the intern/student teacher control of the support process, and document the intern’s/student teacher’s growth.

**Evaluation**

The purpose of evaluation is twofold – to assist with and to document the intern’s growth throughout the semester. Evaluation begins during the first week and continues through the end of the internship. Observations and critiques by the cooperating teacher and the university supervisor are designed to guide and enlighten the intern’s teaching performance and assist in socializing interns as professionals.

A major part of the evaluation process is the weekly meeting between the cooperating teacher and the intern. This should be at least a one-hour period where they can discuss, uninterrupted, the interns’ planning, decisions, management, strengths and weaknesses, and what kinds of specific behaviors need to be improved. At the end of the meeting, both the intern and the cooperating teacher should be aware of what is expected for the coming week. It is helpful to keep a written record of all suggestions. The “Collaborative Reflection Log” may be useful here and should be completed in 16 week placements at least four times after formal observations by cooperating teachers in a semester. For 8 week placements, each cooperating teacher should complete the Log two times for each placement. The collaborative reflection discussion may lead to completing a “Plan for Reflective Growth.”
The university supervisor will make at least six visits during the semester. At least four formal observations will be made during the semester. After each observation, the university supervisor will confer with the intern and complete the Collaborative Reflection Log. A minimum of four logs will be completed by the university supervisor.

Formal, online **Mid-term (formative) and Final Evaluations (summative)** will be collected in Tk20 - VCU School of Education’s assessment system - using an online version of the Clinical Evaluation Continuum (see Appendix B) instrument and will be completed individually by the intern, the cooperating teacher, and the university supervisor. A joint meeting of these three people will be held at the mid-term and final evaluation times to discuss each perspective. The building principal will also conduct a final evaluation via a survey housed in REDCap - the university’s survey platform.

The Supervisor’s and the Cooperating Teacher’s formal mid-term and final Clinical Evaluation Continuum evaluations will be available to the intern online in Tk20. Interns will also be given the opportunity to give feedback on their programs and clinical experiences via clinical and graduation exit surveys that are also collected in Tk20. All data collected in Tk20 are reported to departments, programs and decision-makers in the aggregate and used for continuous improvement of programs, courses, and clinical experiences. The evaluations will be maintained for use by school district personnel directors. The mid-term evaluation is intended as a formative evaluation to guide the next steps in the intern’s development. The final evaluation is meant to be summative and will drive the grading criteria.

The intern’s **grades** are awarded by the university supervisor after consultation with the cooperating teacher. These grades should be considered a reflection of how well the intern performed assigned duties. A joint meeting is held between the university supervisor, clinical faculty/cooperating teacher, and intern/student teacher for a final evaluation of the intern/student teacher using the *Clinical Evaluation Continuum*. The grading guideline, listed below, assists the supervisor in translating the scores of the *Clinical Evaluation Continuum* with a letter grade. Supervisors should check with individual programs for specific grading procedures.

**Please Note:** The supervisors should remind their interns/student teachers, though, that the mid-point evaluation for each placement should not be translated into a grade using the grading guideline. The mid-point evaluation is intended to be formative, showing the intern/student teacher where he or she is excelling as well as where work needs to be done. Please attempt to provide feedback on all continuum evaluation criteria by the end of the internship experience.
Virginia Commonwealth University
School of Education

GRADING GUIDELINES FOR CANDIDATES
IN INITIAL LICENSURE PROGRAMS

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A total score of 180 or higher. At least 50% of the ratings at 5 or 6 on each standard. No score below a 3.</td>
</tr>
<tr>
<td>B</td>
<td>A total score of 160-179. No score below a 3.</td>
</tr>
<tr>
<td>C</td>
<td>A total score of 140-159. No more than 5 ratings below a 3. No scores of “unacceptable” (0).</td>
</tr>
<tr>
<td>D</td>
<td>A total score of 120-139. No more than 8 ratings below a 3. No more than one score of “unacceptable” (0).</td>
</tr>
<tr>
<td>F</td>
<td>More than one rating is at the “unacceptable” level.</td>
</tr>
</tbody>
</table>

Revised 7/09

The final evaluation is meant to be summative and will drive the grading criteria. The intern/student teacher’s grades are awarded by the university supervisor after consultation with the clinical faculty/cooperating teacher. These grades should be considered a reflection of how well the intern/student teacher performed assigned duties.

Students enrolled in the Early/Elementary Education program grades also take into consideration their completed portfolio of lesson plans as well as other artifacts of practice.
VII. Resolution of Issues in Internship/Student Teaching

The intern/student teacher communicates with the clinical faculty/cooperating teacher if a problem arises, and likewise, the clinical faculty/cooperating teacher will communicate with the intern/student teacher if there is an issue. The intern/student teacher and clinical faculty/cooperating teacher explore solutions to the problem together. If the problem continues without resolution or if clarification is needed about university policy, the supervisor will work with the intern/student teacher and clinical faculty/cooperating teacher to resolve the issue or problem.

Some problems may arise that interfere with the performance of the intern/student teacher. The triad may have difficulty reaching resolution or the supervisor feels that the university should be notified. The supervisor should contact the intern/student teachers’ advisor for clarification, guidance, or mediation.

A situation may arise when the intern/student teacher shares a concern with his/her seminar instructor regarding the placement. If the seminar instructor believes that the issue is critical, then he or she will alert the university supervisor. The supervisor will assess the situation and determine if it can be handled within the triad. If it cannot be resolved among the three (intern/student teacher, clinical faculty/cooperating teacher, and supervisor), then the University Supervisor will contact the intern/student teacher’s advisor. The Executive Director for Accreditation and Licensure, School of Education, as well as the department chair will be notified by the advisor.

Student teacher/interns may be terminated early, if it is determined by the university supervisor in consultation with school partners and with the Field Placement Office that the situation of a particular placement is damaging to young students or the student teacher, is against school/district or university policies/procedures, or compromises the quality and effectiveness of the VCU teacher education programs.

Department Chairs

Dr. Julie Durando, Director, Faculty and Student Support
Department of Special Education and Disability Policy

Dr. Joan Rhodes, Chair
Department of Teaching and Learning

Dr. Donna Gibson, Chair
Department of Special Education and Disability Policy

Dr. David Greenagel, Director
Department of Music Education

Dr. Sara Wilson McKay, Chair
Department of Art Education
To be eligible for early hire, the elementary intern must complete 12 weeks of internship, eight weeks in the first placement and four weeks into the second placement. The early hire must be approved by the university supervisor, intern’s advisor, department chair and Executive Director for Accreditation and Licensure.

The early hire process must be initiated by the school division interested in hiring the VCU intern.

The school division’s Human Resources person contacts the Executive Director for Accreditation and Licensure, VCU School of Education.

The Executive Director for Accreditation and Licensure will send the Early Hire Policy Agreement form to school division’s HR person.

The Early Hire Policy Agreement (See Appendix C) includes information about the intern, the designated teacher mentor at the hiring school site, and the university supervisor’s contact information.

The Early Hire Policy Agreement is returned to the Executive Director for Accreditation and Licensure.

The Early Hire Policy Agreement must be approved and signed by the university supervisor, intern’s advisor, department chair, and the Executive Director for Accreditation and Licensure.

Once the early hire has been approved and prior to the intern leaving, the university supervisor meets with the cooperating teacher and intern to complete a final Clinical Evaluation Continuum and determine a grade for the placement.

The University supervisor will continue to support the early hire practicing intern from the date of hire to the end of the first year of teaching. (For fall early hires, the university supervisor supports the practicing intern through May.) The university supervisor is expected to keep regular contact with the practicing intern, continue to coach the practicing intern using the Clinical Faculty coaching tools, and be a resource and support with lesson planning, classroom management, and other needs the practicing intern might have. The university supervisor will receive an additional $250 honorarium plus travel reimbursement.

(See Appendix C)
Appendix A

VCU SCHOOL OF EDUCATION: REVISED CLINICAL EVALUATION CONTINUUM

OVERVIEW OF REVISIONS TO CLINICAL EVALUATION CONTINUUM

Thank you for working with our VCU students who are or will be clinical candidates during the 2017-2018 academic year. Throughout the clinical candidate experience, you are tasked with evaluating the skills of the candidate(s) and we are asking that you use an UPDATED Clinical Evaluation Continuum for Candidates in Initial Licensure Programs. This continuum should be completed and then electronically submitted by you, using Tk20 assessment software, to the School of Education (SOE) Office of Assessment. The revised continuum was developed by faculty, vetted by stakeholders, and put into place for use during the fall 2017 semester. This 2017-2018 academic year is our first year of required data collection for our upcoming accreditation review by the Council for Accreditation of Educator Preparation (CAEP) and the revised continuum is part of that effort. The new items are being piloted this year and will not contribute to the student’s grade. As such, please do your best to evaluate each of these key elements and select “NA” if the opportunity for assessment of an element was not available. Below you will find a table identifying the new items. Please contact David Spivey at dwspivey@vcu.edu or (804) 827-1567 if you have questions or concerns. Also, please send any real-time feedback, questions, or concerns about the items themselves to Angie Wetzel, Director of Assessment at apwetzel@vcu.edu

RUBRIC PROJECT – REVISION PROCESS

1. Summer 2016: Rubric team, with representation from all licensure areas, revised continuum to reflect updated state and national standards
2. Fall 2016: SOE/SOA faculty review of revised continuum; faculty recommendation to incorporate Standard 6 items from Richmond Teacher Residency
3. Spring 2017: P12 partner review of revised continuum to evaluate content validity
4. Spring 2017: Assessment Committee review of all feedback and content validity indices; recommend adoption of revised continuum for implementation fall 2017

RUBRIC PROJECT – PILOT PROCESS

1. Implementation of revised continuum fall 2017 – spring 2018; all new items under pilot review
   a. Evaluators assess candidates on all items
      i. If unsure how to assess a candidate on a new item, do your best using available guidance
      ii. If a candidate does not have the opportunity to demonstrate skills for a new item, please select “No opportunity to observe”
b. Evaluators will be prompted to provide feedback on their process of assessment on new items

2. Analysis of revised continuum to evaluate implementation fidelity for new items
   a. Inter-rater reliability – do cooperating teachers and university supervisors demonstrate consistency in assessing new items?
   b. Internal consistency – do the new items in fact measure what we are hoping to measure (e.g., technology skills, advocacy for social justice and equity and relationships with community/families)?

3. Program faculty, Office of Assessment, Assessment Committee, and P12 partner review of pilot findings to recommend revisions and training for 2018-19 academic year

**Please send any real-time feedback, questions, or concerns to Angie Wetzel, Director of Assessment at apwetzel@vcu.edu
### SUMMARY OF SIGNIFICANT REVISIONS TO CLINICAL EVALUATION CONTINUUM

<table>
<thead>
<tr>
<th>Nature of item revision</th>
<th>Item number</th>
<th>Key notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable revisions to prior key elements</td>
<td>1f</td>
<td>Revised to include collaboration among students and student problem solving</td>
</tr>
<tr>
<td></td>
<td>2a</td>
<td>Addition of cross-disciplinary knowledge</td>
</tr>
<tr>
<td></td>
<td>4a/4b</td>
<td>The previous item, 4a, was divided into two items now reflected as 4a and 4b.</td>
</tr>
<tr>
<td></td>
<td>4h</td>
<td>Significant wordsmithing for clarity and purpose</td>
</tr>
<tr>
<td></td>
<td>All rows/elements</td>
<td>Addition of language for Unacceptable column</td>
</tr>
<tr>
<td>Newly developed items</td>
<td>1h</td>
<td>Incorporated RTR item</td>
</tr>
<tr>
<td></td>
<td>2g</td>
<td>New technology item</td>
</tr>
<tr>
<td></td>
<td>2h</td>
<td>New item to address planning for development of P12 student problem solving</td>
</tr>
<tr>
<td></td>
<td>3g</td>
<td>New technology item</td>
</tr>
<tr>
<td></td>
<td>4i</td>
<td>New technology item</td>
</tr>
<tr>
<td></td>
<td>5o</td>
<td>New technology item</td>
</tr>
<tr>
<td></td>
<td>6a</td>
<td>Incorporated RTR item</td>
</tr>
<tr>
<td></td>
<td>6b</td>
<td>Incorporated RTR item</td>
</tr>
<tr>
<td></td>
<td>6c</td>
<td>Incorporated RTR item</td>
</tr>
<tr>
<td></td>
<td>6d</td>
<td>Incorporated RTR item</td>
</tr>
<tr>
<td>Deleted items</td>
<td>Previously labeled 5d</td>
<td>Duplicative</td>
</tr>
</tbody>
</table>

### Impact on Scoring and Grading

If your program has historically used a specific totaled-point-scale to derive a letter grade from the clinical evaluation continuum, please use the same scoring procedure and point-scale that you always have. Simply disregard the assessed values for the new rows (i.e., 1h, 2g, 2h, 3g, 4i, 5o, and all rows in section 6) when calculating the score. The attached document contains yellow highlights to indicate the new rows. Please don't hesitate to call (804) 827-1567 or e-mail dwspivey@vcu.edu if you have questions or concerns.
Clinical Evaluation Continuum for Candidates in Initial Licensure Programs

VCU School of Education
Virginia Commonwealth University

Candidate’s Name ________________________

Cooperating Teacher ________________________

University Supervisor ________________________

School ____________________________ School Division ____________________________

Principal’s Name ______________________________

Subject Area ____________________________ Grade Level ____________________________

Year _______ Semester _______ Fall _____ Spring _____

Evaluation Completed By: (please check one)

_____ Cooperating Teacher

_____ Candidate (Intern, Student Teacher, Extern)

_____ University Supervisor

revised 3-29-17

Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center
ADMINISTRATION, PURPOSE, USE

Purpose
Consistent with the School of Education’s conceptual framework, the purpose of the Clinical Evaluation Continuum is to prepare candidates to reflect on their practice and to provide a system for candidates, cooperating teachers, and supervisors to assess an intern’s growth during the internship or externship.

Administration
University supervisors and cooperating teachers should conduct four formal observations of candidates during the semester and complete the Continuum twice, once at midterm and once at the end of the experience. For programs with two placements (e.g., elementary), the cooperating teacher observes the candidate only twice and completes the Continuum once at the end of each placement. Candidates should complete the continuum twice prior to the discussion with the cooperating teacher and supervisor.

The Continuum is meant to be used in tandem with two other forms, the Collaborative Reflection Log and the Plan for Reflective Growth. The purpose of the latter two forms is to generate discussion among the candidate, cooperating teacher, and university supervisor about the strengths and weaknesses of the candidate. Only the supervisor and cooperating teacher’s completed Clinical Evaluation Continuum and are submitted to the School of Education Office of Assessment at the conclusion of the clinical experience.

Use of data
- Candidate level: Candidates receive electronic copies of the university supervisors and clinical faculty or cooperating teacher’s Continuum evaluation of performance. This evaluation occurs twice each semester. For candidates with one placement (16 weeks), there are mid- and final placement assessments. For candidates with two placements (eight weeks each), assessments occur after each placement. In cases where candidates are performing at “Beginning” or “Unacceptable” levels on rubric assessments, candidates use a combination of reflection and individual attention and mentoring to identify the sources of weakness and take corrective action.
Program level: Candidate assessment data on the Continuum are aggregated by the Office of Assessment annually at both the program level and the EPP level. Aggregate data reports are shared with program faculty, the Assessment Committee, the Professional Education Coordinating Council, and broadly via the SOE Public Data web page. Faculty review data in program and department meetings to inform needed revisions to curricula or training/communication with evaluators. Programs report on their analysis of data and any subsequent uses of data for improvement annually.

SCORING GUIDE

The Continuum consists of six standards, each with a series of key elements. The candidate is assessed on each element across the continuum from unacceptable to target. Each level presumes that the candidate has reached the previous level. The expectation is that the candidate has reached the beginning level based on coursework and practical experiences prior to the internship or externship. For the target level, the expectation is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the appropriate key element. For example, for key element 1b (plans and implements procedures and routines that support student learning) at the target level, a candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments while an accomplished teacher would consistently and confidently make successful adjustments with routine and procedures as necessary.

Candidates are evaluated on each key element on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). The importance of each key element may vary from program to program, but all elements should be discussed and evaluated, even if not observed. A rating of “No opportunity to observe” (N) is permissible for the midterm evaluation but not for the final evaluation.

INSTRUMENT DEVELOPMENT

Guiding frameworks and standards

Item content reflects the proficiencies detailed in the VCU conceptual framework, Educator as Critically Reflective Practitioner. Further, Continuum items align to the InTASC Model Core Teaching Standards categories (i.e., the learner and learning, content, instructional practice, and professional responsibility) specified in CAEP component 1.1 and to the four additional components in Standard 1 that detail candidate proficiencies (i.e., use of research and evidence, content and pedagogical knowledge, access to college- and career-ready standards for all students, and use of technology to improve student learning and enrich professional
practice). In addition to CAEP technology expectations, candidate expectations for use of technology are consistent with the TPACK Framework (Mishra & Koehler, 2006).

Rubric development

Initial licensure programs initially adopted the Clinical Evaluation Continuum in 2004 as a common measure of clinical performance at the end of a candidate’s program. The Clinical Evaluation Task Force, composed of education preparation provider (EPP) faculty and public school partners was created in 2004 to refine the training, assessment and evaluation of candidates in student teaching and internship experiences. The Task Force drafted a rubric, adapted from the Continuum developed by the Santa Cruz New Teacher Project for its induction/mentoring program. Faculty discussed the rubric at department meetings and at a brownbag lunch. Additional refinements were made based on their comments and those of the former NCATE Assessment Subcommittee. Teachers enrolled in the Clinical Faculty Training course also reviewed the Continuum and shared their comments with the Task Force. The revised draft was shared with university supervisors at a training session in January 2005 and piloted during that semester. Subsequently, the Task Force met with university supervisors in mid-May 2005 to review the pilot effort and discuss issues. The Task Force then made revisions to the document for use in 2005-2006. At each of these meetings, cooperating teachers/clinical faculty and university faculty, and public school partners, examined the clinical evaluation instrument to ensure its connection with requisite professional standards. In a study of reliability of the Clinical Evaluation Continuum, the School of Education Office of Assessment found that the instrument yielded consistent results. Further an analysis of inter-rater agreement on line item ratings indicated that 94% to 99% were in exact agreement or off by one point.

The CAEP Rubric Team, formed in 2016, collaborated to review the Continuum in light of new CAEP standards for assessment of candidate proficiencies. The team consisted of program faculty from elementary, secondary, early childhood special education, special education general education, art education, and music education content areas, as well as instructional technology. Through iterative cycles of review, the group revised item language and developed new items as needed to ensure alignment of Continuum items to the proficiencies detailed in CAEP Standard 1 components. The CAEP Evaluation Framework for EPP-Created Assessments and CAEP Evidence Guide guided item revisions and new item development, with a focus on evidence for test content by way of standards alignment and expert faculty participation, and evidence for response process with discussions centered on assessment fidelity in classrooms across grade levels, content areas, and school divisions.

In academic year 2016-17, EPP faculty from School of Education and School of the Arts reviewed the revised rubric and provided suggested revisions individually and collectively as program groups. Subsequently, the EPP invited P12 partners to engage in review the measure. Specifically, fifteen clinical faculty experienced in clinical evaluation of teacher candidates were invited to rate relevance of individual items, in an expert review activity to determine the content representativeness of the rubric items (Lynn, 1986). P12 partners work in varied content areas and across school levels. Ten clinical faculty provided complete responses (67%) including representation from all four neighboring school divisions (Chesterfield (2); Hanover (2); Henrico (4); Richmond (2)).
content areas and school levels (Elementary (2); Music (1); Art (2); Secondary Social Studies (2); Secondary English (2); Secondary Science (1)). Respondents rated the relevance of each item on a four point scale (1=irrelevant, 4=extremely relevant) and offered specific language edits, as necessary. The Office of Assessment calculated item and scale level content validity indices. The Item-Content Validity Index (I-CVI) is the proportion of experts endorsing an item’s relevance, indicated by selecting 3 (relevant) or 4 (extremely relevant) for a particular item. With ten experts, a proportion of .78 or greater was required for item retention in the measure, based on recommendations by Lynn (1986). I-CVI for all 51 items exceeded .78. Seven of 51 items achieved I-CVI of 80% or 90%; the remaining 44 achieved I-CVI of 100%. These items were presented to the EPP Assessment Committee, along with item feedback from clinical faculty for review. The EPP Assessment Committee includes representation from each School of Education department and from art education and music education in the School of the Arts. Committee members discussed the feedback, reviewed rubric key elements and the associated behavioral indicators of those elements, and recommended items be retained without further revision given high I-CVI, indicating relevance to the construct.

VALIDITY EVIDENCE

- Continuum rubric items are aligned with nationally recognized professional standards, including InTASC standards and CAEP components, and are also aligned with the TPACK (Technological Pedagogical Content Knowledge) Framework and Commonwealth of Virginia state competencies.
- Content area expert faculty participated in both the initial development and subsequent revisions and additions to the Continuum.
- Program faculty, clinical faculty, and P12 partners provided ratings of item relevance and clarity. From these ratings, the Office of Assessment computed scale and item content validity indices. (I-CVI > .80 for all items; S-CVI = 1.00)
- The EPP supports an appeals process that allows undergraduate and graduate students the right to appeal course grades they consider to have been arbitrarily and capriciously assigned or assigned without regard for the criteria, requirements, and procedures of the course stated in the syllabus or guidelines for assignments. All appeal files are confidential.

RELIABILITY EVIDENCE

- All raters (cooperating teachers, clinical faculty, university supervisors, program faculty) receive comprehensive training on the Continuum.
- Multiple raters are used to assess candidates’ clinical performance. University supervisors and cooperating teachers both assess candidates’ clinical experiences.
- Candidates are assessed two times on the Continuum during the clinical experience; some programs use the Continuum as a formative assessment during practicum also.
- TO COME: (INSERT Inter-rater reliability coefficient = XX)
- TO COME: (INSERT Reliability analysis (coefficient alpha) is calculated = XX)
<table>
<thead>
<tr>
<th>Alignments</th>
<th>Key Elements</th>
<th>Unacceptable</th>
<th>Beginning (Awareness, articulation, identification)</th>
<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
<th>Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1 InTASC 3 VA 4</td>
<td>a. Establishes, monitors, and maintains high expectations for student behavior.</td>
<td>No evidence that candidate communicates expectations; develops an awareness of student behavior and/or reflects on the situation.</td>
<td>Communicates expectations; develops an awareness of student behavior and reflects on the situation.</td>
<td>Promotes appropriate student behavior through positive reinforcements and proactive measures. When student behavior is inappropriate or disruptive, clarifies expectations and intervenes as necessary.</td>
<td>Monitors student behavior throughout the day, selecting strategies that prevent or lessen disruptive behavior, reinforcing expectations for behavior, and intervening when necessary.</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 3 VA 4</td>
<td>b. Plans and implements procedures and routines that support student learning.</td>
<td>No evidence that candidate is aware of procedures and routines that support student learning and/or can identify procedures being utilized in a classroom.</td>
<td>Demonstrates awareness of procedures and routines that support student learning and can identify procedures being utilized in a classroom.</td>
<td>Implements classroom procedures and guides students to use routines and procedures that expedite organization and instruction.</td>
<td>Analyzes usefulness of selected procedures and routines and makes appropriate adjustments or implements alternative routines.</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 3 VA 4</td>
<td>c. Uses classroom space to promote learning.</td>
<td>No evidence that candidate recognizes how use of space can promote learning and/or can identify how space in a classroom is allocated to instructional purposes.</td>
<td>Recognizes how use of space can promote learning and can identify how space in a classroom is allocated to instructional purposes.</td>
<td>Arranges and manages space to encourage student learning through efficient access to resources, delivery of instruction and interaction of students and teacher.</td>
<td>Reflects on and adjusts room set-up to smooth classroom procedures, discourage disruptions, improve delivery of instruction, and promote interaction with students</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 3 VA 4</td>
<td>d. Uses time effectively.</td>
<td>No evidence that candidate recognizes the importance of using time effectively and/or can identify time management tools already in place and their purpose.</td>
<td>Recognizes the importance of using time effectively and can identify time management tools already in place and their purpose.</td>
<td>Plans and implements time management strategies that address transitions between activities and back up plans when activities take more or less time than planned.</td>
<td>Reflects on strategies used for managing time effectively, making adjustments to routines and adopting new plans that maximize time on task for student learning.</td>
</tr>
</tbody>
</table>
## CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

### Standard 1: Creating and Maintaining a Positive and Safe Learning Environment

<table>
<thead>
<tr>
<th>Alignments</th>
<th>Key Elements</th>
<th>Unacceptable</th>
<th>Beginning (Awareness, articulation, identification)</th>
<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
<th>Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1, InTASC 2, 3, VA 4</td>
<td>e. Communicates and models fair and respectful treatment of all.</td>
<td>No evidence that candidate understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness</td>
<td>Understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness and disrespect that interfere with learning.</td>
<td>Establishes caring, friendly interaction with students by modeling respect for differences and responds to incidents of unfairness to diffuse conflict and restore a positive learning environment.</td>
<td>Evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships and encourages students to understand personal differences and to deal fairly and respectfully with others.</td>
</tr>
<tr>
<td>Diversity</td>
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<td></td>
<td>1  2</td>
<td>3  4</td>
<td>5  6</td>
</tr>
<tr>
<td>CAEP 1.1, InTASC 2, 3, VA 1, 4</td>
<td>f. Promotes social development and group responsibility by designing and implementing learning experiences that require collaboration and communication skills in order to solve problems and think critically.</td>
<td>No evidence that candidate develops an awareness of the importance of social development and group responsibility and/or encourages student responsibility for self.</td>
<td>Develops an awareness of the importance of social development and group responsibility; encourages student responsibility for self.</td>
<td>Plans and implements strategies and activities to develop students’ collaboration and communication skills as well as individual responsibility and recognition of others’ rights and needs. Students share in classroom responsibility. Reflects on the use of strategies and activities used to promote social development and group responsibility.</td>
<td>Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Makes changes to strategies and activities used to develop individual responsibility and recognition of others’ rights and needs based on critical reflection of their effectiveness.</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td></td>
<td>1  2</td>
<td>3  4</td>
<td>5  6</td>
</tr>
<tr>
<td>CAEP 1.1</td>
<td>g. Effectively communicates and works with administrators, colleagues, support personnel, families, and volunteers.</td>
<td>No evidence that candidate recognizes the need for establishing effective working relationships and/or factual two-way communication with colleagues, support personnel, families, and volunteers.</td>
<td>Recognizes the need for establishing effective working relationships and factual two-way communication with colleagues, support personnel, families, and volunteers.</td>
<td>Engages colleagues, support personnel, families, and volunteers in two-way communication that is positive, consistent, and relevant to student needs and does so using established policies and procedures for confidentiality.</td>
<td>Reflects on communication both delivered to and received from colleagues, support personnel, families, and volunteers and makes adaptations that ensure communication is positive, consistent, and relevant to student needs.</td>
</tr>
<tr>
<td>InTASC 3, VA 4, 5</td>
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<td>3  4</td>
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<td>3  4</td>
<td>5  6</td>
</tr>
<tr>
<td>CAEP 1.1</td>
<td>h. Uses cultural competence to create safe, respectful learning environments for all students.</td>
<td>No acknowledgement of the limitations of a colorblind approach to teaching and learning.</td>
<td>Acknowledges the limitations of a colorblind approach to teaching and learning and begins to recognize alternatives.</td>
<td>Understands the ways in which teachers’ own cultural identities affects teaching and learning. Seeks knowledge of students’</td>
<td>Fosters a classroom environment in which students become increasingly self-aware about their own cultural identity construction and knowledgeable about and respectful</td>
</tr>
<tr>
<td>InTASC 3, VA 1, 4</td>
<td></td>
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</tbody>
</table>

38
(Please mark level of growth for each criterion)

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<tr>
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## CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

### Standard 2: Planning for Instruction

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<th>Alignments</th>
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</thead>
<tbody>
<tr>
<td>CAEP 1.1, 1.4 InTASC 1, 4, 7, 8 VA 1, 2, 3</td>
<td>a. Demonstrates knowledge of subject matter content including cross-disciplinary connections and student development.</td>
<td>No evidence candidate identifies key concepts from subject matter concepts and connections across disciplines and/or key factors in student development.</td>
<td>Identifies key concepts from subject matter concepts and connections across disciplines and key factors in student development.</td>
<td>Uses key ideas from subject matter, including cross-disciplinary connections, to develop instructional activities appropriate for the developmental level of students.</td>
<td>Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas across disciplines.</td>
</tr>
<tr>
<td>CAEP 1.1, 1.2, 1.5 InTASC 2, 7, 8 VA 3 Diversity Technology</td>
<td>b. Uses research-based instructional strategies and resources in planning instruction.</td>
<td>No evidence candidate has awareness of a variety of research-based instructional strategies and resources.</td>
<td>Has awareness of a variety of research-based instructional strategies and resources.</td>
<td>Effectively uses research-based instructional strategies and resources in planning instruction.</td>
<td>Effectively uses multiple research-based instructional strategies and resources in planning instruction.</td>
</tr>
<tr>
<td>CAEP 1.1, 1.4 InTASC 1, 2, 4, 7, 8, 10 VA 1, 2, 3 Diversity</td>
<td>c. Selects and communicates learning goals that are consistent with state and national content standards and students’ development.</td>
<td>No evidence candidate articulates state and national content standards and develops learning goals consistent with content standards and student development.</td>
<td>Articulates state and national content standards and develops learning goals consistent with content standards and student development.</td>
<td>Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.</td>
<td>Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectation for all.</td>
</tr>
<tr>
<td>CAEP 1.1 InTASC 1, 4, 7, 8 VA 3</td>
<td>d. Organizes curriculum and instructional sequences to support student understanding of content.</td>
<td>No evidence candidate articulates key elements of curriculum design that support student understanding of content and/or develops some lessons that teach an idea or skill.</td>
<td>Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill.</td>
<td>Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding of key ideas.</td>
<td>Reflects on units of instruction and makes improvements that integrate learning goals, content standards, and educational activities in a cohesive sequence that promotes student understanding of key ideas.</td>
</tr>
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<td>Standard 2: Planning for Instruction</td>
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<tr>
<td></td>
<td>CAEP 1.1, 1.2, 1.4, InTASC 1, 2, 7, 8, VA 3</td>
<td>e. Prepares and adjusts instructional options based on assessment of students in changing situations to make learning accessible to all students.</td>
<td>Shows no awareness of need for adjustment in response to student needs and unexpected events.</td>
<td>Shows an awareness of need for adjustment in response to student needs and unexpected events.</td>
<td>Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning.</td>
</tr>
<tr>
<td></td>
<td>CAEP 1.1, InTASC 10, VA 5</td>
<td>f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.</td>
<td>No evidence candidate identifies support personnel and volunteers nor articulates ways support personnel, families, and volunteers might assist.</td>
<td>Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist.</td>
<td>Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families and volunteers to assist learning.</td>
</tr>
<tr>
<td></td>
<td>CAEP 1.5, InTASC 7, VA 3</td>
<td>g. Candidates demonstrate the ability to design meaningful digital learning experiences.</td>
<td>No evidence candidate utilizes digital tools in the design of learning experiences.</td>
<td>Utilizes digital tools in the design of learning experiences.</td>
<td>Effectively utilizes digital tools in the design of learning experiences to enhance student learning.</td>
</tr>
<tr>
<td></td>
<td>CAEP 1.4, VA 2, 3</td>
<td>h. Plans for opportunities for students to problem-solve and think critically to make content meaningful and relevant.</td>
<td>No evidence candidate identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful.</td>
<td>Identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful.</td>
<td>Lesson plans include opportunities such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership.</td>
</tr>
</tbody>
</table>

(Please mark level of growth for each criterion)

Level of Growth:  N=No opportunity to observe  0=Unacceptable (has not yet reached beginning level)  1-2=Beginning  3-4=Acceptable  5-6=Target
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<tr>
<td>CAEP 1.1, 1.2, 1.4</td>
<td>a. Uses a variety of research-based educational practices that are responsive to students’ diverse needs and experiences.</td>
<td>No evidence candidate realizes that good instructional practice incorporates both research-based practices and information of students’ diverse needs and experiences, and/or begins to make decisions based on both of these factors.</td>
<td>Realizes that good instructional practice incorporates both research-based practices and information of students’ diverse needs and experiences, and begins to make decisions based on both of these factors.</td>
<td>Uses research-based educational practices that are responsive to students’ diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons.</td>
<td>Uses a wide variety of materials and resources to access and build upon students’ prior knowledge, interests, instructional and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students’ diverse needs and experiences.</td>
</tr>
<tr>
<td>InTASC 2, 7, 8</td>
<td></td>
<td>No evidence candidate understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.</td>
<td>Understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.</td>
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<td>VA 1, 3</td>
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<tr>
<td>CAEP 1.1, 1.2, 1.4</td>
<td>b. Connects or links evidence of students’ prior knowledge, life experience, and interests, and other course content, with learning goals.</td>
<td>No evidence candidate understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.</td>
<td>Motivates students by regularly drawing connections between learning goals and concepts and data on the prior knowledge, life experiences and interests.</td>
<td></td>
<td>Reviews the clarity of the link between learning goals and data on students’ prior knowledge, life experiences and interests and makes adjustments and modifications to refine and communicate that connection to students.</td>
</tr>
<tr>
<td>InTASC 1, 2, 7, 8</td>
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<tr>
<td>VA 1, 3</td>
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<td>Diversity</td>
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<tr>
<td>CAEP 1.1, 1.2, 1.4</td>
<td>c. Facilitates learning experiences that incorporate self-direction, interaction, collaboration, choice, and consideration of multiple perspectives.</td>
<td>No evidence candidate is aware that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives.</td>
<td>Demonstrates awareness that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives.</td>
<td>Selects and implements learning experiences that encourage students to consider multiple perspectives and to interact and collaborate with teacher and peers; provides some opportunities for students to select from learning activity options.</td>
<td>Reflects on how learning experiences promoted students’ consideration of multiple perspectives and reflects on the effectiveness of student interactions and collaborations during learning experiences; incorporates self-directed activities appropriate for the cognitive and social development and skill set of students.</td>
</tr>
<tr>
<td>InTASC 5, 7, 8</td>
<td></td>
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<tr>
<td>VA 1, 3, 4</td>
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<td>Diversity</td>
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</tr>
<tr>
<td>CAEP 1.1, 1.2, 1.4</td>
<td>d. Employs educational practices such as problem-solving and critical thinking that make content meaningful and relevant.</td>
<td>No evidence candidate recognizes that educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery.</td>
<td>Recognizes that educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery.</td>
<td>Employs educational practices such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership.</td>
<td>Reviews lessons for effectiveness and makes appropriate modifications based on student’s demonstrated ability to apply concepts to projects, use critical thinking and direct their own work.</td>
</tr>
<tr>
<td>InTASC 2, 9, 10</td>
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<tr>
<td>VA 1, 3</td>
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</tbody>
</table>
### CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

#### Standard 3: Engaging and Supporting Students in Learning

<table>
<thead>
<tr>
<th>Alignments</th>
<th>Key Elements</th>
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<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1, 1.4, InTASC 2, 9, 10, VA 3, 4, 6 Diversity</td>
<td>e. Communicates an ethic of caring, commitment and high expectations for all students.</td>
<td>No evidence candidate values caring, commitment, and/or high expectations for all students.</td>
<td>Demonstrates the value of caring, commitment, and high expectations for all students.</td>
<td>Regularly communicates an ethic of caring, commitment and high expectations for all students.</td>
<td>Reflects on his/her ability to communicate an ethic of caring, commitment and high expectations for all students. Makes changes as necessary based on critical reflection.</td>
</tr>
<tr>
<td>CAEP 1.1, InTASC 9, 10, VA 3, 4, 6 Diversity</td>
<td>f. Develops appropriate rapport with students</td>
<td>No evidence candidate is aware of the importance of appropriate rapport with students.</td>
<td>Demonstrates an awareness of the importance of appropriate rapport with students.</td>
<td>Exhibits signs of appropriate rapport with students and reflects on the extent and nature of rapport</td>
<td>Exhibits appropriate rapport based on reflection with students consistently.</td>
</tr>
<tr>
<td>CAEP 1.5, InTASC 8, VA 3 Technology</td>
<td>g. Candidates demonstrate the ability to facilitate meaningful digital learning experiences.</td>
<td>No evidence candidate utilizes digital tools in the facilitation of learning experiences.</td>
<td>Utilizes digital tools in the facilitation of learning experiences.</td>
<td>Effectively utilizes digital tools in the facilitation of learning experiences to enhance student learning.</td>
<td>Maximizes the affordances of digital tools in the facilitation of learning experiences to enhance student learning and teach students to use digital technology.</td>
</tr>
</tbody>
</table>

(Please mark level of growth for each criterion)

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# CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

## Standard 4: Assessing Student Learning

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</thead>
</table>
| CAEP 1.1, 1.4  
InTASC 6, 7  
VA 3 | a. Identifies or develops methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | No evidence candidate identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | Identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | Chooses or develops appropriate methods of assessing student work that require problem solving and/or critical thinking, as appropriate. | Reflects on the effectiveness of methods of assessing student work in order to adjust future assessment. |
| CAEP 1.1  
InTASC 6, 10  
VA 3 | b. Explains and shares criteria for assessing student work. | No evidence candidate communicates performance criteria to students, parents, and administrators. | Communicates performance criteria to students, parents, and administrators. | Communicates criteria to students, confirms their understanding, and applies criteria consistently. | Reviews students’ understanding of assessment and adjusts assessment process and criteria to clarify learning goals and performance expectations. |
| CAEP 1.1, 1.2  
InTASC 6  
VA 3 | c. Collects and uses data from multiple sources to assess student learning. | No evidence candidate recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning. | Recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning. | Uses multiple assessment tools to determine student mastery and correlates data from multiple sources to assess cumulative student progress. | Reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data. |
| CAEP 1.1  
InTASC 2, 6, 7  
VA 3  
Diversity | d. Involves and guides all students in assessing and reflecting on their own learning. | No evidence candidate articulates the value of student self-assessment and/or can identify some tools and processes that can be used to help students assess their work. | Articulates the value of student self-assessment and can identify some tools and processes that can be used to help students assess their work. | Provides feedback to students about current and completed work and encourages students to offer input on their personal work quality and habits. | Provides guidelines/tools for students’ self-reflection about work progress, completion, and quality. |
| CAEP 1.1, 1.2  
InTASC 6, 7, 8  
VA 3 | e. Uses assessment data to profile student learning and guide instruction (formative). | No evidence candidate knows the appropriate use of assessment data in determining students’ understanding of concepts and mastery of skills. | Knows the appropriate use of assessment data in determining students’ understanding of concepts and mastery of skills. | Uses required assessments; uses a variety of data sources for instructional planning; monitors students’ understanding during some instructional activities. | Evaluates assessment data to develop individual and group profiles that reflect progress of all students and addresses levels of need and learning accomplishments. |
## CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

### Standard 4: Assessing Student Learning

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1, InTASC 6, 10 VA 3, 5</td>
<td>Communicates with students, families, and other audiences about student progress.</td>
<td>No evidence candidate identifies current methods for communicating student progress to students and families.</td>
<td>Identifies current methods for communicating student progress to students and families.</td>
<td>Gives feedback about current progress to students; gives feedback to families and support personnel when needed or required.</td>
<td>Reviews current progress, learning strategies, and possible interventions with students and, when appropriate, communicates that information to families, colleagues, and support personnel.</td>
</tr>
<tr>
<td>CAEP 1.1, 1.2 InTASC 6, 7 VA 3, 6</td>
<td>Analyzes and reflects on student assessment data to improve instructional practice (summative).</td>
<td>No evidence candidate reviews assessment data and identifies links to current instructional plans.</td>
<td>Reviews assessment data and identifies links to current instructional plans.</td>
<td>Analyzes student assessment data to check effectiveness of some instructional plans; requests feedback from supervisors re: improving instructional methods.</td>
<td>Uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students.</td>
</tr>
<tr>
<td>CAEP 1.1, 1.2, 3.5 InTASC 6, 7, 8</td>
<td>Provides evidence of a positive impact on student growth and/or learning.</td>
<td>No evidence candidate recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact.</td>
<td>Recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact.</td>
<td>Provides clear evidence of a positive impact on student growth and/or learning.</td>
<td>Provides clear evidence of positive impact on student growth and/or learning. Reflects on relationship between student growth and/or learning and instructional practice.</td>
</tr>
<tr>
<td>CAEP 1.5 InTASC 6 VA 3 Technology</td>
<td>Candidates demonstrate the ability to track and share student performance data digitally.</td>
<td>No evidence provided on candidate’s ability to track and share student performance data digitally.</td>
<td>Only partial evidence provided on candidate’s ability to track and share student performance data digitally.</td>
<td>Candidate demonstrates the ability to effectively track and share student performance data digitally.</td>
<td>Candidate demonstrates the ability to effectively track and share student performance data digitally to enhance content mastery and student learning.</td>
</tr>
</tbody>
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## CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

### Standard 5: Developing as a Professional

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<tr>
<td>CAEP 1.1, 3.3 InTASC 9 VA 6</td>
<td>a. Exhibits a commitment to professional standards associated with their areas of expertise.</td>
<td>No evidence that candidate incorporates professional standards into work with students</td>
<td>Aware of professional organizations and can articulate standards associated with their area of expertise.</td>
<td>Incorporates professional standards into written work and discussions.</td>
<td>Extends own professional practice by reflecting on professional literature or by being an active member of a professional organization or by attending professional workshops, seminars, and/or conferences.</td>
</tr>
<tr>
<td>CAEP 1.1, 1.4, 3.3 InTASC 1, 2, 3 VA 1, 4 Diversity</td>
<td>b. Supports learning environments that encourage the academic and social growth of all students.</td>
<td>No evidence that candidate considers the different abilities, needs, learning styles, and cultures of students in work with students</td>
<td>Articulates the need to consider students’ differing abilities, needs, learning styles, cultures, etc. of students in one’s work with students</td>
<td>Develops work plans that address different abilities, needs, learning styles, cultures, etc.</td>
<td>Reflects on work with students to determine how well a positive learning environment was created; Considers different approaches to meeting the needs, etc. of students</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3 InTASC 2, 3 Diversity</td>
<td>c. Recognizes the importance of the social context of schooling.</td>
<td>No evidence that the candidate recognizes the importance of the social context of schooling</td>
<td>Recognizes the importance of external factors outside the classroom and school that affect student learning.</td>
<td>Develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.</td>
<td>Makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.</td>
</tr>
<tr>
<td>CAEP 1.1, 1.4, 3.3 InTASC 2, 7, 8 VA 1, 3, 4 Diversity</td>
<td>d. Has high expectations for all students.</td>
<td>Evidence that candidate has low expectations for at least some students. Candidate fails to support student learning.</td>
<td>Aware of developmental growth and age appropriate choices. Considers the needs of all students when designing work plans.</td>
<td>Communicates the belief that all students can learn, chooses appropriate activities for differing ability levels and needs that fits the content and student requirements.</td>
<td>Provides emotional and academic support to students and communicates confidence in their ability to complete assigned work; modifies plans to provide opportunities for all students to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.</td>
</tr>
</tbody>
</table>
## CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

### Standard 5: Developing as a Professional.

<table>
<thead>
<tr>
<th>Alignments</th>
<th>Key Elements</th>
<th>Unacceptable (0)</th>
<th>Beginning (Awareness, articulation, identification)</th>
<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
<th>Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1, 3.3, InTASC 2, VA 6</td>
<td>e. Takes other perspectives into account.</td>
<td>No respect for other viewpoints</td>
<td>Willing to listen to other perspectives.</td>
<td>Considers other perspectives respectfully.</td>
<td>Actively seeks out other perspectives, and appreciates their point of view. May adjust own view upon reflection.</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3, InTASC 9, VA 6</td>
<td>f. Adheres to professional code of ethics in decision making.</td>
<td>Has been observed to make unethical decisions</td>
<td>Awareness of professional ethical expectations of his/her school and profession.</td>
<td>Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school’s faculty handbook.</td>
<td>Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.</td>
</tr>
<tr>
<td>CAEP 1.1, 1.2, 3.3, InTASC 1, 6, VA 6</td>
<td>g. Engages in reflective practice based on evidence of teaching effectiveness and student learning.</td>
<td>No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness or student learning.</td>
<td>Articulates of the importance of collecting evidence of one’s effectiveness; Generally accurate impression of student learning.</td>
<td>Collects, analyzes data of one's effectiveness and student learning; Can accurately judge effectiveness and student learning.</td>
<td>Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Uses evidence of effectiveness in planning for further instruction.</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3, InTASC 2, 9, VA 6</td>
<td>h. Demonstrates integrity.</td>
<td>Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others</td>
<td>Aware of the importance of honesty, truthfulness, and confidentiality in all dealings.</td>
<td>Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.</td>
<td>Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences.</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3, InTASC 9, VA 6</td>
<td>i. Accepts responsibility.</td>
<td>Late to meetings; misses deadlines; needs to be reminded often of obligations</td>
<td>Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought.</td>
<td>Accepts tasks associated with role. Meets expectations of instructors or supervisors.</td>
<td>Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3, InTASC 9, VA 6</td>
<td>j. Shows initiative.</td>
<td>Overly dependent on external authority; Needs prompting to initiate action.</td>
<td>Some dependency on external authority; aware of importance of taking initiative</td>
<td>Initiates appropriate actions independently</td>
<td>Initiates appropriate actions in ways that go beyond individual classroom.</td>
</tr>
</tbody>
</table>
## CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

### Standard 5: Developing as a Professional.

<table>
<thead>
<tr>
<th>Alignments</th>
<th>Key Elements</th>
<th>Unacceptable</th>
<th>Beginning (Awareness, articulation, identification)</th>
<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
<th>Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1, 3.3 InTASC 9 VA 6</td>
<td>k. Demonstrates commitment to chosen professional role.</td>
<td>Lacks enthusiasm for professional role.</td>
<td>Somewhat aware of values and demands of profession.</td>
<td>Expresses enthusiasm for being an educator and working with students.</td>
<td>Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession.</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3 InTASC 9 VA 6</td>
<td>l. Exhibits sound judgment.</td>
<td>Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire.</td>
<td>Exhibits subjective judgment based on personal experience or personal value system.</td>
<td>Exhibits sound judgment based on personal experience and relevant information or considers various views.</td>
<td>Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions.</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3 InTASC 9 VA 6</td>
<td>m. Accepts and welcomes constructive criticism.</td>
<td>Rejects constructive criticism; argues and or/ gives excuses; becomes defiant</td>
<td>Aware of value of interaction, exchange of ideas and points of view.</td>
<td>Accepts constructive criticism gracefully.</td>
<td>Seeks constructive criticism. Acts on suggestions for improvement.</td>
</tr>
<tr>
<td>CAEP 1.1, 3.3 InTASC 9 VA 6</td>
<td>n. Models appropriate assertiveness.</td>
<td>Inappropriate or inconsistent assertiveness, e.g. overly forceful or shy and reserved.</td>
<td>Articulates that assertiveness can range from passive to excessive.</td>
<td>Articulates positions and takes actions appropriate to the situation.</td>
<td>Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action.</td>
</tr>
<tr>
<td>CAEP 1.5 InTASC 9 VA 6 Technology</td>
<td>o. Candidates demonstrate technology knowledge and skill proficiencies (e.g., using databases, digital media, social networks, and/or electronic sources) to enrich professional practice.</td>
<td>Does not demonstrate an understanding or use of available technology resources to improve professional practice.</td>
<td>Has knowledge of and accesses electronic resources for classroom use and/or professional practice.</td>
<td>Uses electronic resources to enhance classroom instruction and/or improve professional practice.</td>
<td>Creates effective electronic resources to enhance classroom instruction and/or improve professional practice.</td>
</tr>
</tbody>
</table>

(Please mark level of growth for each criterion)

**Level of Growth:**

- **N** = No opportunity to observe
- **0** = Unacceptable (has not yet reached beginning level)
- **1-2** = Beginning
- **3-4** = Acceptable
- **5-6** = Target
<table>
<thead>
<tr>
<th>Alignments</th>
<th>Key Elements</th>
<th>Unacceptable</th>
<th>Beginning (Awareness, articulation, identification)</th>
<th>Acceptable (Puts into practice, uses, implements, reflects)</th>
<th>Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VA 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAEP 1.1</td>
<td>b. Builds relationships with students’ families and other members of the community who are important to students in and outside of school life.</td>
<td>Does not communicate with students’ families on issues related to students’ academic performance and/or behavior.</td>
<td>Communicates with students’ families on issues related to students’ academic performance and/or behavior.</td>
<td>Develops open communication with students’ families and significant community others. Communicates both positive and negative information.</td>
<td>Welcomes open, two-way communications with students and families and significant community others. Uses information obtained in communications to inform instruction and classroom interactions.</td>
</tr>
<tr>
<td>InTASC 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VA 5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CAEP 1.1</td>
<td>c. Commits to excellence, equity and high expectations for all students.</td>
<td>No evidence of candidate awareness of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation.</td>
<td>Begins to be aware of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation.</td>
<td>Conscientiously attempts to implement instructional strategies that: value learners’ uniqueness, meet learners at their current performance levels, and challenge them in ways that are rigorous and attainable.</td>
<td>Regularly invites students to explore diversity instructurally meaningful ways in lesson plans.</td>
</tr>
<tr>
<td>InTASC 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VA 1, 3, 4</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CAEP 1.1</td>
<td>d. Advocates for students and social justice issues that affect classrooms and communities.</td>
<td>No evidence of candidate understanding of teachers as advocates.</td>
<td>Recognizes that teachers have a legitimate role as advocates.</td>
<td>Participates in social justice communities and activities.</td>
<td>Identifies and acts on issues relevant to school and/or community. Integrates social justice/critical pedagogy into instruction.</td>
</tr>
<tr>
<td>InTASC 2, 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VA 4</td>
<td>Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

NARRATIVE SECTION

Please type or write comments for each of the following criteria: Midterm_____ Final _____

<table>
<thead>
<tr>
<th>Creating and Maintaining a Positive and Safe Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for Instruction</td>
</tr>
<tr>
<td>Engaging and Supporting Students in Learning</td>
</tr>
<tr>
<td>Assessing Student Learning</td>
</tr>
<tr>
<td>Developing as a Professional</td>
</tr>
</tbody>
</table>

Supervisor/Cooperating Teacher/ Principal’s Signature ___________________________ Date: __________________________

Position: ______________________________________________________________

The candidate’s signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Candidate’s Signature _______________________________________________ Date: __________________________
PRINCIPAL’S EVALUATION OF VCU STUDENT TEACHING INTERNS

1) Please assess the student teaching intern on each of the following five core standards derived from the VCU Clinical Evaluation Continuum. Please click here for a reference table that gives further detail about each standard.

For the target level, the exception is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the standard. Candidates are evaluated on each standard on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unacceptable</th>
<th>Beginning</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Creating and Maintaining a Positive and Safe Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2: Planning for Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 3: Engaging and Supporting Students in Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4: Assessing Student Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5: Developing as a Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) How does our VCU intern’s performance compare with interns from other institutions over the last three years?
   ( ) Significantly above average peer performance
   ( ) Above average peer performance
   ( ) Average peer performance
   ( ) Below average peer performance

3) What is the likelihood that you would hire this VCU intern to teach in your school?
   ( ) Very likely
   ( ) Likely
   ( ) Not very likely
   ( ) Not at all likely

4) Based on your observations of this VCU intern and the needs of your school, please provide any comments or suggestions to improve our educator preparation curriculum and clinical experiences to better ready our candidates for the classroom.

________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________

Thank You!
## Appendix B.b

### Tool Usage Chart

<table>
<thead>
<tr>
<th>Tool</th>
<th>When and How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Language</td>
<td>The Coaching Language is used with every conversation between the preservice, novice, or veteran teacher and Clinical Faculty teacher as well as the preservice teacher and Clinical Faculty supervisor. The Coaching Language is used with each part of the coaching cycle.</td>
</tr>
<tr>
<td>Collaborative Reflection Log</td>
<td>The Collaborative Reflection Log is to record the weekly conversation between the preservice, novice, or veteran teacher and Clinical Faculty teacher or supervisor. The Collaborative Reflection Log is also used to record the post-observation conference. Use the 2-block format or top two quadrants when developing a Plan for Reflective Growth. Use the 4-block format if NOT developing a Plan for Reflective Growth.</td>
</tr>
<tr>
<td>Data Collection Tools and Preparation Guide for Analyzing Data</td>
<td>Observe and collect data to meet the needs of the preservice, novice, or veteran teacher and as part of the Coaching Cycle. Use the Preparation Guide for Analyzing Data to review the data collected and prepare for the post-observation reflecting conference. The Preparation Guide for Analyzing Data is for the Clinical Faculty. The guide is not shared with the preservice, novice, or veteran teacher.</td>
</tr>
</tbody>
</table>
| Clinical Evaluation Continuum for Candidates in Initial Licensure Programs | The Continuum is used to guide the preservice teacher as a pre-, formative, and summative assessment tool. The preservice teacher is evaluated on the Continuum:  
  - 2 times in an eight-week placement – at the midpoint (week 4) and endpoint (week 8) and  
  - 4 times in a sixteen-week placement - at weeks 4, 8, 12, 16.  
  Only weeks 8 and 16 are submitted to the university. The Continuum is completed by each member of the triad: the preservice teacher, the cooperating teacher, and the university supervisor. A joint meeting of these three people will be held at the mid-point and final evaluation to discuss each perspective. Both the cooperating teacher and supervisor submit their Continuum scores on-line. Cooperating teachers and supervisors will receive an email from the university when it is time to submit the Continuum scores. Once submitted, the preservice teacher will receive an email with a link for each completed Continuum. The preservice teacher completes pre-assessment in first week of internship and shares with the cooperating teacher and the university supervisor. |
| The Coaching Cycle Planning Conference Observation with Data Collection Reflecting Conference | The Coaching Cycle can be completed as often as appropriate, especially when developing and evaluating goals with a Plan for Reflective Growth. However, a Coaching Cycle should be completed at least 2 times in an 8 week placement and at least 4 times in a 16-week placement. The following tools are used during a Coaching Cycle:  
  - Individual Learning Plan  
    Planning Conference  
    - Planning Conference Protocol  
    - Planning Conference Notetaking Guide  
  Observation and Data Collection  
  - Data Collection Tools  
  - Preparation Guide for Analyzing Data  
  Reflecting Conference  
  - Reflecting Conference Protocol  
  - Collaborative Reflection Log  
  - Plan for Reflective Growth or Individual Learning Plan  
  - Clinical Evaluation Continuum  |
| Plan for Reflective Growth                     | The Plan for Reflective Growth can be used at any time to support the growth and development of the preservice, novice, or veteran teacher. The Plan for Reflective Growth is used during the Reflecting Conference. |
| Individual Learning Plan                       | The Individual Learning Plan (ILP) can be used at any time to support the growth and development of the preservice, novice, or veteran teacher. The ILP can be used at the beginning of a coaching cycle and/or during the Reflecting Conference. |
Appendix B.c  
Coaching Language

Paraphrase: I heard, I understood, I care.
- So, . . .
- In other words . . .
- What I’m hearing . . .
- From what I hear you say . . .
- I’m hearing many things . . .
- As I listen to you I’m hearing . . .

Mediational questions: To pull out info or raise awareness.
- What’s another way you might…?
- What would it look like if…?
- What do you think would happen if…?
- How was…different from (like)…?
- What’s another way you might…?
- What sort of an impact do you think…?
- What criteria do you use to…?
- When have you done something like … before?
- What do you think…?
- How did you decide… (come to that conclusion)?
- What might you see happening in your classroom if…?

Non-judgmental responses: Suspend judgment, replace with wonder.
- I noticed how when you ___ the students really ___
- It sounds like you have a number of ideas to try out! It’ll be exciting/interesting /great to see which works best for you!
- How do you think the lesson went? Tell me more about that…
- What did you do to make the lesson so successful?

Clarify: I heard, but do not yet understand.
- Would you tell me a little more about…?
- I’d be interested in hearing more about…
- Let me see if I understand …
- It would help me understand if you’d give me an example of …
- So, are you saying/suggesting …?
- Tell me what you mean when you …?
- Tell me how that idea is like (different from)…?
- To what extent…..?
- I’m curious to know more about….?
- I’m intrigued by…/I’m interested in…/I wonder …
- Avoid using “Why?”

Suggestion stems: To get the teacher to imagine/hypothesize.
- One thing to keep in mind is …
- If you’re interested in ___, it’s important to….
- What I know about _____ is ….
- It’s sometimes/usually helpful to ____ when …. 
- One thing I’ve learned/noticed from a colleague is …. 
- A couple of things to keep in mind …
- From our experience, one thing we’ve noticed …
- What I know about ___ is…
- Something you might consider trying is.. 
- There are a number of approaches…
- Sometimes it is helpful…
- How might that look in your classroom?
- To what extent might that work in your situation/with your students?
- What do you imagine might happen if you were to try something like that with your class?
- Which of these ideas might work best in your classroom (with your students)?

Adapted from The New Teacher Center, Santa Cruz, California
## Appendix B.d

**Collaborative Reflection Log**

<table>
<thead>
<tr>
<th>Intern</th>
<th>Cooperating Teacher</th>
<th>Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ___ Meeting with Intern and Cooperating Teacher
- ___ Meeting with Intern and Supervisor
- ___ Meeting with Intern, Cooperating Teacher, and Supervisor

<table>
<thead>
<tr>
<th>What is Working:</th>
<th>Challenges or Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern’s Next Steps:</th>
<th>Clinical Faculty’s Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standards

<table>
<thead>
<tr>
<th>Standard 1: Creating and Maintaining a Positive and Safe Learning Environment</th>
<th>Standard 4: Assessing Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2: Planning for Instruction</td>
<td>Standard 5: Developing as a Professional</td>
</tr>
<tr>
<td>Standard 3: Engaging and Supporting Students in Learning</td>
<td>Standard 6: Advocating for Social Justice and Equity</td>
</tr>
</tbody>
</table>

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*Foundations in Mentoring for Clinical Faculty, Revised 2017*

*Center for Teacher Leadership*

*Virginia Commonwealth University, School of Education*

*Adapted from New Teacher Center – Santa Cruz, California*
# Individual Learning Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed by:</td>
<td>Date:</td>
</tr>
<tr>
<td>Grade Level/Subject Area:</td>
<td></td>
</tr>
<tr>
<td>Standard:</td>
<td></td>
</tr>
<tr>
<td>Key Element (<em>Rating and description</em>):</td>
<td></td>
</tr>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Areas for Growth:</td>
<td></td>
</tr>
<tr>
<td>Next Steps:</td>
<td></td>
</tr>
<tr>
<td>Support Desired:</td>
<td></td>
</tr>
<tr>
<td>Professional SMART Goal:</td>
<td></td>
</tr>
</tbody>
</table>

“I will (goal + performance measure) BY (specific actions).”
Specific ~ Measurable ~ Attainable ~ Relevant ~ Time-bound Goals

| Evidence: |  |
Appendix B.f

Plan for Reflective Growth

<table>
<thead>
<tr>
<th>Teaching Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Element:</td>
</tr>
<tr>
<td>Goal:</td>
</tr>
</tbody>
</table>

“I will (goal + performance measure) BY (specific actions).”

<table>
<thead>
<tr>
<th>Plan:</th>
<th>Support Needed:</th>
</tr>
</thead>
</table>

Evidence:

Specific ~ Measurable ~ Attainable ~ Relevant ~ Time-bound Goals

Adapted from New Teacher Center—Santa Cruz, California
Center for Teacher Leadership at Virginia Commonwealth University School of Education
Planning Conference Protocol

A. Clarify goals and context for the lesson
   • Tell me about this lesson and its context.
   • How does it address content and performance standards?
   • What has led up to this lesson?
   • How does it meet students’ needs?
   • Where does it fit in the curriculum?

B. Determine evidence of success/student achievement
   • What do you want the students to learn?
   • How will your students know your expectations?
   • How will you assess their learning?

C. Explore teaching strategies and decisions made
   • How do the instructional strategies and resources support the goals of the lesson?
   • How will you scaffold or differentiate instruction or expectations for special needs students?

D. Identify focus for data collection
   • How can I focus my observation to support your learning?
   • Let’s agree on what data will be collected.

Conferencing protocol adapted from the work of A. Costa and R. Garmston
Foundations in Mentoring for Clinical Faculty, Level 1 © 2005, Revised 2015
Center for Teacher Leadership @ Virginia Commonwealth University
School of Education
Adapted from New Teacher Center @ University of California, Santa Cruz
### Planning Conference Notetaking Guide

<table>
<thead>
<tr>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify goals for student learning and context for the lesson</td>
<td>•</td>
</tr>
<tr>
<td>Determine evidence of success and student achievement</td>
<td>•</td>
</tr>
<tr>
<td>Explore planning, including teaching strategies and decisions made</td>
<td>•</td>
</tr>
<tr>
<td>Identify a focus for data collection</td>
<td>•</td>
</tr>
</tbody>
</table>
## Appendix B.i

### Selective Scripting

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
</table>

Teacher:  
Grade/Class:  
Date:  
Observer:  
Time:  
Focus:  

---

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Center for Teacher Leadership @ Virginia Commonwealth University School of Education
Appendix B.j

Seating Chart: Movement Patterns and Student Engagement

Intern Name: ________________  Observer’s Name: _____________  Date of Observation: _____

Focus of Observation: ___________________________________________  Time: ________________

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Appendix B.k

Preparation Guide for Analyzing Data

Intern: _________________________  Observer: _____________________________
Date: ___________  Time: ___________
Focus: ___________________________________________________

What are some observations you made regarding the intern’s practice?

Given what you know about this intern and his/her focus, to what do you want to draw attention?

Remembering the coaching language, what questions might you pose?

What suggestions do you want to be ready to make?
Appendix B.1

Reflecting Conference Protocol

A. Frame the conversation and review objectives
   o Clarify what you will discuss during the conversation and why.
   o Review the learning and language objectives.
   o Review the observation focus.

B. Summarize impressions of the lesson
   o How do you think the lesson went?
   o To what degree do you think your lesson met your learning and language objectives?
   o What are one or two things that stand out to you or that you noticed?

C. Analyze
   o Would you like to see the observation data?
   o What do you notice?
   o What does the observation data tell you about your students’ behavior and learning?
   o Which students were successful and which had difficulties--and at what point?
   o Are there any patterns?
   o Which specific strategies or conditions supported students with language needs? Students with learning exceptionalities?
   o In what ways was that evidenced?
   o What did you learn by examining your students’ work?

D. Draw conclusions and set next steps
   o What is interesting or surprising?
   o What conclusions can you draw?
   o What feedback might you supply students?
   o How might you support your students in moving forward in their learning?
   o What are some next steps?
   o What classroom accommodations might you need to make for specific students?
   o What differentiation strategies would address learning needs?
   o How might collaboration with colleagues, resource personnel, and/or families support student learning?

E. Reflect on the observation process
   o What feedback do you have about our work together?
   o How might I support you in next steps?
   o What thoughts do you have about the next time?

Adopted from the work of A. Costa and R. Garmston and The New Teacher Center, Santa Cruz, California.
Appendix C

Early Hire Agreement

The Early Hire Agreement allows interns enrolled in a Teacher Preparation Program to complete the Master of Teaching Degree while hired as a teacher in a school division. Under this contract agreement the university agrees to provide a university supervisor from the date of hire to the end of the first year of teaching.

The school division agrees to provide a Teacher Mentor who will support the practicing intern for the first year of teaching.

Intern’s Name: ____________________________ Request Date ____________________________

Endorsement Area: ____________________________

Address: _______________________________________

Telephone Number # ____________________________ E-Mail: ____________________________

School Division: ____________________________ School Name: ____________________________ Grade: ___

Mentor Teacher’s Name: ____________________________

Endorsement Area: ____________________________

Telephone Number # ____________________________ E-Mail: ____________________________

Content Area: ____________________________ Area(s) of Endorsement: ____________________________

University Supervisor’s Name: ____________________________

Telephone Number # ____________________________ E-Mail: ____________________________

APPROVED SIGNATURES

School Division: ____________________________

VCU: ____________________________

Director of Human Resource Designee Date ____________________________

University Supervisor Date ____________________________

Principal Date ____________________________

Advisor Date ____________________________

Department Chair Date ____________________________

Exec. Dir., Licensure and Accreditation Date ____________________________

Return to Dr. Joan Johnson, Executive Director of Licensure and Accreditation, School of Education, email: jbjohnson@vcu.edu or fax at (804) 828-1323.

Revised 07/2018
Appendix D

VCU School of Education Contact Information

**Dean’s Office**
Dr. Andrew Daire, Dean
VCU School of Education
Email: apdaire@vcu.edu
Oliver Hall Room 2090
1015 W. Main Street
Box 842020
Richmond, VA 23284-2020
Phone: 804-828-3382
Fax: 804-828-1323

**Department of Teaching and Learning**
Dr. Joan Rhodes, Chair
Department of Teaching and Learning
Email: jarhodes@vcu.edu
VCU School of Education
1015 W. Main Street
Richmond, VA 23284-2020
Phone: 804-827-1305
Fax: 804-827-0676

**Dr. Joan Johnson**, Executive Director for Accreditation and Licensure
VCU School of Education
Oliver Hall Room 2090
1015 W. Main Street
Box 842020
Richmond, VA 23284-2020
Phone: 804-828-3769
Fax: 804-828-1323

**Counselor Education/Special Education and Disability Policy**
**Dr. Donna Gibson**, Chair
Director, Faculty and Student Support
Email: dgibson7@vcu.edu
VCU School of Education
Box 842020
Richmond, VA 23284-2020
Phone: 804-827-2651
Fax: 804-225-3554

**Student Services**
**Ms. Jewell Davis**, Director
Student Services Center
Email: jwdavis@vcu.edu
VCU School of Education
Box 842020
Richmond, VA 23284-2020
Phone: 804-827-2670
Fax: 804-827-0676

**Art Education**
**Dr. Sara Wilson McKay**, Chair
Email: swilsonmckay@vcu.edu
VCUarts Department of Art Education
Franklin Terrace
812 West Franklin Street
PO Box 843084
Richmond, VA 23284-3084
Phone: 804-828-0471

**Ms. June Jones**, Coordinator
Clinical Placements and Licensure
Student Services Center
Email: jbjoness1@vcu.edu
VCU School of Education
Box 842020
Richmond, VA 23284-2020
Phone: 804-827-2670
Fax: 804-827-0676

**Music Education**
**Dr. David Greennagel**, Director
E-mail: dgreennagel@vcu.edu
VCU School of the Arts
Department of Music
922 Park Avenue
PO Box 842004
Richmond, Virginia 23284-2004
Phone: 804.828.8523
E-mail Policy
Electronic mail or "e-mail" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective and environmentally aware manner. Students are expected to check their official VCU e-mail on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking e-mail daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student e-mail account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU e-mail address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety: http://www.ts.vcu.edu/kb/3407.html

VCU Honor System: Upholding Academic Integrity
The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and,
- Maintain confidentiality regarding specific information in Honor System cases."

View the Honor System in its entirety. More information can also be found on the Division of Student Affairs website: http://www.students.vcu.edu/policies/.

Student Conduct in the Classroom
According to the Faculty Guide to Student Conduct in Instructional Settings, "The University is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones and beepers should be turned off while in the classroom. Also, the university Rules and Procedures prohibit anyone from having "in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university More information can also be found on the Division of Student Affairs website: http://www.students.vcu.edu/policies/.
Students with Disabilities
SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended require that VCU provides "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must request them by contacting the Student Accessibility and Educational Opportunity at saeo@vcu.edu or visit http://saeo.vcu.edu
Any student who has a disability that requires an academic accommodation should schedule a meeting with the instructor at the student's earliest convenience. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

Statement on Military Short-Term Training or Deployment
If military students receive orders for short-term training or deployment, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Services at 828-5993 or access the corresponding policies.

Excused Absences for Students Representing the University
Students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedule to the instructor at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Campus Emergency information
What to Know and Do to Be Prepared for Emergencies at VCU
- Sign up to receive VCU text messaging alerts. Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
- Know where to go for additional emergency information.
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.
- Keep your permanent address and emergency contact information current in eServices.

Important Dates
View important dates for:
Fall and Spring semesters: https://academiccalendars.vcu.edu/

VCU Mobile
The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smartphone or for more information, please visit http://mobile.vcu.edu/.
Class Registration Required for Attendance
Students may attend only those classes for which they have registered. Faculty may not add students to class rosters. Therefore, if students are attending a class for which they have not registered, they must stop attending.

Withdrawal from Classes
Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the Student Services Center at 1015 Harris Hall or contact a financial aid counselor at http://www.enrollment.vcu.edu/finaid/contact.html.

Student Financial Responsibility
Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges.
### Appendix F

<table>
<thead>
<tr>
<th>VCU Websites</th>
</tr>
</thead>
</table>

**Virginia Commonwealth University**
[http://www.vcu.edu/](http://www.vcu.edu/)

**VCU School of Education**
[http://www.soe.vcu.edu/](http://www.soe.vcu.edu/)

- Teaching and Learning

- Counselor Education/Special Education and Disability Policy

- VCU Student Services Center:
  [http://www.soe.vcu.edu/student-services-center](http://www.soe.vcu.edu/student-services-center)

**School of the Arts**

- VCU Department of Art Education
  [http://arts.vcu.edu/arteducation](http://arts.vcu.edu/arteducation)

- VCU Department of Music Education
  [http://arts.vcu.edu/music](http://arts.vcu.edu/music)

**Professional Development**

- VCU Center for Teacher Leadership
  [http://www.ctl.vcu.edu](http://www.ctl.vcu.edu)

**Policies and Procedures**

- VCU Policies
  [http://www.policy.vcu.edu](http://www.policy.vcu.edu)

- Emergency Procedures
  [http://www.vcu.edu/alert](http://www.vcu.edu/alert)

**Specific intern/student teaching tools and forms**

- [http://soe.vcu.edu/current-students/forms](http://soe.vcu.edu/current-students/forms)
- *VCU Student Visitation Guidelines*
- *Teaching Intern and Student Teaching Handbook*
- *Lesson Plan Guidelines*