



TEACHER INTERNSHIP HANDBOOK 2011-2012

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Theory into Successful Practice

Introduction

The Christopher Newport University Teacher Preparation Program is based upon the belief that schools should produce literate and responsible citizens who have the knowledge, skills, and attitudes necessary to enhance the quality of their lives and that of a democratic, pluralistic, and global society.

Our program is designed so that our teachers will be grounded in liberal studies and in the pedagogical application of content knowledge. Our research-based program facilitates the translation of *theory into successful practice*. The program embraces the following broad goals to develop preservice teachers who:

1. **Plan and prepare for instruction based on knowledge of content, resources and students;**
2. **Create a safe, orderly and nurturing environment that creates high expectations for all while recognizing and respecting diversity;**
3. **Deliver and assess instruction to meet state-mandated and district objectives, adjusting methods as needed to engage and teach every child; and**
4. **Demonstrate professional responsibilities of dress, collegial behaviors, engagement of families, administrative duties, and self-directed growth.**

The student teaching experience is an exciting culminating activity that brings together the university experience and the public school classroom experience. It is the final step supporting our Teacher Preparation Program's conceptual framework - *Theory into Successful Practice*. Sound professional relationships among school administrators, cooperating teachers, student teachers, and university supervisors are essential in preparing our students to become effective classroom teachers.

The rewards that await successful completion of the student teaching experience speak to a beginning of a career in teaching. Our aim is to have our student teachers become partners in education in the schools and school divisions where they observe, practice their teaching skills, and eventually assume full classroom responsibility. We truly appreciate your being an important part of that partnership.

Welcome to your teacher internship!

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THE TEACHER INTERNSHIP

In order to satisfy Virginia licensure requirements and the requirements of our accredited teacher preparation program, candidates for licensure must complete an appropriate teacher internship program for a total of 15 weeks (13 involving direct instruction). All interns are required to attend seminars in the first weeks of the term; all interns are required to attend exit interviews and a work sample review in the last weeks of the term. In addition,

1. Interns seeking an elementary education endorsement (PreK-6) will engage in 13 weeks of full-time student teaching in one grade level.
2. Interns seeking a middle/secondary endorsement (gr. 6-12) will engage in 13 weeks of full-time student teaching in one endorsement area, which may include several different courses within that area.
3. Interns seeking PreK-12 endorsements (art, music, ESL, foreign language) will engage in six weeks of full-time instruction at either the elementary or middle/secondary level, as well as seven weeks at whichever level was not previously done **or** will engage in different grade levels in a proportional amount of time as determined by the Director of Teacher Internship.

Requirements for Admission to Teacher Internship Semester

Interns in the 5-year, MAT or Licensure-Only programs must submit an Application to Student Teach, together with an updated transcript, to the Director of Teacher Internship near the beginning of the summer semester (date to be determined by the Director of Teacher Internship). In addition, candidates for internship must have completed or have on file in the Office of Teacher Preparation the following items:

1. Record of all program courses required for licensure. These must be completed prior to student teaching. Exceptions will be made on a case-by-case basis at the discretion of the Director of Teacher Internship.
2. Record of negative TB test
3. Evidence of membership in the SVEA, or other evidence of personal liability insurance
4. Completed 120-hour field experience logs
5. Evidence of passing the PRAXIS II (content area) examination, the VCLA examination, and the RVE (elementary only). Interns must have taken and passed these exams before student teaching begins. Interns who do not pass the exams on the first attempt will be placed on a Assistance Plan and will work with the Director of Teacher Internship to facilitate this plan.

Teacher Interns' Professional Responsibilities

While in the teacher internship, interns are representatives of Christopher Newport University. As such, conduct is to be representative of a professional educator. Interns are subject to the provisions of the CNU Honor Code and the University's student handbook at all times. In addition, interns are also subject to the same rules and regulations as those that apply to cooperating teachers within a school system.

Travel

Interns are responsible for their own transportation costs to and from the schools involved in their teacher internship experiences. Reliable transportation and/or 'back-up' plans should be secured prior to the onset of the internship experience.

Attendance

During the 13 weeks of instructional time, interns are expected to be at school during all hours required for the classroom teacher. This includes before and after school hours. Interns are expected to attend all before and after-school meetings or workshops that their cooperating teachers attend.

It is understood that emergencies such as illness, death in the family, or unusual circumstances beyond one's control may arise during the teacher internship experience that necessitate one's absence. If an intern is to be absent for any of the above reasons, s/he must notify BOTH his/her cooperating teacher and his/her university supervisor IMMEDIATELY.

If an intern is to be absent for personal reasons, advance permission must be obtained from the cooperating teacher and the university supervisor. **The Director of Teacher Internship is also to be notified if total absences for any reason exceed more than three days** and such an absence may require additional internship time to compensate.

Professionalism/Attire

Teacher Interns are expected to behave and dress in a professional manner at all times. Interns are expected to embody the attitude and actions of a regular classroom teacher, rather than that of a student. Personal and confidential information about students is expected to be safeguarded and used for professional purposes only.

In matters of dress, NO JEANS are to be worn at any time, regardless of what other teachers may be wearing, special occasions such as field trips or faculty 'dress alike' days exempted. In addition, females should avoid open-toed shoes, flip-flops, tank tops, low-cut tops, mini-skirts or other attire that is considered non-professional. Males should wear a collared shirt and dress shoes—no athletic footwear is allowable. In addition, body piercings, other than in the ears, and large tattoos should not be visible.

Beliefs or opinions concerning religion, politics, or other personally held ideas should not be disseminated to students, parents, or faculty/staff. It is the expectation that student teachers will demonstrate an unbiased and non-partisan stance in all matters such as these.

Taking Classes During the Teacher Internship

Interns are generally required to take one class (TCHG 580) during the teacher internship. However, because the internship is a full-time responsibility, taking more than one class requires the approval of the Director of Teacher Internship.

Attending Workshops/Conferences

Interns who have not previously completed the required three workshop/conferences may use opportunities during the teacher internship to fulfill this requirement. However, workshops/conferences that are required for all regular classroom teachers to attend may not be counted. In order for a workshop/conference to count toward the requirement, it must be optional and, therefore, demonstrate that the intern has gone above and beyond. Workshops/conferences that involve missing time from the internship must be approved by the Director of Teacher Internship.

Working While Student Teaching

Because the teacher internship is considered a full-time responsibility, working during the internship is strongly discouraged. The obligations of teacher interns require one's full attention and energy, and less than full attention is unfair to the students within the classroom as well as potentially detrimental to the intern's own success. Interns who wish to work during the internship MUST notify the Director of Teacher Internship of their intent, including weekly number of hours of outside work.

Substitute Teaching

If interns have been employed as a substitute teacher for NNPS previously during the year, they may, with the principal's permission, act as substitutes for their cooperating teachers for a period of one day.

Occasions requiring the cooperating teacher to be absent for periods of longer than one day, however, necessitate the procuring of a regular substitute teacher. Substituting for cooperating teachers for these one-day occurrences may not accrue to more than two days total during the internship experience. Questions regarding longer periods of substituting should be referred to the Director of Teacher Internship.

Attending jobs fairs/interviews:

Interns are allowed one professional day for the purpose of attending a job fair or interview. Interns should let both their cooperating teacher and university supervisor know of this opportunity well in advance of the date and should take steps to make sure all lesson plans, materials, etc...are in place for the cooperating teacher to use. Additionally, interns are required to apply for an interview with school systems brought on-site for the MAT Interview Day held at the end of the internship experience.

Confidentiality

Teacher interns may not discuss specific students or teachers outside of the communications that they have with their university supervisor or during internship seminars. Interns should not write the names of specific students or teachers in their internship logs.

Accepting Feedback

During the teacher internship, interns will receive feedback from their cooperating teachers, their university supervisors, and their school administrators. This feedback is a key part of the internship experience. Interns are expected to solicit suggestions and feedback on how to improve their teaching skills, accept feedback in a professional manner, and attempt to implement suggestions. Interns who feel that they are not receiving helpful feedback from their cooperating teachers should tell their university supervisors. If they feel that they are not receiving helpful feedback from their university supervisors, they should contact the Director of Teacher Internship.

Removal from the Teacher Internship

Teacher interns may be recommended for removal if they have demonstrated lack of instructional effectiveness, lack of preparation in a subject area, lack of effectiveness in dealing with students, or if they are not meeting the requirements of the internship experience for any reason.

Additionally, interns WILL be removed for committing incidents considered to be serious professional infractions. Report of interns for professional infractions must be made to the Director of Teacher Internship by the cooperating teacher, a building administrator, or the university supervisor. Reporting persons must provide documentation to support each infraction.

A 'Serious Professional Infraction' includes, but is not limited to, items from the following list:

1. Failure to appear at the work site a) without notifying the cooperating teacher ahead of time or b) otherwise producing a signed doctor's or other official's note stipulating why the student teacher was unable to notify the cooperating teacher;
2. Failure to turn in lesson plans for preview by the date(s) specified by the cooperating teacher and/or university supervisor;
3. Failure to follow a direct order from the cooperating teacher, building administrator, or university supervisor;
4. Being tardy to the work site three times;
5. Use of inappropriate language, including curse words;
6. Displaying combative or argumentative behavior, verbally, with faculty or staff;
7. Disparaging faculty, staff, or other school personnel in a public setting;
8. Breaking confidentiality regarding student information.

9. Dissemination, whether verbally or in writing, of religious, political or other views inappropriate to a public school situation to students, school or CNU faculty/staff, or parents.

The first time an intern commits a serious infraction in any of the above areas, s/he will receive a written warning from the Office of Teacher Preparation. Upon commission of the second serious infraction, the intern will be removed from the student teaching internship by the Director of Teacher Internship.

In addition, the following infraction will be grounds for immediate removal:

1. Making threats to students, parents, placement school or CNU staff, whether verbally or physically.

A substantiated and documented report from a school administrator of unprofessional conduct or violation of school policy (e.g., violation of confidentiality, leaving a class unattended, or using profanity) is grounds for termination of the internship and failure of internship experience. All disputes regarding the handling of such matters will conform to the University 'Grade Challenge' policy.

Removal from the internship will result in failure of the internship course (TCHG 510) and may prohibit re-applying for or re-taking TCHG 510. The intern may appeal grade decisions following the guidelines found in the University Handbook and Graduate Catalog. The final decision to remove an intern will be made by the Director of Teacher Internship, with input from the university supervisor, cooperating teacher/school when appropriate. The intern may appeal in writing any decision to the Director of Teacher Internship.

ADDITIONAL TOPICS OF IMPORTANCE

This section covers additional topics, which are of vital importance to the intern.

- Any intern who has a disability or who feels that s/he may need special consideration or accommodation to complete the requirements of the internship experience should see consult with Student Affairs **prior to the beginning of the internship experience**. The coordinator, based on consultation with the intern and review of the appropriate documentation, determines accommodations. An intern has the right to withhold disclosure, but the requirement for reasonable accommodation begins at the time the intern's needs for accommodation are determined and is not retroactive. Interns must be able to meet the demands of the workplace, regardless of documented disability, in order to succeed in the internship.
- The Director of Teacher Internship assigns a university supervisor to each intern based on a number of factors including availability, geographic area, endorsement area, faculty recommendation, etc.
- The first line of communication for the intern and the cooperating teacher is the assigned university supervisor. Any questions or concerns that cannot be satisfactorily handled by the university supervisor should be directed to the Director of Teacher Internship.
- A cooperating school may ask that an intern be removed from its school if it is evident that the placement is inappropriate for any reason. Request for removal should be directed to the Director of Teacher Internship, who is responsible for informing the intern and determining further action.
- Evaluation is a continuous process. After each observation, the university supervisor will meet with the intern to discuss his/her strengths and weaknesses. The mid-term evaluation will serve as a check-point to determine how interns are progressing and if additional support is needed. By the final evaluation, the intern's report should not come as a surprise, since the

performance indicators will have been extensively discussed prior to its implementation. The final evaluation, the videotape analyses, the internship notebook, and the work sample grade will be used to determine an intern's final grade for the TCHG 510 course. Other factors such as seminar attendance may also factor in to the final grade. The University Supervisor is the instructor of record and is responsible for submitting grades to the Registrar.

- If an intern believes that his/her final grade in the internship is unfairly or inaccurately awarded by the university supervisor, the intern must contact the Director of Teacher Internship and follow the grade appeal policy found in the University student handbook.

SCHEDULE FOR THE TEACHER INTERNSHIP

Proposed Virginia Licensure Regulations for School Personnel states that, "The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 500 clock hours with at least half of that time spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement."

By the end of the first couple of days of each experience, interns and cooperating teachers should develop a written calendar/time line for the gradual assumption of teaching responsibilities. The calendar/time line should be flexible and serve as a means of communication rather than a guarantee. Both student teachers and cooperating teachers must be comfortable with the outlined plan. **Early planning is essential to allow for a maximum amount of full-time teaching for the student teacher.**

Students will submit lesson plans for the following week by Thursday of the week prior. Plans should be updated/revised during the week based on student progress. Interns who do not submit plans on time should not be allowed to teach until plans are submitted and approved.

Interns completing one internship placement should have picked up all cooperating teacher teaching responsibilities by the beginning of week six. Interns who are completing two placements have an accelerated schedule, with full-time teaching responsibilities assumed by the beginning of week four. However, the amount of time an intern spends observing and participating in the classroom before moving into actual teaching may vary according to each situation. The cooperating teacher and intern must mutually decide when the intern is ready to assume teaching responsibilities by reviewing the intern's initiative, knowledge, ability, and overall readiness.

Below are suggestions to help in mapping out a calendar/time line:

ELEMENTARY/MIDDLE/HIGH ENDORSEMENT	PreK-12 ENDORSEMENT
Instructional Responsibilities ONE 11-WEEK EXPERIENCE	Instructional Responsibilities One 5- and One 6-WEEK EXPERIENCE
Week 1 – Should be a phase-in period. The intern should become familiar with the routines; meet other teachers and administrators; observe classes being taught by cooperating teacher; assist in daily teacher tasks; review lesson plans developed by cooperating teacher; review available materials. Coop. teachers	Week 1 – Should be a phase-in period. For two days, the intern should become familiar with the routines; meet other teachers and administrators; observe classes being taught by cooperating teacher; assist in daily teacher tasks; review lesson plans developed by cooperating teacher; review available materials. On day three or four,

<p>should model lesson planning and invite interns to give suggestions. Interns should co-teach lessons and the coop. teacher should provide feedback, written and oral.</p>	<p>the intern should be developing plans for and teaching 25% of classes independently. For other classes, the coop. teacher should model lesson planning and invite interns to give suggestions, as well as co-teach lessons in other classes with the intern; coop. teacher should provide feedback, written and oral, on plans and instruction.</p>
<p>Week 2- Interns should begin developing own plans for 25% of classes; the coop. teacher should review and adjust. Interns should independently teach lesson plans for 25% of classes and continue assisting in planning other classes/periods and in co-teaching; interns should continue to participate in daily teacher tasks; coop. teacher should continue to provide feedback, written and oral, on both plans and instruction.</p>	<p>Week 2 – Interns should plan and teach lessons for 50%-75% of the instructional day; interns should continue to participate in daily teacher tasks and to co-plan and co-teach remaining classes/subjects. For other classes, the coop. teacher should model lesson planning and invite interns to give suggestions, as well as co-teach lessons in other classes with the intern; coop. teacher should provide feedback, written and oral, on plans and instruction.</p>
<p>Week 3 or 4 – Interns should begin developing own plans for 50% of classes; the coop. teacher should review and adjust. Interns should independently teach lesson plans for 50% of classes and continue assisting in planning other classes/periods and in co-teaching; interns should continue to assist with other classes and to participate in daily teacher tasks; coop. teacher should continue to provide feedback, written and oral, on both plans and instruction.</p>	<p>Week 3/4 – Interns should independently develop and teach lesson plans for 100% classes/periods; coop. teachers should continue to provide feedback, written and oral, on plans and instruction.</p>
<p>Week 4 or 5 – Interns should independently plan and instruct in at least 75% of classes/periods; interns should continue to assist/collaboratively teach with other classes and to participate in daily teacher tasks; coop. teachers should continue to provide feedback, written and oral, on both plans and instruction.</p>	<p>Week 4 – 5 – Interns should continue to independently plan for and teach 100% of classes; interns should have full responsibility for all teaching duties, with the cooperating teacher available if needed. Coop. teachers should provide feedback, written and oral, on plans and instruction.</p>
<p>Week 5 or 6 – Interns should independently plan and instruct in 100% of classes/periods; interns should assume any remaining duties of the cooperating teacher (i.e. hall duty, etc.); coop. teachers should continue to provide feedback, written and oral, on both plans and instruction.</p>	<p>Week 5/6 – Interns should continue to plan for and instruct 100% of classes and assume all duties; interns should submit all grades to cooperating teacher. Coop. teachers should provide feedback, written and oral, on plans and instruction. <u>Note:</u> There is no phase-out period for interns doing two placements.</p>
<p>Week 6 or 7-- 9 or 11 – Interns should independently plan for and teach 100% of classes under the supervision of the cooperating teacher; interns should have full responsibility for the day, with the cooperating teacher available if needed. Coop. teachers should continue to provide feedback, written and oral, on both plans and instruction.</p>	
<p>Week 10 or 12 (the last week of the internship)-- Should be a phase-out period. Interns should gradually turn classes back over to cooperating teacher; interns should submit all grades to cooperating teacher; time should be allotted at end of week for interns to observe in other classes/grade levels.</p>	

RESPONSIBILITIES OF THE TEACHER INTERN

Time Commitments

- Teacher interns will complete a 15-week experience (13 weeks in direct instruction, 2 in fall and 11 in spring) following the Teacher Internship Calendar and suggested teaching schedule (included in this handbook).
- Attendance at on-campus seminars is **mandatory** for all interns. The seminar schedule is included on the Teacher Internship Calendar.
- During the entire experience, interns are to follow the public school calendar and the same arrival and departure time schedule as their cooperating teachers, including attendance at all school-sponsored activities requiring the attendance of the cooperating teacher, in order to experience the contractual obligations of a teacher. **Punctuality is expected at all events.**

Teacher Internship Notebook

The teacher internship notebook must include the following sections:

- **Calendar** of the semester to keep track of immediate and long-range dates and deadlines. The calendar should include important University dates as well as school/school division dates.
- **Long-term and/or unit plans** should be developed in coordination with the cooperating teacher using the school/division curriculum guide for scope and sequence. Development of an overview of the experience allows for the most effective use of instructional time. Plans should include the integration of technology.
- **Classroom management and organization plans** should identify the classroom routines and procedures for those routines as well as a description of the discipline plan used by the cooperating teacher. The intern will eventually incorporate his/her own ideas regarding management and discipline.
- **Daily lesson plans** should be chronologically sequenced in the notebook. The format of the lesson plan is specifically proscribed, and the expected components of each lesson plan are listed in this handbook. All lesson plans for the following week are to be submitted to the cooperating teacher by Thursday of the week prior for approval. If plans are not submitted on time, then the intern should not be allowed to teach until such a time as the plans come in and are reviewed.
- **Written evaluations** from the cooperating teacher, university supervisor, and from the final self-evaluation should be kept in chronological order.
- **Communication with parents** should be documented.
- **Resource materials/special features** should be collected throughout the experience both for evidentiary purposes for the portfolio and for use in future classroom experiences.

The teacher internship notebook should be taken to school every day and be available for the university supervisor to review at all times.

Teacher Internship Journals/Reflections

Teacher interns are to email their supervisors daily with a brief synopsis of the day's events and general statement about how things are going. Then, once per week, interns will email their supervisors an in-depth reflection. The daily email updates may be discontinued after the university supervisor has made

several visits (at the supervisor's discretion), but any serious problems within the classroom should be communicated immediately to the university supervisor.

The directions for the weekly in-depth reflection(s) are as follows:

Week 1: Using the demographic information you collected about your school/class/classes, discuss what this means for you in terms of planning and instruction.

Week 2: Focus on two events or situations, one positive and one area of concern. The content of the reflection should address the following questions: *What? So what? Now what?*

What? means that student teachers should describe what happened in the situations or events.

So what? means that student teachers should think about and address why the situations or events happened the way they did, and why an understanding of the underlying reasons are important for planning, instruction, professionalism, and/or management.

Now what? means that student teachers should think about and address what the next steps should be with regard to planning, instruction, professionalism, or management.

After this reflection at week 2, the week 4 reflection should address the week 2 reflection's area of concern and include a progress update. This same procedure should be followed for weeks 4, 6, 8, and 10.

Week 3: Discuss the classroom management plans your cooperating teacher currently has in place, as well as any rules, routines, and procedures, including record keeping. What appears to be working well? What will you consider changing when you take over and why?

Week 4: Same as for week 2.

Week 5: Think about the individuals in one particular class. What different learning styles, IEP accommodations, TAG considerations exist within this population? How will you differentiate instruction to meet their needs?

Week 6: Same as for weeks 2 and 4.

Week 7: Discuss two particular instances in which you've used formative assessment to make planning and instructional decisions. Describe the formative assessment, the results, and how that informed your practice.

Week 8: Same as for weeks 2, 4, and 6.

Week 9: Discuss the ways in which you have worked to establish connections with parents, community, and/or colleagues.

Week 10: Same as for weeks 2, 4, 6, and 8.

Week 11: Discuss the ways in which you have engaged in your own professional development outside of the classroom, including any opportunities in which you have shown yourself to be a teacher leader.

Self-Evaluation

Teacher interns are to constantly evaluate their own progress as they move through the internship experience. Structured methods of self-evaluation that are required are:

- Videotaping of a lesson that is taught in the classroom. This is to be done at least twice during the experience. The videotape is to be critiqued by the intern, using the format included in this handbook. The videotape and the critique are to be turned in to the university supervisor on the dates indicated on the teacher internship calendar.
- Weekly reflective journal entries.
- Self-critiques to be done after each lesson on the bottom of the lesson plan form.
- Regularly scheduled post-observation conferences held with the cooperating teacher and the university supervisor.
- A final self-evaluation to be discussed with the university supervisor and/or cooperating teacher.

Videotape Analysis

Teacher interns will complete two videotapes and corresponding analyses of their teaching skills. Each videotape is to be of the intern actively engaged in instruction before a class in a whole-group setting. Videotapes should capture an entire lesson from beginning to end. Securing a videotape and camcorder from the placement school is the responsibility of the intern; however, should problems arise, interns should ask the Office of Teacher Preparation for assistance. After completion of the videotape, interns will write a self-evaluation of their teaching performance utilizing the Videotape Self-Evaluation form found in this handbook.

Videotapes and written evaluations are to be submitted to the intern's university supervisor no later than the end date listed on the teacher internship calendar. The supervisor will review the videotape and corresponding written evaluation prior to meeting with the intern to discuss them. The intern may, if s/he wishes, invite the cooperating teacher to view and critique the videotape prior to writing the self-evaluation.

It is imperative that videotapes include footage of students within the class, as well as of the intern. Teacher interns should make arrangements ahead of time to get permission from parents so that students in the class can be a part of the video.

Teacher Work Sample

Teacher interns will, throughout the internship experience, develop a teacher work sample following the guidelines given at the work sample seminar. The work sample is designed to:

- Be a tool for program accreditation;
- Be a tool for the employment search, presenting hiring administrators with an organized overview of the intern's competencies;
- Allow interns to self-evaluate their professional competencies and demonstrate their ability to impact student achievement;
- Provide supporting evidence of the intern's professional expertise and capabilities according to state and program standards.

Information on the work sample, including specific requirements and evaluation, is included in the Teacher Work Sample packet, available online (<http://teacherprep.cnu.edu>) and reviewed at the work sample seminar. Work samples that are turned in late may be penalized.

MANDATORY COMPONENTS FOR LESSON PLANS

Comprehensive planning is essential for effective teaching in all subject areas and grade levels. Planning is critical to ensure student learning. The planning process helps organize the curriculum and address the complex classroom variables that affect instructional decisions.

Teacher interns are expected to make and keep a comprehensive written plan for each lesson they instruct. It is suggested that detailed plans be written in outline form so that the interns and the cooperating teacher/university supervisor who will be observing may read them quickly and accurately. **Interns must plan each lesson in detailed format using one of the following two forms, A or B, until expressly decided otherwise by the triad of university supervisor, cooperating teacher, and intern.**

Mandatory components in each lesson plan are:

- **Identifying course information**
 - Course/subject/lesson
 - S.O.L.s
- **Objective(s) for the lesson**
 - Including:
 - ❖ Content – what the student is expected to know or do, and at which level of cognitive, affective or psychomotor domain
 - ❖ Behavior – how the student will demonstrate learning
 - Optional:*
 - ❖ Conditions – circumstances under which the students are to perform the task or assignments
 - ❖ Criterion – standard by which the objective is measured
- **Procedures**
 - **Introductory activities** to provide focus, motivation and relevance, and to capture the students' attention
 - **Instructional activities** specifically describing **instructional input** and **scaffolding** on the part of the intern, and instructional strategies to be used to insure learning on the part of the student such as guided practice, questioning techniques, cooperative learning groups, independent practice, induction, and so on.
Plans should incorporate use of several different types of instructional strategies during a lesson to add instructional variety and to accommodate for different learning styles/abilities.
 - **Closure activities** designed to have learners summarize the main points of the lesson and to reinforce learning, arrange for evaluation of learning, and transition into the next activity.
- **Materials**
 - List all materials needed to implement the lesson
- **Evaluation procedures**
 - Formal tests and quizzes, performance checks, or informal checks for understanding
 - Calibration of assessment with Standards of Learning and daily objectives
- **Adaptations/accommodations to meet individual needs of diverse learners**
- **Reflection on lesson after it is taught**

CNU LESSON PLAN FORMAT A

Teacher _____ **Grade Level** _____
Course Title _____ **Date** _____
Unit Topic _____

Lesson Topic: _____

SOL Correlation: _____

Lesson Objective(s): _____

Procedures (including times for each part):

1. Introductory Activities (including time estimates):

2. Instructional Activities/Procedures (including time estimates):

3. Closing Activities (including time estimates):

Instructional Materials:

Basis for Grouping (if grouping is used):

Student Evaluation:

Supporting Assignments (Homework):

Adaptations/Accommodations/Differentiation:

Reflection on lesson after teaching:

CNU Lesson Plan Format B

Name _____ Subject _____ Grade Level _____
 _____ Topic _____

SOLs: (write out fully)		Lesson Objectives: TSW— 1. 2. 3. 4.	
Introduction:			
What the teacher does: (Procedures, Strategies, Scaffolding)	What the students do: (Procedures, Activities, Grouping)	Obj. No.	Material
Instructional Procedures:			
What the teacher does:	What the students do:	Obj. No.	Material
Closing Activities:			
What the teacher does:	What the students do:	Obj. No.	Material
Assessment/Evaluation of Objectives:			
Obj. No.	Method Used to Evaluate ...	Different./Accom.	Sup. Assignments:
1. 2. 3. 4.			

Reflection on lesson after teaching:

** for a complete copy of this form in landscape version, please visit our website: <http://teacherprep.cnu.edu>*

CNU Alternative Lesson Plan Formats

The following two alternative lesson plan formats may be used at the discretion of the university supervisor at any time AFTER teacher interns have successfully passed the midterm (5-6 weeks) point. Teacher interns must have demonstrated consistent competency in lesson planning before university supervisors can make this determination.

The alternative lesson plan formats are intended for use during those periods when scope or depth of information on an ALREADY INTRODUCED subject or topic is being continued in the classroom. The FULL CNU LESSON PLAN FORMAT should be used each time a new unit, SOL, project, lesson, or otherwise new material is being introduced to students.

For example, when a mathematics teacher introduces solving algebraic equations with one variable for the first time, the CNU FULL lesson plan format should be used. In the subsequent days/periods during which students are practicing or deepening their understanding of this concept, the CNU ALTERNATIVE lesson plan format MAY be used.

University supervisors and cooperating teachers may allow the intern to switch to a plan used by the placement school. At no time is the intern allowed to do less in the way of planning than his/her cooperating teacher.

CNU Lesson Plan Format: Middle/Secondary

Student Teacher Name _____

<p>Period 1: Daily Objectives Class: 1. 2. 3. 4.</p> <p>Activities:</p> <p>Evaluation:</p>	<p>Period 2: Daily Objectives: Class: 1. 2. 3. 4.</p> <p>Activities:</p> <p>Evaluation:</p>
<p>Period 3: Daily Objectives Class: 1. 2. 3. 4.</p> <p>Activities:</p> <p>Evaluation:</p>	<p>Period 4: Daily Objectives Class: 1. 2. 3. 4.</p> <p>Activities:</p> <p>Evaluation:</p>
<p>Period 5: Daily Objectives Class: 1. 2. 3. 4.</p> <p>Activities:</p> <p>Evaluation:</p>	<p>Period 6: Daily Objectives Class: 1. 2. 3. 4.</p> <p>Activities:</p> <p>Evaluation:</p>
<p>Practice/Remediation/Extension/Homework:</p>	

VIDEOTAPE SELF-EVALUATION

Learning to self-evaluate is an important step towards becoming a reflective and effective teacher. Teacher interns are required to videotape themselves teaching at least twice during the 13-weeks of instruction during the internship experience (due dates listed on the Teacher Internship Calendar). Reflection on the videotapes using the questions below will reveal some exciting things about personal strengths and talents for teaching, while other aspects will identify areas of needed improvement. One of the advantages of videotaping is the opportunity to accomplish reflection necessary for professional growth. Teacher interns are often the best judges of their own strengths and weaknesses in teaching!

Directions for Video Analysis:

Using the questions below, comment on each aspect of your teaching based on the videotape.

1. Did the arrangement of the classroom, the flow of classroom routines, and student/teacher interactions create an environment conducive to learning and maximize the use of my instructional time?
2. Were my lesson objectives clearly presented and appropriate for the students?
3. In what ways were the instructional strategies I chose effective or ineffective?
4. Did I model interest in learning and motivation to learn?
5. Were all of the students actively/intellectually engaged in learning?
6. What questioning techniques did I use to stimulate curiosity, encourage higher order thinking and problem solving, and reinforce learning?
7. In what ways did I measure student success and/or understanding?
8. What personal habits did I display that might be a distraction or detractor to student learning?
9. What was the ratio of "teacher talk" to "student talk"?
10. What do I see as strengths in the lesson? What revisions will I make the next time I teach this lesson?

Evaluation Matrices

The following matrices are adapted from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (1996). They identify components of the four goals of the Christopher Newport University Teacher Preparation Program.

Domain I: Planning and Preparation				
Component	Unsatisfactory	Emerging	Competent	Proficient
A. Demonstrates knowledge of content and pedagogy.	Content and pedagogical knowledge, including essential questions, is rarely/never displayed. Errors in content are noted.	Content and pedagogical knowledge, including essential questions, is occasionally/sometimes evident and connects with other disciplines.	Content and pedagogical knowledge, including essential questions, is present in some instructional practices, but does not usually/often connect with other disciplines.	Content and current pedagogical knowledge, including essential questions, and connections with other disciplines is consistently/always evident.
B. Demonstrates knowledge of students.	There is rarely/never an attempt to acquire knowledge of individual students' developmental characteristics, learning styles and modalities, abilities, and background to incorporate information into planning.	Interest in obtaining knowledge of individual students' developmental characteristics, learning styles and modalities, abilities, and background is occasionally/sometimes evident, but there is some difficulty incorporating information into planning.	Knowledge of students' developmental characteristics, learning styles and modalities, abilities, and background is apparent, and attempts to use this knowledge in planning for the class as a whole are usually/often evident.	Knowledge of students' developmental characteristics, learning styles and modalities, abilities, and background is apparent, and this information is consistently/used to plan for the entire class, groups of students, and individuals.
C. Selects appropriate instructional goals/Objectives	Instructional goals/objectives are absent or represent trivial learning, are unsuitable for students, are stated only as instructional activities, and are not related to the SOLs. The objectives rarely permit viable methods of assessment	Instructional goals/objectives sometimes/occasionally focus on significant content as stated, but consist primarily as activities and are not directly related to the SOLs. The objectives occasionally/sometimes allow for minimal means of viable assessment.	Instructional goals/objectives often/usually focus on significant content, directly relate to the SOLs, and are suitable for most students in the classroom. The objectives often/usually allow for viable assessment.	Instructional goals/objectives Consistently/always focus on significant content, directly relate the SOLs, and reflect the expected student learning. The objectives consistently/always permit viable and varied means of assessment.
D. Demonstrates knowledge of resources to enhance teaching and learning	Awareness of resources, including technology, available through the school, division, and/or community, is rarely/never evident with little or no attempt made to increase awareness.	Awareness of resources, including technology, available through the school, division, and/or community, is occasionally/sometimes evident. though resources are not often used.	Awareness of resources, including technology, available through the school, division, and/or community, is often/usually evident, though resources are not put to full use to enhance teaching and learning.	Resources, including technology, available through the school, division, and/or community, are consistently/always sought and used appropriately to enhance teaching and learning.
E. Designs coherent instruction.	Learning activities rarely/never support the stated instructional goals/objectives and the SOLs, and follow an uneven progression. Students are rarely/never engaged in meaningful learning which connects with their prior knowledge.	Learning activities sometimes/occasionally support the stated instructional goals/objectives and the SOLs, but follow an uneven progression. Students occasionally/sometimes engage in meaningful, relevant learning which connects with their prior knowledge	Learning activities usually support the stated instructional goals/objectives and the SOLs, and follow an even progression. Students often/usually engage in meaningful, relevant learning which connects with their prior knowledge.	Learning activities consistently/always support stated instructional goals/objectives and the SOLs, in a clear, coherent progression. Students consistently/always engage in meaningful, relevant learning which connects with their prior knowledge.
F. Assesses student learning.	Assessment rarely/never aligns with instructional goals/objectives, and rarely/never contains clear criteria for students. Student assessments, formal and informal, are rarely/never used in planning.	Assessment sometimes/occasionally aligns with instructional goals/objectives, but students may not be entirely clear about performance criteria. Student assessments, formal and informal, are sometimes/occasionally used in planning.	Assessment usually/often aligns with instructional goals/objectives, and students understand performance criteria. Student assessments, formal and informal, are often/usually used in planning.	Assessment consistently/always aligns with instructional goals/objectives, and contains clear performance criteria. Student assessments, formal and informal, are consistently/always used in planning.

Domain II: The Classroom Environment				
Component	Unsatisfactory	Emerging	Competent	Proficient
A. Creates an environment of respect and rapport.	Classroom interactions, both between the teacher and students and among students, rarely/never reflect general warmth and caring, are respectful of the cultural and developmental differences among students, and encourage mutual respect.	Classroom interactions occasionally/sometimes reflect general warmth and caring, are respectful of the cultural and developmental differences among students, and encourage mutual respect.	Classroom interactions usually/often reflect general warmth and caring, are respectful of the cultural and developmental differences among students, and encourage mutual respect.	Classroom interactions consistently/always reflect general warmth and caring, are respectful of the cultural and developmental differences among students, and encourage mutual respect.
B. Establishes a culture for learning.	The classroom rarely/never represents a culture for learning and is characterized by low teacher commitment to the content, low expectations for student achievement, and little pride in work.	The classroom environment sometimes/occasionally represents a genuine culture for learning, with commitment to the content on the part of teacher and students, high expectations for student achievement, and student pride in work.	The classroom environment often/usually represents a genuine culture for learning, with commitment to the content on the part of teacher and students, high expectations for student achievement, and student pride in work.	The classroom environment consistently/always represents a genuine culture for learning, with commitment to the content on the part of teacher and students, high expectations for student achievement, and student pride in work.
C. Manages classroom procedures.	Classroom routines and procedures have been not been established and are rarely/never used for handling transitions, materials, grouping of students, and non-instructional duties. Procedures are not smooth and result in loss of instructional time.	Classroom routines and procedures have been established and are occasionally/sometimes used for handling transitions, materials, grouping of students, and non-instructional duties. Procedures are sometimes/occasionally smooth and result in some loss of instructional time.	Classroom routines and procedures have been established and are often/usually used for handling transitions, materials, grouping of students, and non-instructional duties. Procedures are usually/often smooth and result in little loss of instructional time.	Classroom routines and procedures have been consistently established for handling transitions, materials, grouping of students, and non-instructional duties. Procedures are consistently/always smooth and result in no loss of instructional time.
D. Manages student behavior.	Behavioral expectations have not been clearly established and are rarely/never communicated; individual classroom student behavior is rarely/seldom appropriate, and the response to misbehavior is rarely/never consistent and/or appropriate.	Behavioral expectations have somewhat been clearly established and are sometimes/occasionally communicated; response to misbehavior is sometimes/occasionally consistent and/or appropriate, and is mostly subtle and preventative, respecting the student's dignity. Individual classroom student behavior is sometimes/occasionally appropriate	Behavioral expectations have been established and are usually/often communicated; response to misbehavior is usually/often consistent and/or appropriate, and is mostly subtle and preventative, respecting the student's dignity. Individual classroom student behavior is usually/often appropriate	Behavioral expectations have been consistently established and are always communicated; response to misbehavior is always consistent and/or appropriate, and is subtle and preventative, respecting the student's dignity. Individual classroom student behavior is consistently appropriate.
E. Organizes physical space.	Use of physical space is rarely/never purposeful and appropriate for lesson activities. The arrangement of furniture and other physical resources is rarely/never used skillfully to ensure that learning is equally accessible to all students.	Use of physical space is sometimes/occasionally purposeful and appropriate for lesson activities. The arrangement of furniture and other physical resources is sometimes/occasionally used skillfully to ensure that learning is equally accessible to all students.	Use of physical space is often/usually purposeful and appropriate for lesson activities. The arrangement of furniture and other physical resources is often/usually used skillfully to ensure that learning is equally accessible to all students.	Use of physical space is consistently/always purposeful and appropriate for lesson activities. The arrangement of furniture and other physical resources is consistently/always used skillfully to ensure that learning is equally accessible to all students.

Domain III: Instruction				
Component	Unsatisfactory	Emerging	Competent	Proficient
A. Communicates clearly and accurately.	Spoken language is rarely/never audible or contains grammatical or usage errors. Written communication contains errors and/or misspellings. Directions and procedures are unclear, leaving students confused.	Spoken and written communication sometimes/often contains errors. Directions and procedures may not always be appropriate, but there is an attempt to clarify after initial student confusion.	Spoken and written communication usually/often contains no errors. Directions and procedures are detailed and expressed correctly to avoid or minimize student confusion.	Spoken and written communication is always/consistently clear, correct, and expressive. Directions and procedures are clear, accurate, and contain an appropriate level of detail to avoid student confusion.
B. Uses questioning and discussion techniques to enhance student learning.	Questions are rarely/never of high quality and lack clarity, accuracy, or content substance. Interaction is mostly teacher-mediated with only a few students participating in discussions and/or answering questions. Rote/ recitation is the predominant style.	Questions are sometimes/ occasionally a combination of low and high quality and are accurate to the content. Attempts are occasionally/sometimes made to engage all students, with uneven results. Thought regarding the appropriate use of questioning and discussion techniques is sometimes/occasionally evident in lesson plans.	Questions are often/usually a combination of low and high quality, are accurate to the content, and invite student response. Attempts are often/usually made to engage students in true discussion. Thought regarding the appropriate use of questioning and discussion techniques is often/usually evident in lesson delivery.	Questions are consistently/always of high quality, and are characterized by accuracy, clarity, and substantive content. Techniques are consistently/always used to engage all students in discussions, allowing for some student-formulated questioning and discussion.
C. Engages all students in learning.	Direct instruction activities and assignments rarely/never engage students in meaningful work. Instructional groups are rarely/never appropriate and/or relevant. Pacing of the lesson and closure are rarely/never considered during lessons or lesson planning.	Direct instruction activities and assignments sometimes/occasionally engage students in meaningful work. Instructional groups are sometimes/ occasionally appropriate and/or relevant. Pacing of the lesson and closure is sometimes/occasionally inconsistent, but is obviously considered during lesson planning.	Direct instruction activities and assignments usually/often engage students in meaningful work. Instructional groups are usually/often appropriate and/or relevant. Pacing of the lesson and closure is often/usually consistent.	Direct instruction activities and assignments consistently engage students in meaningful work. Instructional groups are productive, appropriate and/or relevant. Pacing of the lesson and closure are always/consistently appropriate.
D. Provides consistent and timely feedback to students.	Feedback to students is rarely/never given in a timely manner and is of poor quality.	Feedback to students is sometimes/occasionally of high quality and is sometimes/occasionally given in a timely manner.	Feedback to students is often/usually of high quality, and is often/usually given in a timely manner.	Feedback is consistently/always of high quality and is provided in a timely manner.
E. Demonstrates flexibility and responsiveness to students' learning needs	Flexibility is rarely/never demonstrated during instruction. Accommodations are rarely/never made when necessary with any adjustments to instructional plans, or responses to students' interests and questions. Student teacher rarely/never accepts responsibility for student progress.	Flexibility is sometimes/occasionally demonstrated during instruction. Accommodations are sometimes/ occasionally by making adjustments to instructional plans and responding to students' interests and questions Student teacher sometimes/ occasionally accepts responsibility for student progress.	Flexibility is often/usually demonstrated during instruction. Accommodations are often/usually made by usually making adjustments to instructional plans and responding to students' interests and questions while maintaining instructional coherence. Student teacher often/usually accepts responsibility for student progress.	Flexibility is consistently/always demonstrated during instruction. Accommodations are consistently/always made by making adjustments to instructional plans and responding to students' interests and questions while maintaining instructional coherence. Student teacher always/consistently accepts responsibility for student progress.
F. Utilizes technology appropriate to instructional design and students' learning needs.	Technology is rarely/never used beyond that required for record maintenance and/or planning and preparation.	Technology is occasionally/sometimes used for instructional delivery purposes and is occasionally/sometimes appropriate for student learning.	Technology is usually/often used for instructional delivery and student learning and is mostly appropriate for student learning. Application is unevenly integrated into overall lessons.	Technology is consistently/always used for instructional delivery and student learning. Application is smoothly integrated into overall lessons and is appropriate for student learning.

Domain IV: Professional Responsibilities

Component	Unsatisfactory	Emerging	Competent	Proficient
A. Is able to self-evaluate and assess effectiveness of a lesson and adjust where necessary.	Ability to reflect accurately or determine the effectiveness of a lesson is rarely/never apparent. General characteristics of the lesson and specific suggestions about how it may be improved are rarely/never expressed.	Ability to reflect accurately or determine the effectiveness of a lesson is sometimes/occasionally apparent. General characteristics of the lesson and specific suggestions about how it may be improved are sometimes/occasionally expressed.	Ability to reflect accurately or determine the effectiveness of a lesson is often/usually apparent. General characteristics of the lesson and specific suggestions about how it may be improved are often/usually expressed.	Ability to reflect accurately or determine the effectiveness of a lesson is consistently/always apparent. General characteristics of the lesson and specific suggestions about how it may be improved are consistently/always expressed.
B. Accepts feedback in a professional manner and responds accordingly.	Feedback from university supervisor and/or cooperating teacher is rarely/never sought, and genuine and successful efforts are rarely/never made to follow suggestions to improve the development of teaching skills.	Feedback from university supervisor and/or cooperating teacher is sometimes/occasionally sought, and genuine and successful efforts are sometimes/occasionally made to follow suggestions to improve the development of teaching skills.	Feedback from university supervisor and/or cooperating teacher is often/usually sought, and genuine and successful efforts are often/usually made to follow suggestions to improve the development of teaching skills.	Feedback from university supervisor and/or cooperating teacher is consistently/always sought, and genuine and successful efforts are consistently/always made to follow suggestions to improve the development of teaching skills.
C. Maintains accurate records of student progress.	System for maintaining records for instructional progress and/or non-instructional activities is rarely/never in place or efficient and effective, resulting in possible errors, confusion or missed deadlines.	System for maintaining records for instructional progress and/or non-instructional activities is sometimes/occasionally efficient and effective.	System for maintaining records for instructional progress and/or non-instructional activities is often/usually efficient and effective.	System for maintaining records for instructional progress and/or non-instructional activities is consistently/always efficient and effective.
D. Establishes supportive and cooperative relationships with colleagues.	Relationships with colleagues within the cooperating school are rarely/never collaborative. Involvement with cooperating school activities is rarely/never active and participatory. Interaction between student teacher and cooperating teacher/school is rarely/never cooperative.	Relationships with colleagues within the cooperating school are sometimes/occasionally collaborative. Involvement with cooperating school activities is sometimes/occasionally active and participatory. Interaction between student teacher and cooperating teacher/school is sometimes/occasionally cooperative.	Relationships with colleagues within the cooperating school are often/usually collaborative. Involvement with cooperating school activities is often/usually active and participatory. Interaction between student teacher and cooperating teacher/school is often/usually cooperative.	Relationships with colleagues within the cooperating school are consistently/always collaborative. Involvement with cooperating school activities is consistently/always active and participatory. Interaction between student teacher and cooperating teacher/school is consistently/always cooperative.
E. Establishes supportive and cooperative relationships with families.	Relationships with families of students are rarely/never cooperative. Student teacher rarely/never creates ways to collaborate with families to maximize student potential for success and student achievement.	Relationships with families of students are sometimes/occasionally cooperative. Student teacher sometimes/occasionally creates ways to collaborate with families to maximize student potential for success and student achievement.	Relationships with families of students are often/usually cooperative. Student teacher often/usually creates ways to collaborate with families to maximize student potential for success and student achievement.	Relationships with families of students are consistently/always cooperative. Student teacher consistently/always creates ways to collaborate with families to maximize student potential for success and student achievement.
F. Demonstrates professionalism through personal appearance and presentation.	Sense of professionalism is rarely/never high and is reflected in appearance and presentation, including non-verbal communication.	Sense of professionalism is sometimes/occasionally high and is reflected in appearance and presentation, including non-verbal communication.	Sense of professionalism is often/usually high and is reflected in appearance and presentation, including non-verbal communication.	Sense of professionalism is consistently/always high and is reflected in appearance and presentation, including non-verbal communication.
G. Seeks opportunities for professional growth.	The student teacher rarely/never engages in any learning opportunities other than those required in the program.	The student teacher sometimes/occasionally attempts to create learning opportunities for self and others, and sometimes/occasionally participates in growth opportunities outside those required in the program.	The student teacher often/usually attempts to create learning opportunities for self and others, and often/usually participates in growth opportunities outside those required in the program.	The student teacher consistently/always attempts to create learning opportunities for self and others, and consistently/always participates in growth opportunities outside those required in the program.
H. Completes all work in a timely fashion, including attendance and student teaching requirements.	The student teacher rarely/never completes work on time and/or is often late or absent.	The student teacher sometimes/occasionally completes work on time and/or is occasionally late or absent.	The student teacher often/usually completes all work on time and is seldom late or absent.	The student teacher consistently/always completes all work on time and is generally never late or absent.

CRITERIA FOR TEACHER LICENSURE

Upon completion of the state approved Christopher Newport Teacher Preparation Program requirements, **including completion of the teacher internship with at least a grade of 'C-,'** the teacher intern will be eligible to apply for a five-year renewable license to teach in the Commonwealth of Virginia. Candidates with a bachelor's degree will be issued a **Collegiate Professional License**. Those with a graduate degree will be issued a **Postgraduate Professional License**.

Along with a College Verification form (DA-035), the Director of Teacher Internship will submit the following items to the Virginia Department of Education:

- ✓ An Application for Initial Virginia License form (DA-034) completed by the intern.
- ✓ \$50.00 check or money order made out to the Treasurer of Virginia.
- ✓ **Official Transcripts** for all course work completed at institutions other than CNU and not listed on a CNU transcript (The Director of Teacher Internship will obtain an official CNU transcript)
- ✓ Copies of passing scores on the appropriate Praxis II Content Knowledge Tests
- ✓ Copies of passing scores/certificate for the Reading for Virginia Educators (RVE) Test (elementary only)
- ✓ Copies of passing scores/certificate for the Virginia Communication and Literacy Assessment (VCLA)
- ✓ Copies of the certificate of completion of Child Abuse and Neglect Recognition training

The process of obtaining the license normally takes six to eight weeks following the internship experience. This allows time for grades and official licensure codes to be posted to final transcripts, mailing time, and time for V.D.O.E. analysts to review and issue the license. The license is mailed directly to the home of the student. The Human Resource Department of the hiring school will request a copy of the official license for its files upon offering a teaching position.

Teaching licenses may be revoked or denied if any information is misrepresented or falsified.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The role of the cooperating teacher is a critical link in the chain of teacher preparation. More than any other experience, a successful teacher internship correlates to an effective first-year teacher. As a cooperating teacher, you will model appropriate teaching methods and techniques. You will also teach the responsibilities inherent to the profession and the magnitude of the job. All the while, you are responsible for maintaining the best possible instructional program for the students in the classroom. Much of the success of the internship experience will depend upon your relationship with the intern. Responsibilities of the cooperating teacher include:

Orientation

The first day(s) of the teacher internship experience is an important time to dispel through proper orientation some of the anxieties that the student teacher may possess. The cooperating teacher should:

- Acquaint the intern with the lay-out of the school and school routines such as where to park, expected arrival time, where to sign in if it is a school requirement, what is expected during the lunch period, bus/hall duty schedules, faculty meeting schedules. Provide the intern with a faculty handbook if possible. Introduce the student teacher to other staff and faculty. Review school procedures for such things as fire drills and arrival/dismissal.
- Establish a mutually agreed upon time for daily conferencing/planning. If this is left to chance you may both be frustrated and communication will surely break down.
- Explain the classroom management plan including routines, how student attendance is taken, seating arrangements and other organizational plans, student incentives, rules and consequences, excuse forms, hall passes, and any other standard forms or procedures. Provide the intern with a copy of the school/division's student handbook.
- Explain how the intern should contact you and the school if s/he must be absent.
- Review procedures for communicating with parents.

Instructional Guidance

In serving as a **role model** for the intern as s/he develops successful teaching techniques and a true understanding of the teaching-learning process, you should:

- Provide a desk or work place supplied with necessary instructional materials for the intern. The intern should be provided with copies of textbooks and curriculum guides, as well as any other resource materials that s/he will need.
- Share and discuss your pacing and curriculum guides, lesson plans, and the reasons for your choice of methods, materials and activities. Explain goals and objectives in relation to scope and sequence and to the S.O.L. initiatives.
- Model effective teaching techniques, including how to provide for individual student differences.
- Develop with the intern a weekly schedule for the intern as s/he gradually assumes full responsibility for the classroom.
- Assist the intern in developing his/her initial lesson plans, giving specific help in the selection of objectives, instructional materials, and teaching techniques. Initial

planning should include input from both you and the intern, moving toward independent development of plans by the intern. All lesson plans for the upcoming week are to be approved by you Thursday of the week prior.

- Collaborate on planning and co-teach lessons in the first few weeks to establish the authority of the student teacher and to assist in developing instructional fluency and routines.
- Demonstrate how to assess student performance and how to document and maintain records of student progress. Grade book and grading procedures, notification procedures for failing students, diagnostic testing and placement procedures, and general documentation procedures should be specifically explained.

Evaluation

Evaluation should be continuous and ongoing throughout the teacher internship experience to provide the opportunity for the intern to experience exploration, trial and error, and the discovery of an effective and personalized teaching style. You should:

- Provide continuous informal assessment through observations, daily exchange of teaching ideas and suggestions, written comments on lesson plans and brief conferences during the daily scheduled time. Constructive feedback should be given along with suggestions on ways to monitor and adjust teaching techniques before and after each lesson in the early stages of the experience.
- Complete one written evaluation EACH WEEK, using the Teacher Internship Observation Form, and meet with intern to discuss.
- Communicate with the University Supervisor at least once every two weeks to discuss intern progress.
- Complete a mid-term evaluation, working with the intern and the university supervisor to develop a plan of action for improvement if necessary.
- Complete a final evaluation (to be given to the university supervisor and included in the intern's employment placement file).
- Meet with the intern and university supervisor at midterm and final evaluation points to review the intern's progress.

Professional Development

- Arrange observation opportunities for the intern in other classes/grade levels.
- Involve the intern in other teaching-related experiences such as parent conferences, child-study and IEP/504 meetings, faculty meetings, and staff development activities.
- Arrange for an administrative observation and evaluation of the intern.
- Provide guidance and assistance in the development of the intern's Teacher Work Sample.
- Set a good example through professional behavior and demeanor toward students, school, district, and community.
- Provide recommendations for the intern, if asked.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor is the coordinating link between Christopher Newport University's Teacher Preparation Program and the cooperating schools and teachers. As a university supervisor, you should:

- Serve as a liaison between the university and the cooperating school, cooperating teacher, and intern.
- Communicate and promote the objectives of the internship experience to the intern and the cooperating teacher/school.
- Act as a resource person to the intern and the cooperating teacher by sharing innovative methods, procedures and materials, research findings, and current trends.
- Assist the cooperating teacher in guiding the intern. You can help focus purposeful conferencing, assist in resolving problems that may develop and/or arrange through the Director of Teacher Internship for a reassignment of the intern if the need arises.
- Make routine observations (a minimum of every eight days or approximately 7 or visits) of the intern's performance and provide evaluative feedback using the Teacher Intern Observation Form. Observations will include review of all components of the student teaching notebook.
- Receive and respond to interns' email and weekly reflections.
- Review lesson plans for content and clarity. Observe to assure that lesson plans are being implemented appropriately.
- Provide written feed-back after each observation and schedule post-observation conferences as often as possible.
- Schedule discussions with the cooperating teacher at least once every two weeks.
- Review the intern's videotapes and respond to them in writing; review self-evaluations completed by the intern.
- Supervise the development of the Teacher Work Sample, including collection and analysis of evidentiary data for meeting program standards. Periodic reviews of the work sample should be conducted with the final review at the exit interview.
- Complete a mid-term evaluation, working with the intern and the cooperating teacher to develop a plan of action for improvement if necessary.
- Schedule at least two three-way conferences between the intern, the cooperating teacher and the university supervisor to discuss progress. The mid-term evaluation and final evaluation are the suggested times for these conference.
- Complete a final evaluation to be included in the intern's placement file.
- Assign the intern's final grade after consulting with the cooperating teacher, reviewing all evaluations and the completed work sample, and conducting an exit interview with the intern. Any grade of C+ or below must be discussed with the Director of Teacher Internship prior to assignment.
- Provide recommendations for the intern, if asked.
- Conduct an exit interview with the intern, including discussion of the final evaluation, changes needed for work samples, and the intern's own self-evaluation. **FINAL GRADES FOR THE INTERNSHIP SHOULD NOT TO BE DISCUSSED OR OTHERWISE GIVEN OUT AT THIS TIME.**

It is the responsibility of the university supervisor to recommend removal of any intern who has demonstrated lack of instructional effectiveness, lack of preparation in a subject area, lack of effectiveness in dealing with students, or who is not meeting the requirements of the student

teaching experience for any reason. The decision to remove an intern will be made jointly by you and the Director of Teacher Internship with input from the cooperating teacher/school where appropriate. Any report indicating unprofessional conduct on the part of the intern is immediate grounds for removal from the internship and failure of the internship course (TCHG 510). Removal from the internship may prohibit re-applying for or re-taking TCHG 510. The intern may appeal in writing any decision to the Director of Teacher Internship.

CALENDAR/TIME LINE FOR THE TEACHER INTERNSHIP

Intern _____ Cooperating Teacher _____

Mutually agreed upon time for daily conferencing/planning _____

Week 1

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		

Week 2

EXPECTATION:	DESCRIPTION of what the intern will do	TIMELINE—SUBJECTS/PERIODS for when the intern will do it
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		

Week 3

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		

Teaching Responsibilities		
Lesson Planning		

Week 4

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		

Week 5

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		

Week 6

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		

Teaching Responsibilities		
Lesson Planning		

Week 7

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		

Week 8

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		

Week 9

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		

Teaching Responsibilities		
Lesson Planning		

Week 10

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		

Week 11

EXPECTATION:	DESCRIPTION—Intern will--	TIMELINE—SUBJECTS/PERIODS
Observation		
Duties/Daily tasks		
Teaching Responsibilities		
Lesson Planning		



TEACHER INTERNSHIP ADMINISTRATIVE EVALUATION

Teacher Intern _____ Date _____
 School _____ Cooperating Teacher _____
 Subject/Grade Level _____ University Supervisor _____
 Number of times observed _____

<p>Evidence of Planning and Preparation</p> <p>Comments:</p>
<p>Observations Regarding the Classroom Environment</p> <p>Comments:</p>
<p>Evidence of Instructional Effectiveness</p> <p>Comments:</p>
<p>Management of Professional Responsibilities</p> <p>Comments:</p>

Suggestions which impact upon instructional effectiveness and student learning:

General estimate of teaching potential:

_____	_____
School Administrator Signature	Date

Position	
_____	_____
Intern Signature	Date



Teacher Internship Observation Form

(adapted from the New Teacher Center at University of California, Santa Cruz and the University of Virginia Curry School of Education)

Intern Name: _____ Date of Observation: _____
 University Supervisor/Cooperating Teacher Name: _____
 Lesson Topic: _____

What's Working:	Current Focus—Challenges—Concerns
Student Teacher's Next Steps (include dates for completion)	

Next Observation Date: _____ Focus: _____

Please check the specific component under each domain that you observed/discussed today.

Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities
Demonstrates knowledge of content and pedagogy. <input type="checkbox"/>	Creates an environment of respect and rapport. <input type="checkbox"/>	Communicates clearly and accurately. <input type="checkbox"/>	Is able to self-evaluate and assess effectiveness of a lesson and adjust where necessary. <input type="checkbox"/>
Demonstrates knowledge of students. <input type="checkbox"/>	Establishes a culture for learning. <input type="checkbox"/>	Uses questioning and discussion techniques to enhance student learning. <input type="checkbox"/>	Accepts feedback in a professional manner and responds accordingly. <input type="checkbox"/>
Selects appropriate instructional goals/ objectives. <input type="checkbox"/>	Manages classroom procedures. <input type="checkbox"/>	Engages all students in learning. <input type="checkbox"/>	Maintains accurate records of student progress. <input type="checkbox"/>
Demonstrates knowledge of resources to enhance teaching and learning. <input type="checkbox"/>	Manages student behavior. <input type="checkbox"/>	Provides consistent and timely feedback to students. <input type="checkbox"/>	Establishes supportive and cooperative relationships with colleagues. <input type="checkbox"/>
Designs coherent instruction. <input type="checkbox"/>	Organizes physical space. <input type="checkbox"/>	Demonstrates flexibility and responsiveness to students' learning needs. <input type="checkbox"/>	Establishes supportive and cooperative relationships with families. <input type="checkbox"/>
Assesses student learning. <input type="checkbox"/>		Utilizes technology appropriate to instructional design and students' learning needs. <input type="checkbox"/>	Demonstrates professionalism through personal appearance and presentation. <input type="checkbox"/>
			Seeks opportunities for professional growth.



TEACHER INTERNSHIP MIDTERM EVALUATION

Teacher Intern _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____ University Supervisor _____

- U= Unsatisfactory— the intern has not demonstrated an understanding of the component nor an ability to implement it
- E= Emerging the intern appears to understand the theory behind the component and is beginning to implement its elements intermittently
- E/C= Emerging/Competent the intern is borderline between the emerging and competent ratings
- C= Competent the intern is implementing the elements of the component on a relatively consistent basis
- C/P= Competent/Proficient the intern is borderline between the competent and proficient ratings
- P= Proficient the intern clearly understands the component and implements it well

Directions for Scoring:

Utilizing the evidence from your observations, discussions, and examination of artifacts, correlate the evidence with the CNU Evaluation Matrix. Rate the teacher intern on **EACH** component of the domain by giving a score that corresponds to Unsatisfactory, Emerging, Emerging/Competent, Competent, Competent/Proficient, or Proficient.

Then assign the student an **OVERALL** score for each DOMAIN.

Comments should pertain directly to EVIDENCE that has been used to obtain the overall rating.

<p>OVERALL Rating:</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>Domain 1: Planning and Preparation</p>
	1.a. Demonstrates knowledge of content and pedagogy.
	1.b. Demonstrates knowledge of students.
	1.c. Selects appropriate instructional goals.
	1.d. Demonstrates knowledge of resources to enhance teaching and learning.
	1.e. Designs coherent instruction.
	1.f. Assesses student learning.

Comments:

OVERALL Rating: <input type="checkbox"/>	Domain 2: The Classroom Environment
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- 2.a. Creates an environment of respect and rapport.
- 2.b. Establishes a culture for learning.
- 2.c. Manages classroom procedures.
- 2.d. Manages student behavior.
- 2.e. Organizes the physical space to enhance learning.

Comments:

OVERALL Rating: <input type="checkbox"/>	Domain 3: Instruction
--	------------------------------

- 3.a. Communicates clearly and accurately
- 3.b. Uses questioning and discussion techniques to enhance student learning.
- 3.c. Engages all students in learning.
- 3.d. Provides consistent and timely feedback to students.
- 3.e. Demonstrates flexibility and responsiveness to students' learning needs, adjusting and persisting as necessary.
- 3.f. Utilizes technology appropriate to instructional design and students' learning needs.

Comments:

OVERALL Rating: <input type="checkbox"/>	Domain 4: Professional Responsibilities
--	--

- 4.a. Is able to self-evaluate and assess the effectiveness of a lesson and adjust where necessary.
- 4.b. Accepts feedback in a professional manner and responds accordingly.
- 4.c. Maintains accurate records of student progress.
- 4.d. Establishes supportive and cooperative relationships with colleagues.
- 4.e. Establishes supporting and cooperative relationships with families.
- 4.f. Demonstrates professionalism through personal appearance and presentation.
- 4.g. Seeks opportunities for professional growth.

	4.h. Completes work on time, including attendance and student teaching requirements.
Comments:	

Additional Comments:

Teacher Intern Signature

Date

Evaluator Signature
(Coop. **OR** Supervisor)

Date

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PLAN OF ACTION FOR IMPROVEMENT

Teacher Intern _____ Date _____
School _____ Cooperating Teacher _____
Subject/Grade Level _____ University Supervisor _____

This plan of action is to be developed cooperatively by the teacher intern, the university supervisor, and the cooperating teacher at any time when an intern's performance is considered to be less than satisfactory according to the expectations of the Teacher Internship Handbook. The plan is to assist the intern in achieving a satisfactory assessment and to improve his/her potential to be a successful classroom teacher.

I. Specific areas of concern:

II. Objectives for performance improvement:

III. Implementation timeline:

IV. Assistance/resources to be provided by the cooperating teacher and/or university supervisor:

V. Assessment criteria & procedures:

Teacher Intern Signature

Date

University Supervisor Signature

Date

Cooperating Teacher Signature

Date

Form Filled Out By:



____ Supervisor
 ____ Coop. Teacher
 ____ Intern

TEACHER INTERNSHIP FINAL EVALUATION

Teacher Intern _____ Date _____

School _____ Cooperating Teacher _____

Subject/Grade Level _____ University Supervisor _____

- U= Unsatisfactory— --0 pts the intern has not demonstrated an understanding of the component nor an ability to implement it
- E= Emerging --6-- the intern appears to understand the theory behind the component and is beginning to implement its elements intermittently
- E/C= Emerging/Competent --7 pts— the intern is borderline between the emerging and competent ratings
- C= Competent --8 pts-- the intern is implementing the elements of the component on a relatively consistent basis
- C/P= Competent/Proficient --9 pts-- the intern is borderline between the competent and proficient ratings
- P= Proficient --10 pts-- the intern clearly understands the component and implements it well

Directions for Scoring:

Utilizing the evidence from your observations, discussions, and examination of artifacts, correlate the evidence with the CNU Evaluation Matrix. Rate the teacher intern on **EACH** component of the domain by giving a score that corresponds to Unsatisfactory, Emerging, Emerging/Competent, Competent, Competent/Proficient, or Proficient. **PLEASE USE NUMERICAL SCORES ONLY.**

Then assign the student an **OVERALL** numerical score for each DOMAIN.

Comments should pertain directly to EVIDENCE that has been used to obtain the overall rating.

OVERALL Rating: <input style="width: 50px; height: 30px;" type="text"/>	Domain 1: Planning and Preparation
	1.a. Demonstrates knowledge of content and pedagogy.
	1.b. Demonstrates knowledge of students.
	1.c. Selects appropriate instructional goals.
	1.d. Demonstrates knowledge of resources to enhance teaching and learning.
	1.e. Designs coherent instruction.

	1.f. Assesses student learning.
Comments:	
OVERALL Rating: <input type="checkbox"/>	Domain 2: The Classroom Environment
	2.a. Creates an environment of respect and rapport.
	2.b. Establishes a culture for learning.
	2.c. Manages classroom procedures.
	2.d. Manages student behavior.
	2.e. Organizes the physical space to enhance learning.
Comments:	
OVERALL Rating: <input type="checkbox"/>	Domain 3: Instruction
	3.a. Communicates clearly and accurately
	3.b. Uses questioning and discussion techniques to enhance student learning.
	3.c. Engages all students in learning.
	3.d. Provides consistent and timely feedback to students.
	3.e. Demonstrates flexibility and responsiveness to students' learning needs, adjusting and persisting as necessary.
	3.f. Utilizes technology appropriate to instructional design and students' learning needs.
Comments:	
OVERALL Rating: <input type="checkbox"/>	Domain 4: Professional Responsibilities
	4.a. Is able to self-evaluate and assess the effectiveness of a lesson and adjust where necessary.
	4.b. Accepts feedback in a professional manner and responds accordingly.
	4.c. Maintains accurate records of student progress.
	4.d. Establishes supportive and cooperative relationships with colleagues.
	4.e. Establishes supporting and cooperative relationships with families.
	4.f. Demonstrates professionalism through personal appearance and presentation.

	4.g. Seeks opportunities for professional growth.
	4.h. Completes work on time, including attendance and student teaching requirements.
Comments:	

Overall grade for final evaluation (number of total points multiplied by 5): _____

Statement of general estimate of teaching potential:

Teacher Intern Signature

Date

Evaluator Signature
(Coop. **OR** Supervisor)

Date

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Teacher Internship Grading Policy

The teacher internship is a graded internship. Your final grade will be determined by your University Supervisor, earned through the following components:

Notebook:	3 points	Notebook Rubric (see below)
Videotape 1:	3 points	Videotape Rubric (see below)
Videotape 2:	3 points	Videotape Rubric (see below)
Self-Evaluation:	1 point	Completed final evaluation form by intern
Teacher Work Sample:	10 points	Work Sample Rubric (30 points, divided by 3)
Final Evaluation:	80 points	Final Evaluation (see evaluation matrices and Teacher Internship Final Evaluation. Points on Final Evaluation are multiplied by 2.)
100 Total Points		

A= 92-100	A-= 90-91	B+= 88-89	B= 82-87
B-= 80-81	C+=78-79	C= 72-77	C-= 70-71
F= <70			

Notebook Rubric

At the end of the semester, your notebook will be graded by your University Supervisor on the following criteria: **1) Completeness of notebook 2) Availability for Review 3) Reflective Journal**

0	1-2 points	3 points
Few elements present	Most elements present	All elements present
Often not available	Usually available	Always available
Minimal/incomplete journal	Log of activities only	Thoughtful, analytic reflections

Videotape Rubric

Each videotape and Videotape Self-Evaluation (see handbook) will be reviewed by your University Supervisor using the following criteria:

All questions answered	0	1
Quality of Analysis	0	1 2

- 0= *Poor*: incomplete answering of questions; absence of reflection or descriptive commentary
- 1= *Acceptable*: all questions answered; analysis is limited to descriptive commentary
- 2= *Exceptional*: analysis addresses why lesson went as it did and provides ideas for self-improvement



Teacher Internship Final Grade Rubric

Name of Teacher Intern: _____

Name of University Supervisor: _____

Please enter the point value the intern received for each section of the rubric.

Item	Points Available	Points Earned	Remarks
Notebook	3 pts		
Videotape 1	3		
Videotape 2	3		
Self Evaluation	1		
Work Sample	10		
Final Evaluation	80		
Total Points	100		

Final Grade: _____

Overall Comments/Remarks:

Signature of University Supervisor

Date

Clinical Faculty 2006-Present

Adia Charley
Alejandro Gonzalez-Vega
Ann Forrest
Arlisa Powell
Becky Koptish
Betty Grizzle
Bridget West
Carey Snowe
Cathy Pape
Catina Billups
Chris Chappell
Christine Tharp
Erika Phillips
Grace Rivera
Heather Marconi
Irene Koutsogiannis
Jane Miller
Jeanine Henriquez
Jenifer Carrigan
Julie Christesen
Justin Throupe
Karla Knapp
Karnesha Lovick
Kay Dawson
Kay Overman
Linda Olson
Lori Chrisman-Tatum
Lydia McKeithan
Marilyn Garhart
Mary McCoy
Mary Merritt
Mary Valentine
Mayrene Graef
Melinda McCallister
Meta Wesley
Mina Gibbons
Patricia Clancy
Patricia James
Patricia McNichol
Raleigh Crocker
Robin Atlee
Ron Graef
Sarah Greathouse
Shawn Roberts
Susan Ailsworth
Susan Winkle
Tiffany Moreheart
Tina Turner