

STUDENT TEACHING HANDBOOK



**Bluefield College
School of Education
3000 College Avenue
Bluefield, VA 24605
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Contents

Foreword.....	3
Introduction.....	4
Conceptual Framework.....	6
Teacher Education Program.....	6
Student Teaching Program.....	6
Admission to the Student Teaching	7
Partnership with School Systems.....	7
Policies, Procedures, and Professional Ethics.....	8
Ordering Your Priorities.....	14
Building Professional Relationships.....	14
Activities for Student Teachers.....	16
Guidelines for Observing Your Classroom.....	17
Becoming a Reflective Practitioner.....	18
Planning for Effective Instruction.....	19
Student Teacher Assessments.....	20
Required LICENSURE Assessments.....	21
Virginia Communication and Literacy Assessment (VCLA).....	21
PRAXIS Examinations.....	22
Reading for Virginia Educators.....	22
Industry Credentials.....	23
Frequently Asked Questions.....	23
The Mentor Teacher.....	25
Teaching Evaluations.....	27
Unsatisfactory Performance.....	28
The College Supervisor.....	29
The School Principal.....	29
Job Search (Helpful websites).....	30
Appendices.....	31
Daily Schedule.....	32
Grade for Student Teaching.....	33
Daily Plan.....	34
Ideas for Planning Lessons.....	35
Bulletin Boards/Displays.....	37
Differentiation Packet.....	37
Video Permission Letter, Video of Lesson and Self-Evaluation.....	38
Unit Criteria.....	40
Timesheet.....	42
Professional Themes.....	43
Student Teacher Observation Form.....	44
Mid-Placement Evaluation.....	45
Principal's Evaluation.....	46
Mid-Term/Final Student Teacher Evaluation.....	47
Verification of Student Learning.....	50
Student Teaching Portfolio Requirements.....	52
Oral Presentation Criteria.....	67
Portfolio Grading Criteria.....	68

FOREWORD

This handbook has been developed by the Bluefield College School of Education to be used as a guide for student teachers, mentor teachers, school administrators, college supervisors, and college faculty.

The sections of this handbook provide basic information related to the transition from theory to practice, the roles and responsibilities of the student teacher, mentor teacher and college supervisor, and the policies and procedures that govern the student teaching experience. The final section presents guidelines for evaluating student teaching performance. Additional materials will be distributed throughout the student teaching semester as appropriate. We hope that the information presented in the handbook will further clarify the many aspects of the student teaching experience. If there are questions that are not addressed in this handbook, please bring them to our attention.

Actions by the General Assembly of Virginia, the Virginia State Board of Education, the Virginia State Department of Education, the Teacher Education Accreditation Council, or Bluefield College may dictate changes in policies and regulations. Student teachers must keep in contact with your advisor in the School of Education to become aware of any changes.

School of Education

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INTRODUCTION

Student teaching, the culminating experience of your teacher education program, is a time when you, as the prospective teacher, are able to put into practice the understandings and skills that you have acquired from your coursework and experiences.

You will be joining the ranks of more than 30 years of highly qualified teachers who have graduated from Bluefield College in the Teacher Education Program. Bluefield graduates have pursued careers with distinction in Virginia and beyond, providing outstanding leadership and service to their communities.

Teacher education is a vital part of Bluefield College and supports the mission of the college:

Bluefield College is an inclusive Christ-centered learning community developing transformational servant leaders.

- *We are a community committed to Christ-centered learning and affirm our Baptist partnerships.*
- *We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies.*
- *We are a community characterized by integrity, mutual respect, support and encouragement.*
- *We are a compassionate, globally-minded community that serves to transform the world.*

(Retrieved July 26, 2016 from www.bluefield.edu)

The Teacher Education Program works within a conceptual framework of preparing *competent, caring, and qualified* teachers to be reflective practitioners and is built on a foundation of subject matter knowledge, pedagogical knowledge, and caring teaching skills. Strands of technology and diversity permeate the core areas, and all culminate in meeting licensure requirements. Students in the Teacher Education Program major in a liberal arts or science area and receive either the Bachelor of Arts or Bachelor of Science degree.

The Teacher Education Program also emphasizes practical aspects of teaching. Field experiences in public schools provide valuable opportunities for students to apply various theories presented in the college classroom and to engage in continuous reflection in their approach to teaching. Our low faculty-student ratio permits individual attention in class, during field experiences, and during academic advising sessions. Non-traditional students bring a wealth of life experiences to the classroom and interact well with students of traditional college age.

Bluefield College's Teacher Education Program is nationally accredited through the Teacher Education Accreditation Council (Council for the Accreditation of Educator Preparation). The teacher education programs have been aligned with the Virginia *Standards of Learning* (SOLs) and have been reviewed and approved by the Bluefield College liberal arts and sciences faculty. The programs have been reviewed and approved by the Virginia State Board of Education.

Bluefield College offers bachelor's degrees with teacher licensure in the following endorsement areas:

Bachelor of Science

Career and Technical Education: Business Information Technology 6-12
Health and Physical Education preK-12
Mathematics 6-12
Science-Biology 6-12
Science-Chemistry 6-12

Bachelor of Science in Interdisciplinary Studies

Elementary Education preK-6
Special Education: General Curriculum K-12

Bachelor of Arts

Music Education—Vocal/Choral preK-12
Music Education—Instrumental preK-12
Theater Arts preK-12
Visual Arts preK-12
English 6-12
History and Social Sciences 6-12

Add-on endorsements are available in the following areas:

Journalism
Mathematics-Algebra I
Speech Communication

Information relative to the required courses for each of the teaching areas can be found in the School of Education and on the Bluefield College website. **Through advising sessions and course assignments, students learn that licensure requirements exceed graduation requirements.**

The cooperative involvement of the total college faculty and public school practitioners is built into the planning, administering, and evaluating of the Teacher Education Program. Evaluation of teacher education students is continuous in order to assure that teacher candidates who exit the program meet the highest standards.

CONCEPTUAL FRAMEWORK
The Teacher as a Reflective Practitioner



The overall aim of the Teacher Education Program is to prepare *competent, caring, and qualified* teachers who are reflective practitioners. The goals of the Teacher Education Program are to develop teachers with...

- **Reflective Practice**, seeking to continually improve as a teacher and as a reflective learner.
- **Subject Matter Knowledge**, a deep understanding of one or more content area specialties.
- **Pedagogical Knowledge**, a deep understanding of the teaching/learning processes related to effectively teaching content to a variety of learners.
- **Caring Teaching Skills**, applying pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal educational goals.
- **Diversity**, using the knowledge of the rich diversity among people in terms of gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences, to provide educational opportunities for all students.
- **Technology**, skill in using the wide array of technological tools for teaching, communicating, and lifelong learning.
- **(Undergraduate) Licensure**, completing the requirements to obtain a *Collegiate Professional License* for Virginia in one or more endorsement areas.
- **(Graduate) Research**, identifying, locating, analyzing, applying, and presenting research literature as well as original research studies that ultimately improves student learning.
- **(Graduate) Leadership skills**, identifying areas of need, seeking solutions, and actively participating in strategies and programs that positively impact student achievement and behavior.

Student Teaching Program

Student Teaching is the phase of a teacher's professional preparation where the student teachers implement their academic and professional competencies in an actual classroom. During student teaching, the prospective teacher gradually assumes increasing responsibility as a teacher under the direct supervision of an experienced and well-qualified teacher in the public schools.

While becoming a reflective practitioner, as you assume the responsibilities of a teacher, you will have opportunities to:

- refine your professional qualifications for teaching.
- use and evaluate professional knowledge, understandings, and skills to promote student success and achievement.
- accept and succeed in the teaching role with its many responsibilities.
- participate in and become knowledgeable about the entire school operation.
- develop strategies to meet the needs of diverse learners in a variety of school settings.

Admission to the Student Teaching Program

Admission to the Teacher Education Program does not mean that a student will automatically be accepted for student teaching. **All students who plan to do student teaching must complete an application for student teaching** no later than the semester prior to student teaching. The application will be reviewed, and the student will be notified in writing of the decision. If a student wishes to appeal the decision, the student must petition the Teacher Education Appeals Committee within ten days. This petition should be in the form of a letter to the Vice President for Academic Affairs with a copy to the Dean of the School of Education stating the desire for a hearing and should also contain any additional information that could be utilized in reviewing the decision.

Student Teaching must be completed in conjunction with EDU 4341 Classroom Management, while enrolled at Bluefield College and under the supervision of a Bluefield College faculty member. The student teaching program lasts a full semester and involves full-time commitment on the part of the student teacher. The student teacher must not plan to be involved in other major activities during the semester, which will conflict with student teaching. Taking courses, travelling with education or recreational trips or participating in extracurricular activities often impact student teaching performance and final grade in negative ways. Student teaching begins with the preliminary sessions in the school division where the student teacher is placed. Fall semester student teachers are strongly encouraged to attend the pre-school conferences for teachers and be present for the opening days when the students first arrive at school.

Students who are seeking an endorsement in PreK-6 will be placed in primary and intermediate grades. Students seeking an endorsement in grades 6-12 will be placed in a high school and a middle school. Students seeking PreK-12 endorsements will have placements at elementary, middle, and/or high school. Trainings in specific areas may be required before student teachers are permitted in the classroom. Because of the need for adequate supervision by college personnel, student teaching placements are made locally; Bluefield College maintains field placement agreements with Tazewell and Bland Counties. Students are responsible for their own transportation to and from school each day.

The following requirements must be met in order to be accepted for student teaching.

1. Admission to the Teacher Education Program.
2. An overall grade point average of 3.0 or better.
3. Completion of major (endorsement) area courses with a grade point average of 2.75 or better.
4. Completion of all professional education courses (with the exception of EDU 4341: Classroom Management which is taken during student teaching) with a grade point average of at least 2.75. No grade below C (2.00) will be accepted toward licensure in any professional education course.
5. Completion of a minimum of 113 semester hours before beginning student teaching.
6. The student must pass VCLA, Praxis II, and RVE (Prek-6 and Special Education* only) prior to beginning student teaching. **It is the student's responsibility to submit minimum test scores for all required assessments to the School of Education. Testing companies DO NOT send official score reports to the college.**
7. The student **MUST** provide documentation of completion of certification or training in: Emergency first aid, Cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) to the School of Education before the beginning of the student teaching semester. This is due to a new Virginia licensure requirement that began July 1, 2013. **Students will be required to complete this requirement during EDU 4101 Pre-Student Teaching Field Experience III.**
8. The student **MUST** provide documentation of completion of certification in "Child Abuse and Neglect: Reporting for Educators". (Completed in EDU 3901 Pre-Student Teaching Field Experience II)

Bluefield College's Partnership with School Systems

The principles below reflect the partnership that Bluefield College relies upon for student teaching in the cooperating schools:

- The off-campus student teaching program is guided by the objectives formulated by the College.
- The operation of the student teaching program is governed by the general policies of the College.
- The planning and evaluation of the student teaching program is a joint effort, carried out by the college personnel, the cooperating school systems, and the student teachers.
- A written contractual agreement is signed by officials of the teacher education institution and the cooperating school divisions covering the necessary understandings concerning the program and the value of such cooperation.
- The College has some measure of control over the experience of the student teacher in the cooperating school so as to give more effective supervision.
- An honorarium is granted to the student teaching mentor by the College for services rendered in guiding the student teacher.
- A follow-up survey of program completers is used to evaluate their success in the teaching field and to evaluate the student teaching program.

POLICIES, PROCEDURES, AND PROFESSIONAL ETHICS

College Expectations

In the community, the student teacher is assuming a position of respect, preparatory to the role of a teacher the following year. You will be expected to conduct yourself ethically and morally, as a teacher in the community, reflecting credit upon the local school, the College, and yourself. Every student teacher should ask the question, "Am I the kind of teacher I would like for my own child to have?"

Assignment of Student Teachers

Many factors must be taken into consideration when placing student teachers, and it may not be possible to place students in their choice of schools. Factors such as the availability of mentor teachers, concerns of principals, and the schedules of the college supervisors are primary concerns in the placement of student teachers.

Student teachers with a 6-12 endorsement will be assigned to a high school and a middle school, in which they can teach those subject areas in which licensure is expected. Students seeking licensure in PreK-12 endorsement areas will normally be placed in a middle school for pre-student teaching field experiences and in an elementary and high school for student teaching. Students seeking a PreK-6 endorsement will ideally be assigned to a lower elementary grade (PreK-2) and to an upper elementary grade (3-6) for student teaching. Because special education is a K-12 endorsement, field experiences will consist of two placements across the K-12 span.

Absences

You are not to be absent from your assignment for any reason whatsoever, except for personal illness or death of an immediate family member. There are no "personal leave" days, and you are not to leave the school property during the school day to attend to personal business without prior approval from your college supervisor. No absences are permitted from any part of the student teaching experience which lasts the entire college semester. The student teacher is expected to be present and on time for all school functions as well as for all student teaching seminars. **Regardless of when you complete the minimum number of clock hours required for licensure, you are expected to prepare and to participate as a student teacher for the entire semester.** Allowances for job fairs and job interviews can be made, but such requests must be cleared directly with the Dean of the School of Education

If an emergency occurs that requires you to miss or leave school, you must call or notify the following:

Emergency Telephone List

College Supervisor	
Mentor Teacher	
Principal	
School of Education	276-326-4242

You are expected to make arrangements for any lesson plans or materials that will be needed for instruction on any day you are absent so that the mentor teacher may continue instruction as scheduled. **If you have classroom materials at home that are needed for instruction, you are responsible for getting those back to the teacher.**

Additional days may be added to your student teaching assignment due to the closing of schools as a result of inclement weather or an extended personal illness. **In case of inclement weather, you are responsible for monitoring local radio and TV stations for cancellations or delayed schedules at your assigned school(s).**

Student Virginia Education Association

Each student teacher is required to become a member of the Student Virginia Education Association (SVEA) during the time of his/her student teaching. Members receive the same benefits given to full-time teachers, but at a fraction of the cost. Membership includes tort insurance coverage that protects the student in the event a public school student is injured while under the supervision of the student teacher. In addition, discounts in Virginia Education Association (VEA) dues are given to those who are student members. Membership year is from September 1 to August 31, so it is best to join in September for the full year of benefits.

Employment and Additional Coursework during Student Teaching

The student teaching experience is a full time job. Every effort should be made during student teaching to keep additional employment responsibilities to a minimum. Exceptions to this policy must be approved by the Dean of the School of Education and be brought to the attention of the College Supervisor. In any case, outside activities must not interfere with student teaching responsibilities.

Any additional coursework, beyond student teaching and EDU 4341, must be approved by the Dean of the School of Education.

Transportation

Transportation to the student teaching assignment is the responsibility of the student teacher. Bluefield College assumes no responsibility for providing or arranging for transportation for students involved in field experiences.

Dress and Appearance

While good grooming and neatness are more important than the extensiveness of your wardrobe, student teachers must be appropriately dressed at all times, conforming to or exceeding the faculty dress code of the school district.

Here are excerpts from the dress code for Tazewell County Schools Amended by the School Board: May 20, 2014:

Guidelines

1. *Employee ID Tags are required to be worn and visible at all times.*
2. *No display of body piercing (eyebrow, nose, tongue) that is disruptive to the teaching/learning process will be allowed.*
3. *No jeans or overalls of any color or fabric are permitted, except on such days as designated by the principal or superintendent.*
4. *Hats are not allowed to be worn in the building.*
5. *Male employees are required to wear pants, a collared shirt, and appropriate footwear (no sandals or flip-flops).*
6. *Female employees are required to wear either pants, a skirt or a dress of an appropriate length. Acceptable tops include shirts, blouses, or sweaters that are appropriately sized and do not expose under garments. Flip-flops are not considered to be appropriate.*

All substitute workers and volunteers must comply with the dress code established for regular employees.

Exceptions

The principal may establish guidelines for attire on days when school is not in session or on designated special days/events (Career Day, Read Across America, Homecoming, etc.).

Physical educational personnel may wear loose fitting shorts of no more than 3" above the knee during physical education hours. It is suggested that when teachers or coaches leave the physical education area, "warm-ups" or skirts should be worn over or instead of the shorts, with a collared style "golf shirt" or "warm-up" jacket. On days when physical education classes are in a classroom, teachers are required to follow regular dress code standards.

Please do not embarrass the principals or the mentor teacher, or jeopardize your position in the school by improper or inappropriate dress. Students admire and respect a well-groomed, appropriately dressed teacher. Be sure that you are worthy of their admiration, respect, and even emulation at all times. Remember, also, that principals and supervisors will be observing you and forming impressions, and you may later need their recommendations for a teaching position.

College Mail and Email

Student teachers should check their college email on a daily (Sunday night through Friday) basis. Important information is often sent through email, and it is your responsibility to check your email regularly for such information. It shows professional courtesy to reply to emails sent by your mentor and supervising teachers, as well as emails from the administrative assistant or director, as soon as possible. In writing or responding to emails, use complete sentences and punctuation. Put a helpful and appropriate subject in the subject line, so the receiver can respond efficiently. If you are attaching documents, put your name/date in the header of the document, and attach only one assignment per email.

Student teachers should make arrangements for picking up mail from the college post office boxes. Student teachers should check the boxes at least weekly or arrange to have another student pick up mail at regular intervals. In any case, it is still the student's responsibility to check the mail for important notices such as those concerning graduation.

Confidentiality

Occasionally, a student may confide information to a student teacher. If a student does entrust a student teacher with confidential information, you are NOT to betray his or her confidence unless it threatens the student's welfare or welfare of others. Consult the mentor teacher for policies regarding school and school division procedures for reporting indications of abuse, pregnancy, suicide, harassment, or other welfare-threatening conditions. Keep in mind the following guidelines regarding student teacher/student confidentiality.

1. Any identifying information regarding a student and his/her family must be removed from documents before sharing with other individuals outside the classroom setting. Mask name and other identifying information.
2. Student teachers should refrain from any unprofessional discussions about students. Avoid discussing specific students inside or outside of the school setting unless it is regarding a professional matter with your mentor teacher or others involved with the student's education.

Email, Social Networking and Other Internet Sites



UNDER NO CIRCUMSTANCES ARE YOU TO PLACE PHOTOGRAPHS OF OR COMMENTS ABOUT STUDENTS, TEACHERS, STAFF, OR THE SCHOOL IN GENERAL ON ANY INTERNET SITE! DO NOT POST inappropriate comments or photographs of yourself or any about student actions/sayings that you consider "funny" or cute." Nothing is private if it is on the Internet. Student teachers must NOT share personal email addresses with students and must not "friend" students on social networking sites.

Inappropriate Language, Instructional Content or Activities

Student teachers are cautioned to avoid language, topics, or instructional activities which are prohibited by the school or the school division and/or are offensive to teachers and/or students. Generally, the mentor teacher will guide the student teacher's selection of curriculum and instruction, but in cases where he/she provides the student teacher with a great deal of autonomy, the student teacher is advised to ask questions about the policies and norms governing classroom language, topics, and activities in order to plan instruction appropriately. Using food items for lessons or "rewards" is strongly discouraged; students have an array of food and substance allergies and sensitivities.

Unsatisfactory Performance in Student Teaching

After unsatisfactory work has been documented by the mentor teacher and college supervisor, a decision will need to be made regarding the student teacher's continuation in the placement. Depending on the nature of the problem, the following options may be followed:

- extend the student teaching experience
- pass with a grade to reflect the poor evaluation
- repeat the experience (reregister for student teaching in another semester)
- withdraw from student teaching; determine requirements to graduate without a teaching license
- refusal to provide references

If the student teacher fails to perform his/her duties in attendance/punctuality, daily preparation, completion of required paperwork, respect for students, faculty, and staff, adherence to school and college policies, prompt communication, and/or quality of work, then the college supervisor will meet with the student teacher to determine what he/she will need to do to bring up his/her performance level to satisfactory. The college supervisor will present the student teacher with documentation of concerns; then both the college supervisor and the student teacher will determine steps to rectify the deficiencies. The student teacher will be given a time-line in which to demonstrate improvement and a day/time to meet with the college supervisor to determine if progress has been made. If the student teacher has not made sufficient progress at this point, then he/she will meet with the college supervisor and the Dean of the School of Education to determine if the student teacher should continue in the placement. A determination will be made in writing, and the student will be counseled about options. If the student wishes to appeal the decision of the Dean of the School of Education, he/she should make a written request to the Vice-President for Academic Affairs who will refer it to an *ad hoc* committee and continue to follow the grade appeal policy in the college catalog.

Calendar of the Cooperating School

Student teaching is a full-time responsibility, and the student teacher must not participate in any activities that conflict with student teaching in the cooperating school or with the student teaching seminar. **You will follow the same calendar, between the beginning and ending dates of student teaching, that is set up for the mentor teacher in that school division.** The school division calendar shows not only school days and holidays, but also certain days that are non-instructional days, at which time the teachers are expected to be at their respective buildings performing such tasks as reporting to parents, working on cumulative records, counseling, planning, evaluating progress, and working with other staff members on professional growth projects. You are expected to participate in all non-instructional days, unless otherwise directed by your mentor or school administrator. **You must provide a signed document from the mentor or principal, if you are directed not to attend school on a non-instructional day.**

Student teaching will continue through the period of Bluefield College's Fall Break or Spring Break. The student teacher will follow the school division's calendar for holidays NOT the college calendar. If you are living in the college dormitory, you must make adequate arrangements for housing and meals for the time of the breaks.

Non-Instructional Duties

A student teacher is expected to accompany the mentor teacher in all phases of work. The same schedule should be kept in regard to hours spent at school, including both classroom work hours and extracurricular hours. The student teacher will find that the mentor teacher is responsible for many activities other than those directly attached to the classroom. Some of these include, but are not limited to, the following:

- Attending faculty meetings
- Taking duties, such as bus, lunch, and hall duty
- Working with dramatic, athletic, musical groups, or other extracurricular activities
- Working with academic teams
- Conferring with parents
- Attending parent-teacher meetings
- Attending local, district, or other professional meetings
- Serving on committees that work to improve local schools

Local School Regulations

Each school sets up certain regulations concerning such things as parking areas, the use of cars, the care of property, the use of materials, computers and cell phones, checking out supplies, ordering supplies and materials, and the use of the teachers' lounge. Student teachers are expected to observe those regulations that apply to classroom teachers unless special policies are established that are different for student teachers. You may be required to have an I.D. badge made at the school board office; until that time, use your college I.D. and sign in daily as required by the school.

Personal Email, Cell Phone Use, and Text Messaging

You are not to use the computer at school for personal email, or your cell phone for phone calls or text messaging at any time when the students are present. Cell phones should be turned off and out of sight when students are present. You are not to use the school telephone to receive or make personal telephone calls, except for an emergency (illness or accident). **Friends and family members must not visit you at school for the purpose of socializing.**

YOU ARE NOT TO GIVE YOUR CELL PHONE NUMBER TO ANY STUDENT, AND YOU ARE NOT TO TEXT OR RECEIVE TEXTS FROM STUDENTS. YOU ARE NOT TO "FRIEND" OR FOLLOW STUDENTS ON ANY SOCIAL MEDIA SITE.

Substitute Teaching

Student teachers should be allowed to maintain contact throughout the semester with those classes for which they have been assigned teaching responsibility. *You should not be utilized as a substitute teacher unless you have been approved as a substitute through the local school division.* For those school divisions that have the policy that a paid substitute will be hired whenever the regular teacher is absent, it is expected that the local school will allow the student teacher to continue under the supervision of the substitute on the same basis as when the mentor teacher is present.

Substitute Teachers in Tazewell County must meet the following requirements:

- Must be 21
- Application
- TB Test*
- Drug Test*
- Fingerprinting*
- Background Check*
- Interview
- Board Approval
- Substitute Training

*Requirements that have been met when admitted to the Teacher Education Program

Absence of the Mentor Teacher

If the mentor teacher must be absent on a short term basis (1-5 days), a substitute teacher must be present in the classroom if the student teacher is not an approved substitute. The student teacher's responsibilities should include only those previously defined. The student teacher may observe or assist the substitute in ongoing classroom activities. The student teacher should also continue with planned lessons under the supervision of the substitute teacher.

If the mentor teacher is expected to be absent for an extended period of time (in excess of a week), the college supervisor must be contacted to determine whether alternative arrangements must be made.

Your Relationship with Students

It should be remembered that all students are people, and they appreciate the same kind of courtesy and interest that any other person would expect. You, as the student teacher, should remember, however, that there is a difference in age and experience between you and the students. Therefore, you should always act, dress, and think as an adult. You should never do anything to give the students the idea that you are "one of them."

Because close personal relationships with students compromise the integrity of the student teacher's professional role in the classroom and may have severe consequences, student teachers **MUST** avoid physical or emotional intimacy with students. Remember that you can be "friendly without being pals."

- You are not to touch students.
- You are not to be alone in a room with one or a small group of students.

Sexual harassment is strictly forbidden by the Teacher Education Program and by the school divisions.

Your Relationship with the Mentor Teacher

All relationships with the mentor teacher should be professional, courteous, and cooperative, and communication is key to a successful experience. You should realize that the mentor teacher is responsible to the administration, to the parents, and to the community for a particular group of students, each of whom has certain needs and desires that the mentor teacher is striving to satisfy. The task of the student teacher then is to fit into the overall plans and help in achieving these aims. **The welfare and academic achievement of the students for whom you are jointly responsible is the ultimate priority.**

Your Relationships with Other Members of the School Staff

Since no teacher serves in an isolated compartment or vacuum, you should become acquainted with staff members, their functions, and their inter-relationships. The principal, with designated helpers, sets up regulations for the entire school and has the duty to see that the regulations are administered properly. It is the duty of the student teacher to help the administrative staff in every way possible.

Other teachers on the staff expect little from the student teacher besides the courtesy and friendliness that labels an educated person. Occasionally, they may request that a student teacher lend a helping hand. The cafeteria staff and the custodial staff expect cooperation from the student teacher also. Recognition of and respect for the work of each group will help you to succeed as a member of the school community.

In a relatively small number of cases, student teaching experiences have become unsuccessful and distressful because of a lapse in professionalism on the part of a student teacher, mentor teacher, or other teacher in the school placement. Student teachers are cautioned to avoid intimate, personal relationships such as dating other professionals in their placement site. It is very difficult to maintain the conditions necessary for the student teacher's growth when too close of a personal relationship exists between the student teacher and another individual at the school. If a school staff member approaches a student teacher in a personal or intimate manner, he/she is advised to discourage such attention. If it persists, it should be reported immediately to the college supervisor.

Relationship between Student Teachers and Parents

Working with parents is one of the most important roles of a classroom teacher. However, student teachers may only have limited experience in this role. Due to the sensitive nature of school/community relations, student teachers are advised not to jeopardize their own positions or the position of the school in the community by initiating or responding to any personal overtures from parents. Student teachers may observe or participate in parent conferences only under the direction of the mentor teacher or the principal. While communication is important, the mentor must approve all calls, emails, and letters to parents/caregivers. **NO** messages are to be sent in any form without the mentor's knowledge **AND** approval.

Leadership

For a teaching professional, leadership is an essential quality defined as initiative and a positive attitude. Initiative is demonstrated by observing the needs of students and adults in the school and making an effort to meet those needs. Leaders also project a strong active positive presence in the school and are sensitive to individuals, valuing their differences.

Professional Ethics

There are many daily decisions that the student teacher must make that cannot be governed by statements of policy, rule, or law. You will be called upon to make difficult decisions that must be governed by judgment which will hopefully be based upon a consideration of the ethics considered important to the professional educator. **If at any point during student teaching, you should violate moral, ethical, or professional standards of the teaching profession and/or the standards of Bluefield College, the School of Education faculty will convene to consider your future status. A student teacher can be withdrawn from the placement at any time. Consequences can include not graduating or graduating without completing licensure requirements.**

After consultation with education faculty, a decision is made by the Dean of the School of Education. If a student teacher wishes to appeal the decision, the student must petition the *ad hoc* grade appeal committee. This petition should be in the form of a letter to the Vice President for Academic Affairs with a copy to the Dean of the School of Education stating the desire for a hearing; the letter should also contain any additional information that could be utilized in reviewing the decision.

The *Code of Ethics for the Education Profession*, authored by the National Education Association, reflects a standard for professional behavior. (Source: <http://www.nea.org/home/30442.htm>)

Code of Ethics of the Education Profession

Adopted by the NEA 1975 Representative Assembly

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a) Exclude any student from participation in any program
 - b) Deny benefits to any student
 - c) Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

ORDERING YOUR PRIORITIES

Personal and Professional Transitions

Changing your identity from a student to a teacher may require a significant change in your life style. This transition is an exciting one, but it is one which may require modification of how you use your time and your energy. The decisions you make about how you will modify your life-style, and how you will change the ways in which you manage your time and information can potentially make the difference between an adequate student teaching experience and an exceptional one.

You will have many demands on your time during this semester of student teaching. Planning for daily instruction, attending after-school or evening meetings, and being available for unexpected parent conferences makes student teaching a full-time commitment. As a novice, you will have to spend significant amounts of time in the planning, delivery, and evaluation of your instruction. Time which used to be available evenings and weekends may no longer exist. You will need to make decisions about how to order your priorities and manage your time based on what is critical in learning how to teach. Making wise decisions about your time and energy can help you obtain maximum benefits from the student teaching experience.

Managing Time and Organizing Information

You may feel overwhelmed at the amount of information that you need to process during student teaching. To help organize the number of papers and forms that you must manage, in addition to your notes, you may wish to keep a **loose leaf notebook** for that purpose. You should develop an organized system to manage your teaching materials, student work, school documents, etc. **Being able to manage your time and materials plays a significant role in determining your grade.**

BUILDING PROFESSIONAL RELATIONSHIPS

Of the many areas in which you need to demonstrate professional competency, none is more important than your ability to develop and maintain positive working relationships with students, teachers, school staff, administrators, parents, and college personnel. The relationships that you build with students and adults in your environment will go a long way in making your preparation as a teacher a rewarding and successful experience. Your perceived ability as a teacher is, in large part, based on the way in which you conduct yourself in these relationships.

The following are some suggestions, which will assist you in building and maintaining quality professional relationships:

- The classes you will be assigned will be culturally diverse. Treat each student as an individual. Respect the contributions of each as worthy and important and intentionally create a classroom climate that reflects a multicultural and individualized perspective with attention given to materials, activities, and positive interactions. Remember to use positive nonverbal behavior such as smiling.
- Listen to and watch what is going on in your school, classroom, or community. Be a skillful observer, take notes, gather information, and ask questions which strive for understanding. This is your opportunity to tap the expertise of professional educators and learn as much as you can during this short time.
- The practices we observe in the field may not always conform to what you believe in or have learned in your formal coursework. If you have some concerns about a specific practice, ask questions in a non-judgmental manner to gain further insight about school policy, a teacher, classroom practices, or a student's behavior.
- Often information shared in the school setting is not appropriate for other audiences. Not only is it important to respect the information you have about students and their families, but you also need to be discrete about sharing the experiences you encounter in the classroom or in the school with those outside of that environment. **Confidentiality is an expected professional attribute.**
- Be sure that you really do know your personal biases, particularly as they are going to affect your attitudes and actions toward students, parents, or other professionals in the school. You need to be sure that these biases do not interfere with your professional responsibilities.
- Recognize that you communicate through both verbal and nonverbal avenues. Be sure that both your verbal and nonverbal communication reflect a positive attitude and professional image.
- Often you will be expected to participate in collaborative activities with other teachers. In inclusive settings you may team-teach with another educator. It is essential that you learn how to work effectively with others. Communicating openly and honestly and being respectful of other views are essential attributes of a team player and will facilitate the maintenance of a healthy work environment.
- Your relationship with your mentor teacher is a vital one. The way you conduct yourself initially will have a significant influence upon your working relationship with your mentor teacher. Exhibit an interest in what goes on in the classroom. Taking notes, asking questions, becoming actively involved, and being responsive to requests for assistance will contribute to the mentor teacher's perception of your potential to assume increased responsibility.
- Observations will be conducted on a regular basis by your college supervisor and mentor teacher. This may be a stressful experience for some student teachers. In order to make the observation less stressful and maintain a positive working relationship, consider their written and verbal feedback objectively, ask questions about points that may be unclear and be willing to problem solve together. Suggest to your supervisors what you want them to focus upon. Try not to react defensively and produce excuses for instruction that did not go as you intended. Instead, try to incorporate the suggestions into your teaching. Showing an interest in improving and learning will promote good relationships, and make it easier for your supervisor and mentor teacher to be helpful.
- You may have the opportunity to interact with parents during your student teaching experience. Try to learn as much as you can about the community. Help parents to feel welcomed and appreciated when they visit the school. Always be courteous and professional. It is mandatory to have the mentor teacher present when conferring with parents about their child's performance.

ACTIVITIES FOR THE STUDENT TEACHER

The following suggested activities are a partial list of ways in which you may become actively involved in the classroom.

I. Initial Activities

1. Handle classroom routines such as attendance, lunch count, collecting forms, money, arrival and dismissal, movement of children/youth for special grouping.
2. Assume teacher's duties -- cafeteria, recess (organize an indoor recess), hall duty, study halls.
3. Secure and maintain supplies and technology within the school; copy student handouts.
4. Check students' written work and keep necessary records.
5. Learn school health and safety procedures (fire drill, what to do in case of illness or accidents).

II. Organizational Activities

1. Keep a notebook or idea file; include "sponge" activities such as games, songs, stories, sources of information and materials, ideas for learning centers, bulletin boards, etc.
2. Become responsible for the general appearance of the classroom. Help the mentor teachers set up and arrange the classroom, consultation, or small group area.
3. Help group students for instructional purposes.
4. Prepare bulletin boards.
5. Develop a repertoire of techniques for class management and for addressing individual behavior problems.
6. Create an individual behavior management plan including the use of data for decision making.

III. Instructional Activities

1. Prepare individual written lesson plans.
2. Plan, modify, alter or adapt, and teach a unit of instruction as is appropriate for the students in this classroom, and teach a unit of instruction.
3. Participate in team planning sessions even if outside of regular school hours.
4. Prepare and direct the use of learning centers or computer activities.
5. Prepare an instructional classroom game and other original teaching materials.
6. Explore existing technology for use in instruction.
7. Help evaluate students' progress, including decision making from data collected, preparation of report cards, or the evaluation of movement toward an IEP goal.
8. Help administer standardized and teacher-made tests. Design original tools for diagnosing problems and/or evaluating progress.

Eventually assume full teaching responsibilities according to a plan developed with the mentor teacher. Take complete charge for a designated period of time, planning and directing all activities during the school day.

IV. Professional Activities

1. Attend school during regular teachers' hours as well as all faculty, team, grade level, and professional development meetings.
2. Notify the mentor teacher and college supervisor of absence and send in plans for lessons that were to be taught. Prepare a set of plans for a substitute teacher.
3. Communicate with parents in writing with the mentor's guidance, and orally participate in parent/teacher conferences under the guidance of the mentor teacher.
4. Become familiar with professional teachers' organizations and professional books and magazines. Read recent articles concerning education.
5. Attend a parent/teacher meeting. If possible, attend professional education conferences.
6. Learn about the school division's special services and resources, such as pupil personnel workers, guidance counselors and resource teachers.
7. Become familiar with curriculum materials, curriculum guides, and diagnostic tools.
8. Visit other classrooms and observe different teaching techniques as well as characteristics of students of various levels.
9. Become familiar with the responsibilities of other educators.
10. Participate in informal faculty activities. Develop open and friendly staff relationships.
11. Display initiative and a willingness to accept constructive feedback.
12. Become familiar with the varied responsibilities of the special educators and other specialists in your building.

GUIDELINES FOR OBSERVING YOUR CLASSROOM

As you observe your mentor teacher, the students, and other professionals, the following guidelines are provided to assist you in focusing on the complexities of classroom life.

I. Focus on the Organization of the Classroom

A. Physical Arrangement

- the seating arrangement
- the location of the materials and the use of bulletin boards and learning centers
- utilization of open space
- What kinds of learning are facilitated by the room arrangement?
- What is used to make the room appealing and stimulating?

B. Routines

- beginning of day - arrival, attendance, lunch count, money collections, opening exercises or homeroom
- bathroom and hall pass procedures
- distribution and collection of materials
- student jobs and responsibilities
- ending of day - dismissal

C. Transitions

- from opening routines to start of first lesson
- from one lesson to another
- within a lesson
- from an active experience to a quiet one
- from large group to small group instruction
- from the classroom to lunch/recess and back to classroom
- to and from special subjects such as physical education
- movement of groups within the instructional area

II. Focus On Instruction

A. Introductions to lessons or activities

- How are new activities introduced?
- How are activities continued from the day before introduced?
- What techniques are used to interest and involve students?

B. Materials

- What types of materials are used? How are they used?

C. Procedures

- How much activity is teacher-directed? Student directed?
- How much teaching is done in small groups? Large groups? Independently?
- What is the rest of the class involved in when the teacher is working with a small group?

D. Conclusions to activities and evaluation

- What do students do when they are finished?
- How does the teacher provide closure?
- How does the teacher provide for evaluation or follow-up of activities?
- How are assessment records of students' progress kept?

E. Team teaching

- How do teachers work together in a team situation?

III. Focus on the Students

- What are some common characteristics of this age level?
- What individual differences do you observe?
- How do students of differing abilities relate to each other?
- Who are the popular students? Who are the *loners*?
- Does the behavior of a given student change under a variety of situations and teachers?
- Which students appear to have special problems?
- What motivates different students?

IV. Focus on Teacher/Student Interaction

A. Teacher's use of voice and nonverbal communication (facial expressions and body gestures) in interactions with pupils

B. Teacher's handling of children's differences in:

- Gender, race, culture, ethnicity, socioeconomic levels, and abilities
- Interests and motivations
- Attention span
- Time required to complete work
- Ability to complete tasks and the ability to work independently

C. Teacher's questions posed to students

- Types of questions asked (recall, inferential, opinion)
- Types of responses made by students
- Which students respond most often? Least often?

V. Focus on Classroom Management

A. Disruptive Student

- Observe the teacher's behavior, verbal and nonverbal.
- Observe the student's response and response of peers.

B. Group Management

- What techniques does the teacher use to get and hold the attention of a large group? Small group?

Becoming a Reflective Practitioner

Reflective thinking allows you to analyze classroom events so that you not only recognize what happens but also understand why those events occurred. You know from your class work that success as a reflective practitioner demands time, energy, and practice. The following are suggestions of some activities that promote reflection:

- **Reflective Journals:** Use the daily email to your supervisor as an opportunity to reflect upon your experiences of the day and to write your weekly journal that is submitted to your college supervisor. Also, remember that a section is provided on each lesson plan for you to reflect specifically about that lesson.
- **Action Research:** Design a procedure for collecting data about a specific problem you observe as you teach. For instance, create a chart that details student participation, student behavior, or student progress. Examine the data and formulate ideas about ways to continue positive items or improve negative ones. This is a requirement in EDU 4341: Classroom Management.
- **Video:** Video record yourself as you present a lesson; view that video and note areas of strengths and weaknesses completing the video self-evaluation. **NOTE: A video recording of your choice MUST also be included in the student teaching portfolio.** You can check out video cameras in the School of Education. **You must have parental permission for your students PRIOR to filming a class.**
- **Coaching and Conferencing:** You should work with both your mentor teacher and your college supervisor to establish a comfortable system of communication. As you work with your mentor in developing lesson plans, seek his/her suggestions. Be respectful, polite, direct, and specific when you have concerns.

- **Professional Portfolio:** As you progress through the semester, you will compile artifacts to include in your professional portfolio which will be evaluated by expert practitioners. A personal self-progress chart for the portfolio is included in the appendix of this document.

Planning for Effective Instruction

Effective planning is considered one of the most important factors in successful student teaching. It is vital for student teachers to be aware of the following as they make their plans:

- Establish a specific time/date for consultation with the mentor about lesson plans.
- Write a plan for each different lesson you teach using the format that you are provided by your college supervisor.
- Submit the plan to the mentor teacher, before you teach the lesson, and get his/her initials. NOTE: The mentor teacher has the authority and duty to assume responsibility of any class for which he/she does not believe the student teacher has planned adequately.
- Make any modifications that the mentor teacher deems appropriate.
- Following the presentation of the lesson, hand-write a reflection about what went right, what went wrong, and how you could improve the lesson. Feel free to make notations on your plans as you use them.
- Submit lesson plans, complete with handwritten reflections, to your college supervisor on a weekly basis. Failure to submit lesson plans will result in dismissal from student teaching.
- Create an instructional unit lasting 5-10 days following the criteria in this handbook. Give the students a pre-test, teach the unit, then give the students a post-test. Complete the “Verification of Student Growth” form containing the pre-post test data and analyze strengths and weaknesses of the unit.

**If you fail to plan,
you plan to fail.**

Student Teacher Assessments

The Professional Teaching Portfolio

The culminating assignment during student teaching is the development of a professional teaching portfolio and the portfolio presentation. This portfolio is a purposeful collection of selected materials by and about the student teacher that represents teaching competency. It can provide a meaningful cumulative record of teaching performance which may assist in making decisions about successful program completion. Most student teachers use their portfolios as an enhancement to the job search process and continue to add to them throughout their teaching career. College supervisors will mentor and guide student teachers through the process of portfolio development as sections are submitted (or revised from previous education courses) as required on the seminar schedule.

A list of items to be included in the portfolio is distributed at the student teaching seminar and is included in the appendix of this handbook.

Student Teaching Seminars

Throughout the student teaching experience, student teachers will attend weekly seminars which are an integral part of the student teaching semester. The seminars are arranged by the Dean of the School of Education and the college supervisors. The seminars may focus on topics such as: Multicultural Education, Teaching Strategies, Inclusion, Classroom Management, Assessment, Motivation, Portfolio Development, Problem Solving/Inquiry, Reflection, and Home/School Relations. Attendance at all seminars is required; if needed, arrange with your mentor to leave early to be on time.

Mentor, Principal, and Supervisor Observations during Student Teaching

As you gradually assume the many responsibilities of a teacher, you will be expected to demonstrate growth and competency in the areas of:

- Subject Matter Knowledge
- Caring Teaching Skills
- Pedagogical Knowledge
- Diversity
- Technology
- Reflection
- Licensure

Many observations are conducted by your mentor teacher and occur on a regular basis as you perform your classroom responsibilities. These observations are usually daily, informal, and provide ongoing written or oral feedback.

Your college supervisor will also observe you teaching. Most of these observations will be scheduled, formal observations although it is possible to expect additional unscheduled visits. The observation will be followed by a post observation conference with written/oral feedback. You can expect to be observed by your college supervisor anywhere from 6 to 8 times per semester.

Observations by school administrators are required to assist with data collection and analysis. The Teacher Education Program requests that one school administrator (principal/assistant principal or a designee) per placement completes the Principal Evaluation.

Regardless of who is observing, the main purpose of the observation is to facilitate growth. It is not merely to praise, criticize, or give you suggestions, but to provide the opportunity to engage in conversation that will promote your ability to reflect upon your teaching and resolve any of your own dilemmas of practice. This is a time to verbally analyze your own performance, generate alternative strategies, and commit to self-examination and self-improvement.

Copies of the observation and evaluation forms are included in the appendix of this handbook.

Required LICENSURE Assessments
The Collegiate Professional 5-year Renewable Virginia License

The Virginia Department of Education (September, 2007) requires that **all candidates seeking initial licensure** in Virginia take and submit passing scores on the following:

- *Praxis II: Content Area Assessment*
- *Virginia Communication and Literacy Assessment (VCLA)*
- *Reading for Virginia Educators** (RVE) (for PreK-6 and Special Education Licensure ONLY)

Passing scores on Praxis II, VCLA, and the RVE* are required for student teaching placement, exiting the program and recommendation for licensure.

Required TEACHER EDUCATION PROGRAM Assessments

In compliance with the Virginia Board of Education's *Regulations Governing the Review and Approval of Education Programs in Virginia* (September 21, 2007), minimum scores on *beginning assessments* are required for admission to the Teacher Education Program. This requirement may be met at Bluefield College in ONE of the following scenarios:

SAT Score + VCLA	ACT + VCLA	Praxis Core Mathematics + VCLA	<i>Praxis Core Mathematics + VCLA + Math Course</i>
If SAT taken after April 1, 1995, with a score of 1100 with at least 530 on the verbal and 530 on the mathematics tests.	If ACT taken after April 1, 1995, with a composite score of 24 , ACT mathematics score no less than 22 , and an English Plus Reading score no less than 46 .	Praxis Core Mathematics (Code: 5732) with a score of 150 .	Praxis Core Mathematics (Code: 5732) with a score of 146 . Successful completion of EDU 0111: Mathematics Skills for Teachers
VCLA (Reading and Writing) with a composite score of 470 .	VCLA (Reading and Writing) with a composite score of 470 .	VCLA (Reading and Writing) with a composite score of 470 .	VCLA (Reading and Writing) with a composite score of 470 .

It is the **student's responsibility** to see that all minimum scores are on file in the office of the School of Education.

- The Bluefield College institutional "Score Recipient" number for the Praxis series is **R5063**. **This number must be provided in order for scores to be reported to the College.** The student should use the same candidate ID number when registering for subsequent Praxis test sessions.
- The student **MUST** provide a copy of all test scores to Bluefield College School of Education.

No recommendations for student teaching placement or licensure will be made until all copies of all required scores are received.

For information on SAT or ACT taken prior to April 1, 1995, check with your advisor or the School of Education. Please note that the SAT and ACT were approved as a substitute test only for Praxis Core Mathematics. Candidates must still meet other required assessments for exit from the program and for initial licensure.

Assessment Availability

Praxis Core Mathematics (5732):

Computerized test given year-round, by appointment, at testing centers throughout the state and in other states.

Tests that are offered continuously may be taken once every 21 days, not including your initial test date. (Note: if you take a combined test, such as the combined PPST® test, you cannot take an individual PPST test until after the 21-day period.)

Tests that are offered during testing windows may be taken once per testing window. (Note: if you take a combined test, such as the Elementary Education: Multiple Subjects Test, the Middle School Multiple Subjects Test or the PA Grades 4–8 Core Assessment, you cannot take a subtest until the next testing window.) This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.

See [The Praxis Series™ Information Bulletin \(PDF\)](#) for complete policies.

Virginia Communication and Literacy Assessment: Available in a paper/pencil version which is given approximately 6 times a year OR the computerized version which is given year-round, by appointment, at available at Pearson VUE test centers nationwide. <http://www.va.nesinc.com/>

The Virginia Communication and Literacy Assessment became effective January 1, 2006, for initial licensure and is also required for admission to the Bluefield College Teacher Education Program. The VCLA must be **PASSED** by all students as a requirement for admission to the program.

Required Scores

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

Information about registration, test dates, and testing locations for the VCLA can be found on the VCLA home page (www.va.nesinc.com).

Praxis II Content Area Assessments:

Available in a paper/pencil version which is given approximately 6 times a year, and most will be given in a computer-delivered format. Accommodations are available for students with documented disabilities.

**Praxis II Score Requirements (as of 7/26/16)
For a Collegiate Professional License to teach in Virginia
(A 5-year renewable license)**

Licensure Area	Specialty Area Examination	Test Code	Required Score
Visual Arts PreK-12	Art: Content Knowledge	5134 Computer	158
Biology 6-12	Biology: Content Knowledge	5235 Computer	155
Business 6-12	Business Education: Content Knowledge	5101 Computer	157
Chemistry 6-12	Chemistry: Content Knowledge	5245 Computer	153
English 6-12	English Language Arts: Content Knowledge	5038 Computer	167
Mathematics 6-12	Mathematics: Content Knowledge	5161 Computer	160
Vocal/Choral Music PreK-12, Instrumental Music PreK-12	Music: Content Knowledge (contains listening section)	5113 Computer	160
History & Social Science 6-12	Social Studies: Content Knowledge	5081 Computer	161
Health & Physical Education PreK-12	Health & Physical Education: Content Knowledge	5857 Computer	160
Elementary Education: PreK-6 Individuals must register for 5001 and take all four subtests in one sitting. A passing score on each subtest is REQUIRED. If a passing score is not obtained, a subtest may be retaken as a standalone test.	Elementary Education: Multiple Subjects	5001 Computer	All 4 Subtests
	Subtest: Reading & Language Arts	5002 Computer	157
	Subtest: Mathematics	5003 Computer	157
	Subtest: Social Studies	5004 Computer	155
	Subtest: Science	5005 Computer	159
Elementary Education PreK-6 & Special Education K-12	Reading for Virginia Educators (RVE)	5306 Computer	157

Praxis II and RVE (when applicable) must be passed prior to student teaching. It usually takes four to six weeks from the test date for the scores to be reported by ETS.

Content material covered on the Praxis II tests is reviewed in the courses students take in their subject endorsement area and in the Senior Seminar courses. Praxis II study guides are available in Easley Library, the School of Education office, and from the Educational Testing Service (<http://www.ets.org/praxis>).

All teacher education students are strongly urged to begin preparation for the Praxis examinations as early as possible. Students who have passed the content courses have found that keeping study materials organized in a binder is very helpful in preparing for the broad range of content found on the tests. Information about additional study resources is available in the office of the School of Education.

**Reading for Virginia Educators (RVE) Score Requirements*
For a Collegiate Professional License to teach in Virginia
(A 5-year renewable license)**

***Required ONLY for PreK-6 and Special Education Licensure**

Individuals seeking an initial license with an endorsement in Elementary Education PreK-6 or Special Education: General Curriculum K-12 must **PASS** the Reading for Virginia Educators Assessment prior to student teaching.

Required Score

Reading for Virginia Educators	157
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Information about registration, test dates, and testing locations for the RVE can be found on the ETS homepage (www.ets.org/praxis).

Industry Credentials**

For a Collegiate Professional License to teach in Virginia (A 5-year renewable license)

****Required ONLY for Business 6-12 (Career & Technical Education: Business Information Technology)**

Industry Credentials for Teachers Seeking an Initial License with Endorsement(s) in an Area of Career and Technical Education:

Individuals applying for a license with a Career and Technical Education endorsement must include documentation verifying this requirement has been met with the application packet. The 2014 General Assembly amended the *Code of Virginia* to require that every teacher seeking initial licensure with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. "Industry certification credential" means a career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, being issued a state professional license, or successfully completing an occupational competency examination. Please note that this requirement is in addition to all other licensure requirements for the endorsement you are seeking. For additional information on this requirement, please refer to the *Industry Credentials for Teachers Seeking an Initial Virginia License with Endorsement(s) in an Area of Career and Technical Education* guidance document accessible at the following Web site:

http://www.doe.virginia.gov/instruction/career_technical/path_industry_certification/cte_credentials/industry_credentials_for_teachers_guidance_document.pdf. You may also access the guidance document by referring to www.doe.virginia.gov and selecting Superintendent's Memos under the "Quick Links" at the top, right-hand side of the page. Superintendent's Memo #150-14 was posted on June 6, 2014.

Reciprocity with Other States

By receiving a Virginia license, the student will have reciprocity for licensure in a number of other states. Students seeking teaching licenses in states other than Virginia may be required to take additional courses or tests. Information about teacher licensure in all 50 states is available at <http://www.uky.edu/Education/TEP/usacert.html>). Most states require payment of a license fee, and most states and school districts require a state police and/or FBI background check. The fee for an initial Virginia teaching license is \$50 in-state and \$75 out-of-state. The School of Education works with all students completing the approved program to facilitate their obtaining a teaching license in Virginia and in other states.

Graduation without Student Teaching, Required Tests, and/or Education Coursework

If a student quits the Teacher Education Program to accept a teaching position prior to completing all program requirements (including coursework, student teaching and the required licensure examinations), he/she will not be recommended by the College for licensure. These individuals will need to apply for a teaching license through their employing school division and will be subject to transcript evaluation by the school division for which they have been hired. This may result in additional course work being required for licensure. Faculty in the School of Education may choose not to write letters of recommendation for teaching positions if students have not completed the program.

FREQUENTLY ASKED QUESTIONS

Following are some of the more difficult questions that have been asked by student teachers while participating in their student teaching experience in the public schools.

Should I be left alone in my classroom?

At some point in the student teaching experience, you are likely to be left alone to conduct a lesson. When this occurs, be sure you know how to contact your mentor teacher, another teacher, or principal in case of emergency.

What if a child gets hurt while I am in charge of the classroom?

Notify the principal's office and mentor immediately. As soon as possible, contact your college supervisor. **Carefully document the incident.** Remember to wear disposable gloves if you are in contact with blood or other bodily fluids.

Should I be left alone with students for activities such as recess, cafeteria duty or such large group activities?

It is not recommended that you be alone to assume the responsibility for supervision of large groups of students. Usually, at least one other teacher or administrator will be present during these times.

Do I have to report suspected child abuse?

Teachers are responsible by law for reporting suspected child abuse. As a student teacher, you must report any suspected child abuse to your mentor teacher.

What if I suspect that a student is carrying or concealing drugs or weapons on school property?

The United States courts have generally upheld the right of a school to conduct searches and seizures. If you should suspect a student of carrying an illegal weapon, drugs, obscene materials, etc. you should report it to your mentor teacher. **Under no circumstances should you take on the responsibility of searching a locker or seizing illegal paraphernalia.**

Can I transport students in my car?

No! Absolutely NOT.

What if I am asked to give medications to a child?

Student teachers are not responsible for issuing medication to students. There are times when a student needs medication, and this is usually done in the office or health room with the written consent of the parent. Ask your mentor teacher about school policy.

What are my rights should I need to physically defend myself or a student?

There are situations which arise when a teacher is threatened by a student, where two students physically endanger each other, or where a student is “out of control.” Every non-aggressive means should be made to intervene. You must not let anger prevail or let yourself get out of control. The courts have generally upheld a teacher’s right to self-protection, protection of other students, or school property when compelled to do so, and without using extreme force. Threats against your person should always be taken seriously and reported to the proper authorities. Find out the exact policy in your school.

What should I do if I feel that the school is implementing practices that are in violation of children’s and parent’s rights?

This is perhaps the most difficult question of all to answer. There is always a very fine line that student teachers must walk when they feel that the school’s rules - written or unwritten, - are wrong or inappropriate. If you suspect this is happening, discuss it with your college supervisor.

What are my rights to teach what I think is appropriate?

There is increasing controversy over what teachers can teach. **As a student teacher, everything that you will teach must be approved by your mentor teacher;** consequently, while preparing to be a teacher, you will not make that decision alone. For future reference, however, we have found the following suggestions helpful. Address the following questions when determining to use controversial subject matter:

- 1) Is the material developmentally appropriate for your class?
- 2) What is your educational purpose? Is it valid?
- 3) Is there a policy in your school which prohibits the use of such material?

Are student teachers required to attend all student teaching seminars and meetings? YES!

Are student teachers expected to attend school-related meetings such as PTA, faculty and team meetings, professional meetings or workshops?

Student teachers are expected to attend all school functions required of the mentor teacher.

Who assigns the student teaching grade?

The student teaching grade is a combination of the following:

- Weekly Required Assignments (Graded by the College Supervisor)
- Teaching Evaluations from Supervisor, Mentor, and Principal
- Student Teaching Portfolio and Presentation (Graded by Panel Members)

How are mentor teachers selected?

Student teachers are placed at public schools in Tazewell and Bland Counties at the discretion of the School of Education. After receiving approval of placements by the appropriate school division, the principal of the chosen school will assign the mentor teacher(s). Student teaching placements are final, and NO changes will be made except under the most extreme circumstances.

TO THE MENTOR TEACHER:

THANK YOU!! As a mentor teacher you will probably have the greatest influence on the development of the student teacher as a new professional in education. This responsibility is a highly significant one, and we appreciate your involvement in the college-school partnership. Providing a climate for open and honest discussion of questions and concerns will help to create the growth environment and support system the student teacher needs. Your most important contribution to the development of the student teacher is your daily **FEEDBACK** that reflects the strengths and the challenges of each lesson. Our student teachers highly value suggestions for improvement.

The mentor teacher is an individual who exhibits the following characteristics:

- Has expressed a desire to work with student teachers.
- Holds at least a Collegiate Professional License
- Has three years of teaching experience with at least one year in the present school
- Is strongly recommended by the principal and other members of the administrative staff
- Demonstrates professional competence
- Works well with other professional staff members and parents
- Has a concern for the welfare of others
- Demonstrates an understanding and practice of professional ethics
- Is dedicated to the teaching profession
- Has the ability to communicate diplomatically constructive feedback

Teach/Coach/Reflect Process

The role of the mentor teacher is to **TEACH** the student teacher what you know about how to teach, **COACH** the student teacher so that his/her skills can be developed in a supportive, mentored environment and provide opportunities for the student teacher to **REFLECT** on the many aspects of the teaching and learning process. By encouraging the student teacher to analyze his/her own progress and identify problems and possible solutions, the transfer into the role of decision maker in his/her own classroom will be more easily made. The following guidelines will help to facilitate this process.

Orientation

A. Introductory Conference between mentor teacher and student teacher

- Explain classroom and building responsibilities and procedures, and the role you want the student teacher to take in implementing them.
- Discuss professional expectations such as appropriate attire, school policies, and procedures.
- Discuss and reflect on each other's expectations of this experience so that you can provide a foundation for building a professional working relationship.

B. Orientation to the Classroom

- Introduce the student teacher as a co-professional/teacher using "Mr. Mrs. Ms. or Coach".
- Provide the student teacher with his or her own workspace or desk, if at all possible.
- Provide a class list and seating chart, and discuss, when appropriate, any special needs of individuals in the classroom.
- Discuss with the student teacher the approximate time line of when they will gradually assume responsibility of the classroom. For example:

Week 1	Observe/Assist
Week 2	Teach at least one class or subject
Week 3	Teach at least 2 classes or subjects
Week 4-end	Teach all day

C. Initial Conference with the College Supervisor

- The College Supervisor will visit to introduce herself and to deliver an honorarium form, evaluation forms, and the mentor packet.
- The College Supervisor will briefly discuss the school and college calendar, important dates, seminar times, observations, midpoint and final evaluation scheduling.
- You and the College Supervisor will exchange phone numbers and email addresses and decide how you will maintain ongoing communication during this time.

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D. Orientation to School and Staff

- Tour the school building explaining what is available and where equipment and materials are located. Provide orientation to use audiovisual equipment, computers, video cameras, etc., and any other procedures that you deem necessary.
- Introduce the student teacher to school personnel.

Planning

- Share your written lesson plans and provide the student teacher with a sample format for daily, weekly, and long-range plans. The Teacher Education Program requires that students use the Bluefield College Daily Plan in this handbook.
- Introduce the student teacher, when time allows, to curriculum guides, explain and model how these guides are to be used.
- **Your feedback is invaluable as the mentor.** Review and critique the student teacher's lesson plans - individual, daily and weekly. The student teacher is to write a plan for every lesson that he/she teaches prior to teaching the lesson. We ask that you initial and date each lesson plan prior to the student teaching the lesson.
- Assist student teachers as they modify plans to provide for ALL students.
- Pose questions which encourage the student teacher to reflect on the effectiveness of daily, weekly and long range plans.

Teaching

- **Student teachers should begin, no later than Week 2, to teach one period/subject each day; this should be the same subject/period each day.**
- **Student teachers should gradually assume more teaching responsibilities, adding 1 period/subject at a time until they assume full responsibilities of the classroom, at least by Week 4.**
- Your expertise in determining readiness and your instructional feedback helps the student teacher to assume responsibility for actual teaching.
- **Currently the state of Virginia requires a student teacher to have a minimum of 150 clock hours of direct instruction during the student teaching experience.**
- Encourage the student teacher to use a variety of instructional techniques and strategies:
 - for individual, small group, and whole class instruction.
 - that appeal to a variety of learning styles.
 - that demonstrate integration of subject matter to reflect a multicultural approach.
 - that utilize technology.
 - that create a positive classroom climate.
- Observe the student teacher delivering instruction in order to provide formative feedback during conferences to highlight specifics of teaching effectiveness and identify areas for continued growth.
- When possible, provide opportunities for the student teacher to observe in other classrooms.

Classroom Management and Discipline

- Because classroom management cannot be learned in a college classroom, your expertise and guidance in this area is vital.
- Share a copy of the school, district, and/or your discipline procedures and consequences.
- Encourage your student teacher to document classroom management strategies during their observation period. Discuss behavior situations and methods of addressing them.
- Observe the student teacher implementing management strategies and offer suggestions and feedback.
- You, as the mentor teacher, decide when the student teacher may be left alone in the classroom. Ideally, the student teacher should have limited opportunities to manage the classroom without your presence.

Assessment: Grading and Evaluation of Students

- Familiarize your student teacher with various methods and tools used in diagnostic evaluation.
- Discuss how to use test results as an effective learning tool.
- Evaluate the student's efforts to create and administer teacher-made tests.
- As much as possible, share grading procedures, grade book, and how to keep accurate records of student learning.
- Record report card grades and comments together.

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Working with Parents

- If appropriate, allow the student teacher to observe you conducting a parent conference and to participate where appropriate. Share parent-conferencing tips with student teachers.
- Oversee all communication with parents, whether written or by phone. Emphasize that all decisions concerning phone and written communication with parents must be a joint effort with the mentor teacher.
- Student teachers are required to obtain written permission from parents to take photographs and videos of the class; these items will be used in their student teaching portfolio and presentation at the end of the semester.

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Student/Mentor Conferences and the Importance of Feedback

Because the aim of the Teacher Education Program is to develop reflective practitioners, your formal and informal conversations with students become the basis for refining those skills.

- **Mentors give formative feedback (both oral and written) to the student teacher on a daily basis to improve instruction while giving encouragement and support.**
- The student teacher should take an active part in supervision with the goal of becoming one who can evaluate his/her own strengths and weaknesses.
- If you identify weaknesses in lesson plans, we value your judgment in helping them refine those skills.
- Frequent conferences about strengths, as well as weaknesses, are essential for the student teacher's progress.
- When a student teacher identifies a concern, help her/him to clearly define the concern. You may need to probe to clarify exactly what behavior is the problem, when and how often it occurs, and the reasons for feeling it is a concern.
- If a situation arises that you do not feel comfortable addressing, please contact the college supervisor. We are partners with you in this endeavor.
- If you wish to formally evaluate individual lessons, there is an observation form that we use in the appendix.

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Assessment: Grading and Evaluation of THE STUDENT TEACHER

- A student teacher's semester grade is determined by many requirements, including weekly required assignments, **teaching evaluations**, and student teaching portfolio. See the Appendix for the *Evaluation of Student Teacher Performance* for the list of points.

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Teaching Evaluations

ALL teaching evaluations are archived for data collection and analysis in support of our national accreditation and state approval processes.

- The **Mentor Mid-Placement Assessment** provides up to 100 points for the student teaching grade and valuable feedback for the student teacher, providing an opportunity to improve before the end of the placement.
- The **Mentor Final Assessment** provides up to 300 points for the student teaching grade and valuable feedback for the student teacher, helping to look at areas of strengths and weaknesses in a constructive manner.
- The **Mentor** is also asked to suggest an overall letter grade.
- The **Principal** is asked to complete a **Principal Evaluation** which is an evaluation of a whole or partial lesson, and is worth up to 150 points.
- The **College Supervisor** observes and completes at least 3 **Supervisor Observations** at each placement. Each of these is worth up to 100 points.
- These teaching evaluations not only serve to evaluate the student teacher. They provide an important part of our ongoing data collection as we strive to maintain the accreditation of our teacher education program.

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Confidentiality of the Evaluation Forms

Since 1974, when Congress passed the General Evaluation Provision Act and an amendment, known as the Buckley Amendment, confidentiality of student teaching evaluations are prohibited in teacher education institutions receiving federal funds. The essence of this amendment is that student teachers are given the right to see their evaluations. They also have the right not to include the evaluations in their credential file.

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Due Process in Student Teacher Evaluation

Case law affirms the principle that education professionals have the right, obligation, authority, and ability to evaluate student teachers. The only condition is that due process must be exercised. The following processes constitute due process in student teacher evaluation:

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- Review the evaluation instrument and its interpretation with the student teacher.
- Discuss each of the evaluation criteria for understanding.
- Indicate what is expected from the student teacher.
- Observe the student teacher, record number of observations, and keep a copy of written feedback.
- Critique and analyze the student teacher's performance and inform him/her of any inadequacies so that remedial action may be taken.
- Provide evaluative feedback on a regular basis.
- Discuss the completed final evaluation form with the student teacher.

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UNSATISFACTORY PERFORMANCE

If a student teacher is doing unsatisfactory work at any point during student teaching and fails to improve after intensive work by the mentor teacher and college supervisor, he/she faces the prospect of failing student teaching and not receiving a license. **If at any time, the student teacher fails to do what is best for students or neglects vital responsibilities, it is imperative that you notify the college supervisor or the Dean of the School of Education immediately so that appropriate polices can be followed.** It is important to distinguish between the natural learning process and the total inability to teach. If it is determined that the student teacher will not be successful during this semester, please contact the college supervisor immediately.

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Your documentation, especially of poor performance, is essential to reach an accurate decision about the future of the student teacher.

Relevant data could include:

- a log of dates, times, and places that are pertinent to the situation
- copies of feedback from observations
- conference summaries, formal and informal
- notes from telephone calls
- explanations of specific incidents
- written feedback signed by the student teacher
- written feedback from other professional staff, including the principal
- any other documents that you deem appropriate

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At some point during the time of documentation of unsatisfactory work, a decision will need to be made regarding the student teacher's continuation of this experience. Depending on the nature of the problem, the following options may be considered by the college supervisor with input from the mentor teacher and approval of the faculty of the Teacher Education Program:

- extend the student teaching experience
- pass with a grade to reflect the poor evaluation
- provide a new placement with a different mentor teacher (only under unique and extermne circumstances)
- repeat the experience (reregister for student teaching in another semester)
- withdraw from student teaching
- counsel out of teaching

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Additional Important Information

Problems or situations such as illnesses, personal crises, etc. that occur during student teaching, and that are not due to a deficiency in teaching performance, might require an extension of the student teaching experience. When this occurs, an incomplete contract may be arranged and an "I" grade assigned until the requirements of the contract are met, resulting in a delay in the date of graduation for the student teacher.

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For Questions, Suggestions, or Problems

Contact the college supervisor by email or telephone at the numbers listed on the cover.

THE COLLEGE SUPERVISOR

S The college supervisor is the liaison between the School of Education and the local school division where student teachers are placed for their student teaching experience. The primary function of the college supervisor is to assist the student teacher in developing teaching competency and provide support to the mentor teacher. The college supervisor's role is a complex one involving several activities and responsibilities. The following list identifies some of the major responsibilities of the College Supervisor.

- U**
- Assists with the orientation seminar for mentor teachers and with seminars throughout the semester for the student teachers.
 - Conducts observations and follow up conferences with the student teacher to assist in the improving of instruction, analyzing problems, identifying strengths, and reflecting on teaching effectiveness.
 - Assists the student teacher in becoming self reflective.
 - Counsels the student teacher concerning problems.
 - Writes final recommendation and assigns grade for student teacher.
 - In the case of inadequate performance on the part of the student teacher, the college supervisor works with the student teacher, mentor teacher, and building principal to try to improve the student teaching performance to a satisfactory level. If conditions warrant, the student may be withdrawn from student teaching. See "Unsatisfactory Performance" p. 37.

R **The college supervisor's role in relationship to the mentor teacher:**

- V**
- Explains the student teaching program and requirements to the mentor teacher.
 - Acts as a resource person for the mentor teacher.
 - Maintains open communication with the mentor teacher regarding the progress of the student teacher.
 - Acts as an intermediary in conflict or misunderstandings between the mentor teacher and the student teacher.
 - Coordinates meetings with school and college personnel to discuss problem situations.
 - Maintains contact with the school administrator and other school personnel to promote and sustain good working relations between the school and the college.
 - Makes recommendations for future student teaching placements and mentor teachers.

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S The college supervisor is an important factor in the student teaching program. This individual can provide the support needed by both the student teacher and the mentor teacher. The supervisors at the Bluefield College represent the education profession. The supervisors enter this role with a background of knowledge and experience in teaching and/or administration. Therefore, they should not be overlooked in serving as a resource person or contact for curricular, instructional, and organizational matters.

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R Student teachers, mentor teachers and college supervisors collectively bring a wealth of knowledge, experiences, skills, and insight to this experience. In order for each to be most effective in performing his/her role it is important to maintain open, honest communication, and a partnership based on mutual respect, cooperation, and professional growth for each participant in the student teaching experience.

THE SCHOOL PRINCIPAL

The principal in a cooperating school has the following responsibilities in scheduling student teachers:

- Assign well-qualified mentor teachers
- Assign student teachers only to classes in which licensure is anticipated
- Assign student teachers only to duties where the mentor teacher or qualified substitute is present

The principal or his/her designee is asked to observe a student teacher in teaching a lesson and to complete a checklist evaluation. This is an important aspect of data collection for the Teacher Education Program. Additional feedback is encouraged.

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Teaching Jobs

Source: www.teachers-teachers.com

Teachers-Teachers.com is a FREE service available to all educators who are looking for employment in public or private K-12 school districts. There is no fee to join, nor is there a fee when you are hired. The service is funded by school districts and educational agencies that pay an annual subscription fee to post their job listings and search our database of candidates. It is their mission to connect candidates with exciting job opportunities throughout the United States in all areas of teaching, administration and other related service positions.

The website is user-friendly and offers all of the tools candidates will need to complete a universal job application to apply for jobs and track their progress. As a member of Teachers-Teachers.com, candidates have the option of connecting with school systems by searching job postings and submitting their application or by posting their application and waiting for school districts to find and contact them. It's that easy! Visit them on the Web

Job Opportunities in Virginia Education

Source: <http://www.doe.virginia.gov/teaching/jobs/index.shtml>

TeachVirginia <http://www.teachvirginia.org/> – electronic job bank and hiring hall for school divisions and teachers.

Job Bank and Electronic Hiring Hall – <http://www.teachers-teachers.com/> web-based tool that allows teachers to post resumes and school divisions to query for teachers throughout the state, nation and abroad.

School Division Websites – find teaching jobs through individual school division job postings.
http://www.doe.virginia.gov/directories/school_divisions/division_info_by_divisions.shtml

Job Opportunities in West Virginia Education

<http://wvde.state.wv.us/jobs/>

APPENDICES

- Daily Schedule
- Grades for Student Teaching
- Daily Plan
- Ideas for Planning Lessons
- Bulletin Board/Displays Criteria
- Differentiation Packet Criteria
- Teaching Video Criteria
- Unit Criteria
- Weekly Time Sheet
- Professional Themes
- College Supervisor Observation Form
- Mentor Mid-Placement Evaluation
- Principal Evaluation
- Mentor Mid-term/Final Evaluation
- Verification of Student Learning
- Student Teaching Portfolio Components
- Student Teaching Portfolio
 - Required Documents
 - InTASC Standards 1 – 10
 - Portfolio Grading Criteria
 - Portfolio Divider Page Requirements
 - Oral Presentation Criteria

**Bluefield College
Student Teaching
Daily Schedule**

Student Teacher:

Semester/Year:

College Phone:

Home Phone:

Cell Phone:

Contact Information for School

School:

Phone:

Principal:

Contact Information for Mentor

Mentor: (full name)

Email Address:

Mentor: (full name)

Email Address:

Period and/or SUBJECT*	Time		Room	Subject and Grade	Teacher (full name)
	From	To			

* Add period numbers as they apply. Be sure to indicate lunch period.

Grade for Student Teaching
12 Hour Credit Course

<i>Evaluation of Student Teacher Performance</i>	Points Possible	Points Earned
Weekly Required Assignments: 30% of Grade = 1500 points		
Daily Reflections by Email for 15 weeks @ 10 points per week.	150	
Written Lesson Plan/Reflection for each lesson taught: 20 points per week for 15 weeks.	300	
Professional Themes @ 40 points per week for 10 weeks	400	
Signed Completed Timesheet 15 weeks @ 10	150	
Advance Plan 15 weeks @ 10	150	
Classroom Schedule 2 placements @25	50	
Seminar Attendance 14 seminars @ 15, & 20 points for Presentation Practice	230	
Professional Skills Demonstrated	70	
Teaching Evaluations: 40% of Grade = 2000 Points		
Mentor Evaluations: (Midterm /100 & Summative/300) = (400 per placement) x 2	800	
Principal Observations 2 @ 150	300	
Supervisor Observations 6 @ 100	600	
Videod Lesson with Self-Evaluation 1 @ 150	150	
Parent Permission Letter	50	
Program Evaluation Survey (To Jennifer, End of Semester)	100	
Student Teaching Portfolio: 30% of Grade = 1500 points		
Part 1: Required Documents for 50 points	50	
Part 2: InTASC Standards (Artifact/Divider Page) for 10 @ 15 points	150	
Part 2: Discussion of InTASC Standards via daily emails	150	
Completed Portfolio for 600 points (Graded by Expert Classroom Teachers)	600	
Portfolio Presentation for 300 points (College Faculty/School Personnel)	300	
Unit Plan taught with Pre/Post Test and *Verification of Student Learning* *Copy Provided to Jennifer	150	
2 Bulletin Boards at the School Placements with required document @ 25	50	
1 Differentiation Packet Implemented with students with documentation @ 50	50	
TOTAL	5000	
Percent Grade		

	100%	5000
A	93	4650
A-	92	4600
B+	91	4550
B	88	4400
B-	86	4300
C+	85	4250
C	80	4000
C-	78	3900
D+	76	3800
D	73	3650
D-	70	3500

Student
Teacher: _____
Date
Taught: _____
Room:

**Bluefield College
Daily Plan**

Initialed by
Mentor: _____
Date Initialed by
Mentor: _____
Grade/Level &
Class: _____

Preliminary Planning (3 points)

SOL#: _____ **Topic:** _____

OBJECTIVE: TSW

ASSESSMENT: (How do you plan to assess student learning of the above objective?)

Materials Needed: (Include all pre-class preparation.)

Homework: (How do you plan to reinforce the learning?)

In Class Lesson (7 points)

Opener: (2 pts)

Lesson Presentation /Activities: (3 pts)

Closure: (2 pts)

Reflection (10 points)

What went right? AND/OR What went wrong? (2 pts)

If you did this lesson again, what would you do differently? (3 pts)

What did you learn? (5 pts)

Ideas for Planning Lessons

Dr. Donna H. Watson, Dean of the School of Education at Bluefield College

I. Introduction (Try to do something different each day for the entire week.)

<p style="text-align: center;">Acceptable Activities</p> <ul style="list-style-type: none"> ➤ Ask a question about yesterday's lesson ➤ Ask a "what if" question ➤ Ask an opinion question ➤ Brainstorm a list or "web" ➤ Put a question or problem on the board or overhead with "think time" for students ➤ Flashcards ➤ Short quiz (written or oral) ➤ Use a teaching/interactive bulletin board ➤ Check homework ➤ Use a challenge question or problem of the day ➤ Play a short video clip ➤ Listen to a cassette tape 	<p style="text-align: center;">Acceptable and Creative Activities</p> <ul style="list-style-type: none"> ➤ Read a children's story or poem ➤ Show a poster or large picture ➤ Demonstrate using an object ➤ Demonstrate using a group of students ➤ Do a magic trick ➤ Ask a riddle or tell a joke ➤ Tell an amazing fact ➤ Do a quick survey (with raised hands) ➤ Do a quick graph: Post-It notes, Venn Diagram, Clothespin Graph, etc. ➤ Sing a song or say a rhyme ➤ Role play yourself or prepare 2 students ahead of time to perform a short "skit" ➤ Puppet play
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II. Objectives

The learner will (exhibit an observable behavior)* about (appropriate content) to (a measurable degree).

*Verbs that you should use in writing your objectives shown in relation to *Bloom's Taxonomy**

<p>For Knowledge: Level 1 Arrange, order, define, recognize, duplicate Label, recall, list, repeat, recite, locate Name, state, relate, reproduce, match</p>	<p>For Comprehension Level 2 Classify, locate, describe, recognize, discuss** Report, explain, restate, express, outline Identify, select, indicate, translate, summarize</p>
<p>For Application: Level 3 Apply, operate, choose, practice, demonstrate Schedule, dramatize, sketch, employ, solve Illustrate, use, interpret, write</p>	<p>For Analysis: Level 4 Analyze, differentiate, appraise, calculate Distinguish, categorize, examine, compare, Experiment, contrast, question, test</p>
<p>For Synthesis: Level 5 Arrange, formulate, assemble, manage, collect Organize, compose, plan, construct, prepare Create, propose, design, write</p>	<p>For Evaluation: Level 6 Appraise, judge, argue, predict, assess Rate, attach, score, choose, select Compare, support, estimate, evaluate</p>

(Other verbs are on page 3, 4, and 5: "Sample Action Verbs for Stating Learning Objectives")

<p>Sample Objectives which are acceptable:</p> <ol style="list-style-type: none"> 1. The student will count up to 10 cubes in a set with 100% accuracy. 2. After reading <i>A Three Hat Day</i> the student will write a paragraph describing the main characters. 3. The student will identify Virginia on a map of the United States and name the state capitol. 	<p>Sample Objectives which are NOT acceptable:</p> <ol style="list-style-type: none"> 1. The student will do pages 22-24. 2. The student will review the chapter. 3. The student will complete the worksheet. 4. The student will understand the concept. 5. The student will remember the spelling words. 6. The student will know the subtraction facts.
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III. BODY OF LESSON

a. Teaching contents/activities: How do you present the information to the students?

<p style="text-align: center;">Teacher Dominant Strategies</p> <ul style="list-style-type: none"> ➤ Lecture: Explain or Discuss ➤ Question: Student answers explain the lesson ➤ Demonstrate: With models, overhead transparencies, videotapes, etc. ➤ Model: Using the chalkboard, overhead projector, posters, etc. 	<p style="text-align: center;">Student Dominant Strategies</p> <ul style="list-style-type: none"> ➤ Cooperative Group Activities: Partners or groups complete an assignment or project. ➤ Learning games: Competitive or Cooperative using cards, dice, game boards, etc. ➤ Active games: Races, relays, ball toss, circle games, etc. ➤ Student Presentations ➤ Guided Labs or Guided Investigations ➤ Creation of a Craft or Model ➤ SmartBoard or Computer Activities ➤ Internet Research or Quest
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b. Guided Practice: (How will student practice what has just been learned so that you, as the teacher, can check understanding of every student?)

- Written work: You check at each desk or let students check each other's paper or check at the board or on the overhead.
- Oral work: Students answer questions about the content. (Don't call a student's name before you ask a question! That causes all the other students to "turn off"). Use a chart, popsicle sticks, or cards to make sure every student gets a chance to respond.
- SmartBoard or White Board work: Students work at the board. Every student should get a chance.
- Overhead Project: Students can come up and model problems/answers to questions, or they can write on transparency sheets at their desk to present on the overhead projector.

c. Independent Practice/Reinforcement/Enrichment: (What can the students do when they have finished the guided practice? Or for homework?)

- Practice and Reinforcement must relate to the lesson or may be a review (of previous chapters or standardized test skills.)
 Enrichment activities can involve future lessons or new content.
- Written work: Workbook, textbook, worksheets, blank paper
 - Reading: (Books, newspapers, magazines)For enjoyment or for research
 - Drawing: Draw geometric figures, main characters from the story, maps, charts, posters, diagrams, etc. Crayons or markers may be used.
 - LEARNING CENTERS: Independent learning activities for one or two people usually in the form of a file folder, manila folder, or small box. If these are used, students should sign a log as they complete each center.
 - Games: For 2 to 4 students in the classroom or in the form of directions sent home to be played by the family.
 - Flash cards: For 2 or 3 students taking turns being "the teacher".
 - Computer Software or Internet sites
 - Manipulatives: Tangrams, Pattern Blocks, Geoboards, Connecting Cubes, Balance scale etc.
 - Puzzles: Individual puzzle to be done at the student's seat or classroom puzzle at a table.
 - Ongoing project: For example, the class tries to find the numbers 1 through 50 in the newspaper. During free time, students get a newspaper and cut out numbers to place on a chart.

IV. Closure: (How do you bring the lesson to a close while restating or reviewing what was taught?)

- Ask a question about yesterday's lesson
- Ask a "what if" question
- Ask an opinion question
- Brainstorm a list or "web"
- Put a question or problem on the board or overhead with "think time" for students
- Flashcards
- Short quiz (written or oral)
- Use a teaching/interactive bulletin board
- Students summarize the lesson. Or class "reporter" may restate the lesson objective as he/she has recorded it in the class record book.
- Students write a sentence about the lesson or a question in their journals or a slip of paper to be collected by the teacher.

V. Reflection: (Did you meet your objective? In what ways could this lesson be improved?)

<p><i>Evaluation of student progress:</i></p> <ol style="list-style-type: none"> 1. Was the lesson too hard or too easy? 2. Were the students motivated? 3. Did the students stay on task? 4. Did the students learn what the objective stated they should learn? 5. Did any other learning occur? 6. Have the students progressed from the last lesson? 7. Could the students work independently? 	<p><i>Self Evaluation:</i></p> <ol style="list-style-type: none"> 1. Did you have the students' attention? 2. Was the content appropriate? 3. Did you involve all of the students? 4. Did you use of variety of teaching strategies? 5. Was all of the time used well? 6. Did you have activities prepared for those who finished early? 7. Were the students well behaved? 8. Did you help the ones who had difficulty?
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Avoid: "The students enjoyed this lesson". "The students liked this lesson." "I did O.K."

Bulletin Boards/Displays

50 Points

(2 @ 25 Points)

You are required to create one bulletin board for each placement. It can be a classroom bulletin board, a school hallway bulletin board, or a door or hallway display. If none of these are available, talk to your college supervisor about an alternate project such as a curriculum-based poster or display. To document these assignments with your supervisor to receive credit, take a picture and insert it with the following criteria and signed by your mentor. Upload the documentation on MyBC by the assigned dates. This format is posted on MyBC in the section designated for student teaching on the classroom management page.

Bulletin Board Grading Criteria:

Digital photo inserted into a Microsoft Word document with information below.	4 points
Include the following on the page: <ul style="list-style-type: none">Your nameSchool/Grade/SubjectSOL or other justificationMentor's signature REQUIREDExplanation (How did this bulletin board/display provide instruction for students?)Self-Evaluation(How did the students respond? How could it be improved?)	9 points
Appearance: <ul style="list-style-type: none">Easily Read; Theme EvidentProfessionally DesignedAttractive Use of Color/Graphics	4 Points
Content: <ul style="list-style-type: none">Appropriate to Student Audience (Reading and Developmental Level)Appealing/Interesting to Students	8 points

Differentiation Packet

50 points

You are required to create a differentiation packet for use with students who have a disability, are advanced, or need extra practice/help. It can be a learning center display with a tri-fold board and two or more activities OR an individual packet with a game or activity. It must be based on the *Standards of Learning* within the lessons that you are teaching, and it must provide practice, enrichment, or review for 1-3 students at a time with little or no supervision

To document these assignments with Mrs. Owens to receive credit, take pictures of students using the packet and insert them with the following criteria and signed by your mentor. Upload the documentation on MyBC by the assigned dates. This format is posted on MyBC in the section designated for student teaching on the classroom management page.

Differentiation Packet Grading Criteria:

Digital photo inserted into a Microsoft Word document with information below. <ul style="list-style-type: none">Your name, date, and titleSchool ,Grade Level, and SubjectSOL and Explanation of the packet, Student directions, etc.Mentor's signature REQUIREDReflection: (1-paragraph)<ul style="list-style-type: none">How did you use this activity to provide differentiation for students? What particular student need did this address?Discuss student response to packet and your analysis of what worked and what didn't, how you could improve, what other ideas you have, etc.	20 points
Appearance of Packet: <ul style="list-style-type: none">Easily Read; Theme EvidentProfessionally DesignedAttractive Use of Color/Graphics/MediaMaterials are durable and easy to useMaterials are organized and easily stored	10 Points
Content of Packet: <ul style="list-style-type: none">Obvious Instructional Value, connected to Learning ObjectivesAppropriate to Student Audience (Reading and Developmental Level)Provided practice, review, or enrichment based on <i>Standards of Learning</i> in grade/subjectDirections are easily understood by students; Self-checkingAppealing/Interesting to Students; MotivationalNo Errors in Content, Grammar, Spelling	20 points

Parent Permission Letter

You will need to take multiple pictures of students in your teaching placements to demonstrate the various strategies you use in your lessons. You also are required to submit a video of teaching a single lesson or teaching in multiple settings during your student teaching placement. Before you can use pictures of students and complete the video, you must obtain a permission form for each student who may appear in the video or in a picture that you use in either your portfolio or in your presentation. This grading criteria for the parent permission letter is posted on MyBC in the section designated for student teaching on the classroom management page. You should upload the letter in your student teaching class.

<p>Parent Permission Letter</p> <ul style="list-style-type: none"> • The letter introduces yourself and contains your picture. • The letter explains that you are filming this as part of your student teaching requirement and that the film will NOT be posted on the Internet or published/shown for any other purpose other than stated. The letter should have a place for parents to give you their decision and to sign and date. • The letter contains NO grammar, spelling, or usage errors. • The letter is in a standard business format with appropriate heading, salutation, and closing. • The letter has been approved by your mentor, principal, and Mrs. Owens, prior to copying and distributing to students. 	<p>50 points</p>
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Video of Lesson and Self-Evaluation 150 Points

You are required to submit a video, as well as a self-evaluation, of teaching a single lesson or teaching in multiple settings during your student teaching placement. After obtaining a permission form for each student who may appear in the video, determine a day or days to film that would demonstrate your teaching abilities. If you do not have your own camera, check one out from the School of Education on Monday before or after seminar. (You may check it out for one week; it must be returned on the following Monday.) Video record the lesson or lessons, edit the video, and save it to DVD. Watch the video and complete a self-evaluation and reflection.

You will give the video to your supervisor who will preview it and note the required items. This format is posted on MyBC in the section designated for student teaching on the classroom management page.

Lesson Video/Reflection Grading Criteria:

<p>Video</p> <ul style="list-style-type: none"> • Edited to 15-30 minutes in length and saved to DVD, labeled with Name • Add Text to show: <ul style="list-style-type: none"> ○ Your Name, Name of School, and Date ○ Grade Level, and Subject ○ Lesson topic or short description ○ If needed, subtitles with descriptions of scenes. • Video is clear, properly lighted with adequate sound • Talking is clear and easily understood • Video shows teaching strategies and student reactions (only students with permission). • Sequence of scenes is logical and interesting. • “Dead time” has been edited out. 	<p>100 points</p>
<p>Self-Evaluation: A Word Processed Document</p> <ul style="list-style-type: none"> • Name, Date, Grade Level of Class, Subject, and Lesson Objective • Complete Video Self-Evaluation Checklist (Copy and insert in document) • Answer the reflective questions 	<p>50 points</p>

See next page for appropriate self-evaluation form:

Self-Evaluation Checklist

(Rate yourself on each, from 5 (Excellent, no improvement needed) to 3 (Adequate) to 1 (Not Evident))

Video Self-Evaluation and Reflection

Name:	Date:
School:	Grade/Class:

Self-Assessment

Put an x for each line to show your self-assessment of the competency.

	5 Many and/or Exceptional Examples	4 Several and/or Outstanding Examples	3 Adequately demonstrated	2 1 or few examples	1 Not Evident
1. A positive learning climate was evident.					
2. Learners were engaged and on task.					
3. Learner behavior was appropriate					
4. Lesson had an opening and closing.					
5. Lesson focused on learning objectives.					
6. The teacher communicated with all students.					
7. The teacher adjusted the lesson as needed to meet the needs of the learners.					
8. The teacher provided feedback to all learners.					
9. Effective use of questions enhanced the lesson content.					
10. The teacher encouraged higher order thinking.					
11. The teacher provided praise, recognition, and/or assistance as needed.					
12. The teacher used formative or summative assessment, as appropriate.					

Reflection on Video

What strengths did you note from watching your video? Which instructional choices resulted in the best student responses?
What areas of improvement did you note from watching your video?
What would you do differently if you taught this lesson again?
What did you learn from viewing the student responses?

Unit Grading Criteria

Name: _____ Course: _____ Date: _____ Score: ____/150

I. UNIT Construction	115
1. Title Page (Title of Unit, Name, Date, Course, Subject, Grade Level, Graphics are optional) 1 page	5
2. Table of Contents (List all sections in unit, 3-11 below)	5
3. Unit Overview (1-2 pages) <ol style="list-style-type: none"> a. Introduction/Rationale (Why and How, in one paragraph) b. Major Goals (in bulleted list) c. SOL's (in bulleted list, completely written out) d. Multicultural Component (Paragraph OR bulleted list) e. Special Needs Considerations (bulleted list or paragraph) <p style="margin-left: 20px;">State that you will be aware of and follow all accommodations on each student's IEP and/or 504 Plan.</p>	25
4. Materials List (1-page) Use these categories! <ol style="list-style-type: none"> a. Equipment (Math Manipulatives, Science or PE Equipment, Etc.) b. Technology (PowerPoint, SmartBoard, Internet, Digital Cameras, Etc.) c. Copies Needed (Daily work, homework, lab sheets, exit slips, letters home, etc.) d. Consumables (Paper, Markers, Food, Craft or Science Supplies, etc.) e. Resources (Textbook, Websites, Reference Books, Games, Guest Speakers, etc.) 	10
5. Assessment (1 page) (Descriptions) <ol style="list-style-type: none"> a. Formative (Daily assessments such as quizzes, exit slips, student work at the board, pinch cards, homework, group work, oral responses to questions, etc.) b. Summative (This is your pre/post test.) You may also be grading the whole unit by performance, project, or presentation. If so, include the grading RUBRIC in Appendix A. c. Remediation Plan (This may be your Differentiation Packet, but could include websites, flash cards, peer tutoring, homework, etc.) 	15
6. Culminating Activity (1 page, may be included on Assessment page). This is description of the <u>memorable</u> activity at the end of the unit. Examples: <ol style="list-style-type: none"> a. Student: Projects, Presentations, Performances b. Guest Speaker, Movie, Field Trip c. Game or Field Day d. Creative Activity such as a craft 	5
7. Daily Lesson Plans (One per day in the unit, using the BC Daily Plan Format. Include a Daily Plan for the day of the Summative Assessment and the Culminating Activity. LABEL DAY 1, DAY 2, etc.) <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p>DAY 1</p> <p>DAY 2</p> <p>DAY 3</p> <p>DAY 4</p> <p>DAY 5</p> <p>DAY 6*</p> <p>DAY 7*</p> <p>DAY 8*</p> </div> <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p>Each plan must:</p> <ul style="list-style-type: none"> Be completely filled out (except for reflections, if not student teaching) Show lesson details Follow in sequence Support the Objective </div> </div>	25
8. Appendix A: Summative Assessment <ol style="list-style-type: none"> a. Pre/Post Test b. Test Key and/or Rubric c. Verification of Student Growth Form <ol style="list-style-type: none"> i. Excel Spreadsheet 	5
9. Appendix B: Student Handouts <ol style="list-style-type: none"> a. Label for which lesson by DAY! 	5
10. Appendix C: PowerPoint Print-outs and other Teaching Materials <ol style="list-style-type: none"> a. Label for which lesson by DAY! 	5
11. Appendix D: Vocabulary and Content <ol style="list-style-type: none"> a. Vocabulary List b. Content Notes, Problems, Examples, Questions 	5
12. Appendix E: Curriculum Framework <ol style="list-style-type: none"> a. Curriculum Framework, if available b. If not available, use Scope/Sequence, Pacing Guide, or other curriculum resource 	5

II. Quality	35
1. CONTENT: Were the chosen objectives and goals appropriate for the grade level and time frame allotted? Was the content chunked, sequenced and paced in a way to develop the learning connections to prior knowledge and to build the knowledge and skills sequentially?	6
2. ASSESSMENT: Did the formative (daily) assessments provide enough information for the modification of instruction? Did the summative (final) assessment measure the learning of the entire unit's goals and objectives?	6
3. LESSONS: Were the lesson plans appropriate for grade and reflect a variety of worthwhile learning tasks? Did the lessons engage students and connect to their prior knowledge and experiences? Were the teaching materials and strategies appropriate for the grade level, interesting, and motivating?	5
4. LESSON MATERIALS: Were the student handouts appropriate for the grade level? (Concepts, vocabulary, directions, interests?) Were the PowerPoint presentations effective with the content and text, motivating with graphics, animation, design, and appropriate for grade level?	6
5. OVERALL DECISIONS: Were students encouraged to use higher-order thinking skills through activities, teacher questions, and student writing? Did the unit contain real-world connections and links to future careers and/or college (secondary)? Did the unit reflect an "opportunity for all" philosophy in terms of gender, race, SES level, culture, and special needs?	6
6. EVIDENCE OF QUALITY: Did the unit follow the format in accordance with all directions? Was the unit organized and presented in a logical, attractive manner? Did the unit represent creativity, thoughtfulness, and effort?	6

MUST USE EXCEL VERSION FOUND ON "MYBC"

BLUEFIELD COLLEGE TEACHER EDUCATION PROGRAM							
STUDENT TEACHING							
WEEKLY TIME SHEET							
Student Teacher _____				Semester: Spring 2016			
Grade and Subject Taught _____				School: _____			
Signature of Mentor/Cooperating Teacher _____							
ACTIVITY (Include Date: Month/Day)		Monday (Date) _____	Tuesday (Date) _____	Wednesday (Date) _____	Thursday (Date) _____	Friday (Date) _____	TOTAL
INSTRUCTIONAL TIME	DIRECT TEACHING: Teaching lessons that you have <u>planned</u> yourself or with your mentor with REFLECTIONS						0
OTHER	Observing, etc.						0
NON-Instructional Time at School	Bus duty, lunch, planning, parent conference, meetings, workshops, sports events, etc.						0
Total Hours at School		0	0	0	0	0	0
NOTE: Lines 1-2-3 must total both horizontally and vertically							
Round off all figures to the nearest quarter hour:		0.25= 1/4 hour	0.50= 1/2 hour	0.75= 3/4 hour			

Professional Themes

Upload on “MYBC” by 11:55 PM on Sunday evenings.

Choose one of the following educational topics and write a reflection answering the following questions. You must choose a different topic each week. The reflection should be 2-3 well-written paragraphs with an appropriate title written in Word.

Topics to Choose from

- Accommodations
- Assessment
- Benchmark Testing
- Classroom Management
- Content Reading Strategies
- Cooperative Learning
- Differentiation
- Direct Instruction
- Discipline
- Diversity
- Homework
- Inclusion
- Interdisciplinary
- Leadership
- Learning Standards
- Learning Styles
- Motivation
- Parent Involvement
- Planning
- Professional Development
- Projects
- Questioning Strategies
- Remediation
- Socioeconomic Status
- Technology
- Verbal and Non-verbal Communication
- Wayside Teaching
- Writing to Learn

YOUR CHOICE _____

- **Word document**
- **Save as:**
Last name Topic
- **Heading:**
 - Name
 - Date
- **Centered Title (the Topic)**
- **2-3 Paragraphs**
- **Single space text and double space between paragraphs**
- **No grammar, spelling or usage errors**

Answer questions in your paragraphs.

Copy and paste the grading rubric at the end of your paper before submitting it.

Discuss the topic in terms of your current teaching situation.

What have you learned about this topic?

	Requirements	3	2.50	2	1	0
Format Provided on MyBC	Word Document. Use 11 or 12 pt font, DS between paragraphs and single space text. Put Name/Date/Topic in the space provided on format Upload on MyBC with rubric at the bottom	No Errors	1 Error	2 Errors	3 Errors	4 errors
3						
	Requirements	10	9	8	7	0
Style	No grammar, spelling or usage errors. Sentences and paragraphs are well constructed.	0-1 Error Writing is fluent, organized, interesting	2 Errors Writing is mostly fluent, fairly organized	3 Errors Writing is competent, but lacks clear organization	4-5 Errors Writing is unclear in places, little organization	More than 5 errors Writing is unclear and unorganized
10						
	Requirements	12	10	8	6	0
Content	Topic is well developed in 2-3 paragraphs with obvious ties to current experience.	Excellent detailed description of school experience that illuminates the topic	Adequate description of school experience; noticeable connection to the topic	Description of school experience has few details, poorly defined connection to topic	Vague description of school experience, not well connected to topic	Poor description of school experience and/or no mention of topic
12						
	Requirements	15	13	11	9	0
Analysis	Thoughtful discussion of conclusions and inferences ascertained about the topic and experience.	Probes aspects of the topic, imagines solutions, and/or explores various aspects or viewpoints	Explores some aspects, solutions, or viewpoints of the topic, but in a shallower way	Makes few connections between the topic and aspects, solutions or viewpoints	Shallow, limited connections to topic lacking predictions, solutions, or viewpoints	Trivial connections to topic without evidence of conclusions drawn or ideas beyond the topic
15						
TOTAL= 40						

Student Teacher: _____
 Date: _____

Bluefield College
Student Teacher Observation Form

Class: _____
 Grade/Level: _____
 School: _____

Evaluator's Signature: _____ *College Supervisor* SCORE: _____/100

	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
Content Knowledge: The student teacher...					
1. presents subject matter accurately and at an appropriate level.					
2. uses correct content vocabulary					
3. correctly asks and answers student questions using Standard English					
Caring Teaching Skill: The student teacher...					
4. demonstrates professional behavior , appearance, and voice quality					
5. creates a positive environment by monitoring and motivating students to participate					
6. uses time effectively					
7. uses appropriate discipline/management techniques to maximize learning opportunities					
Pedagogical Knowledge: The student teacher					
8. has planned an opening, learning activities, and closure and has prepared all needed materials					
9. engages students in learning through a variety of strategies and instructional groupings.					
10. uses assessments to inform instructional decisions					
11. Effectively incorporates technology and/or other tools/materials					

Summary

Classroom Management:
Strengths:
Weaknesses:

**Bluefield College Teacher Education Program
Mid-Placement Evaluation**

This evaluation is worth 100 points of the overall student teaching grade.

Student Teacher _____ by Mentor Teacher Signature: _____

Date: _____ School _____ Grade/Subject: _____

The student teacher:	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory	N Not Observed
1. ...demonstrates content knowledge.						
2. ...maintains a positive classroom climate.						
3. ... writes effective lesson plans and presents lesson plans to mentor for approval as required.						
4. ...is punctual in reporting for all responsibilities.						
5. ...dresses appropriately.						
6. ... presents lesson plans to mentor for approval as required.						
7. ...demonstrates initiative and displays leadership.						
8. ...performs duties and responsibilities in a positive manner.						
9. ...demonstrates respect to mentor and staff.						
10. ...demonstrates respect to students.						
11. ... plans and implements lessons and strategies that integrate technology.						
12. ...shows evidence of reflective thinking for continual improvement in lessons.						

Comments, questions, or suggestions: _____

___ Yes or ___ NO I have shared this evaluation with the student teacher on _____(Date).

Bluefield College
Teacher Education Program
Principal's Evaluation

This evaluation is worth 150 points of the overall student teaching grade.

Student Teacher: _____

Date: _____

Mentor Teacher: _____

Grade/Subject: _____

School: _____

Directions: The indicators below represent the categories of Subject Matter Knowledge, Pedagogical Knowledge, and Caring Teaching Skill as found in *Quality Principle 1: Evidence of Student Learning* from the Teacher Education Accreditation Council. (Retrieved July 31, 2008 from <http://www.teac.org/accreditation/goals/principle1.asp#teachskill>)

This evaluation is to be completed by the principal (or designee). If at all possible, please discuss the evaluation with the student teacher who is then responsible for delivering it to the college supervisor.

Content Knowledge	5	4	3	2	1	N
The student teacher...	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory	Not Observed
1. presents subject matter accurately						
2. uses content vocabulary correctly						
3. correctly asks and answers student questions related to content						
Caring Teaching Skill: Classroom Management	5	4	3	2	1	N
The student teacher...	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory	Not Observed
4. creates an environment in the classroom where students feel free to participate						
5. demonstrates active involvement and visible leadership						
6. demonstrates respect for everyone						
Pedagogical Knowledge: Lesson Presentation	5	4	3	2	1	N
The student teacher...	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory	Not Observed
7. lessons address objectives of school system						
8. lessons contain an opening and closing						
9. lessons utilize instructional time						
Diversity:	5	4	3	2	1	N
The student teacher...	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory	Not Observed
10. demonstrates high expectations for success of all students						
11. works effectively with diverse student populations						
12. meets the needs of all learners						
Technology:	5	4	3	2	1	N
The student teacher...	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory	Not Observed
13. plans and implements lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings						
14. uses computers and technology tools for professional applications						
15. provides opportunities for students to use educational tools and technology for learning.						

Comments: _____

Signature of Evaluator

Print Name

Bluefield College Teacher Education Program
Mid-Term/Final Student Teacher Evaluation Form
 This evaluation is worth 300 points of the overall student teaching grade.
 30 Questions @ 10 points each = 300 Total Points Possible

This evaluation is to be completed by the mentor teacher. Please discuss the evaluation with the student teacher who is then responsible for delivering it to the college supervisor.

Student Teacher _____ Suggested Letter Grade for this Student (A,B,C,D,F) _____

School _____ Grade/Subject Taught _____

Evaluator _____ Date _____

Directions: The indicators below represent the categories of Subject Matter Knowledge, Pedagogical Knowledge, and Caring Teaching Skill as found in *Quality Principle 1: Evidence of Student Learning* from the Teacher Education Accreditation Council. (Retrieved July 31, 2008 from <http://www.teac.org/accreditation/goals/principle1.asp#teachskill>)

The student teacher...

Demonstrates content knowledge	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
1. shows clear understanding of content in lesson presentations and materials					
2. is able to accurately use the language and vocabulary of the content area					
3. is able to answer student questions about the content area					
4. studies and/or researches areas of content when needed					
Total Content Knowledge					

Comments and specific examples: _____

The student teacher...

Demonstrates caring teaching skills through professional demeanor	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
5. is punctual in reporting for all responsibilities					
6. dresses appropriately					
7. presents lessons plans to mentor for approval as required					
8. demonstrates initiative					
9. accepts duties/ responsibilities					
10. performs duties/ responsibilities					
11. demonstrates respect to mentor and staff					
12. demonstrates respect to students					
Overall Professional Demeanor					

Comments and specific examples: _____

The student teacher...

Demonstrates caring teaching skills through maintaining a positive classroom climate	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
13. creates an environment in the classroom where students feel free to participate					
14. demonstrates visible leadership					
15. makes an effort to encourage student success					
16. adjusts lessons to meet the needs of all learners					
17. works effectively with diverse student populations					
18. utilizes learning strategies that actively engage students					
19. monitors and supervises all aspects of the learning process					
Total Classroom Climate					

Comments and specific examples: _____

The student teacher's plans...

Demonstrate pedagogical knowledge	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
20. are clear and easy to follow for colleagues, including substitutes					
21. include a variety of learning strategies					
22. plan and implement lessons and strategies that integrate technology					
23. incorporate various types of instruction—small groups, peer assistance, etc.					
24. include an opening and a closing activity					
25. address objectives of the school system					
26. include assessment techniques that will improve student learning					
Total Planning					

Comments and specific examples: _____

The student teacher...

Demonstrates pedagogical knowledge through implementation of and versatility with planned lessons	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
27. has lesson materials prepared and ready for the lesson					
28. involves all students in the lesson					
29. uses appropriate and motivating instructional strategies.					
30. uses class time efficiently so that all students are engaged in learning at all times					
Total Lesson Implementation					

Comments and specific examples: _____

The student teacher's...

Overall Evaluation reflects	5 Excellent	4 Above Average	3 Average	2 Needs Improvement	1 Unsatisfactory
Content Knowledge, Pedagogical Knowledge, and Caring Teaching Skill					

Summary Comments: _____

VERIFICATION OF STUDENT LEARNING

Documentation of Student Growth in Achievement (Unit Pre/Post Test)

Student Teacher: _____

Year/Semester: _____ School _____

Grade: _____ Subject: _____

Title of Unit _____

SOL's addressed in Unit _____

Number of Days in Unit _____ Date(s) Unit taught: _____

Attach Spreadsheet

	Pretest	Posttest
N: Number of Students		
Highest Possible Score		
Mean		
Median		
Mode		
Range (Low-High)		
Standard Deviation		

Results of Item Analysis:

	Pretest	Posttest
Areas of Strength		
Areas of Weakness		

Discussion and Reflection:

Student Teaching Portfolio Components in Education Course Work

Field Experiences	
EDU 3801: Pre-Student Teaching Field Experience I	<ul style="list-style-type: none"> • Resume • Why Teach? Paper • Mentor Evaluations • Background Check, Fingerprint Test, Drug Test, TB Test
EDU 3901: Pre-Student Teaching Field Experience II	<ul style="list-style-type: none"> • Child Abuse Training Certificate • Required Documents: Awards, Certificates, Etc. • Mentor Evaluations
EDU 4101: Pre-Student Teaching Field Experience III	<ul style="list-style-type: none"> • Philosophy of Education (Revised) • CPR, AED, and First Aid Training Documentation • Mentor Evaluations • <i>Introduction to Action Research</i>
Professional Education Courses	
EDU 2003: Human Growth and Development for Educators	<ul style="list-style-type: none"> • Learning Theories Introduction • Readings: Understanding Diversity • <i>Introduction to Research: Article Reviews</i> • <i>Introduction to Research: Annotated Bibliography</i>
EDU 2013: Foundations of Education	<ul style="list-style-type: none"> • Philosophy of Education • Professional Organizations • <i>Introduction to Research: Annotated Bibliography</i>
EDU 2212: Introduction to Instructional Media & Technology	<ul style="list-style-type: none"> • Parent Communication • Classroom Floor Plan • Video Project • <i>Introduction to Research: Article Review</i> • <i>Introduction to Research: Abbreviated Research Paper</i>
EDU 3133: Introduction to the Exceptional Child	<ul style="list-style-type: none"> • Modified Lesson Plans for Students with Disabilities • Introduction to Research: Research Paper
EDU 4341: Classroom Management	<ul style="list-style-type: none"> • Classroom Management Plan (Revised) • Classroom Floor Plan (Revised) • Parent Involvement • <i>Action Research Project</i>
Students in a Secondary Endorsement Area (Grades 6-12 and Grades PreK-12)	
EDU 3253: Teaching Reading in the Content Area	<ul style="list-style-type: none"> • Content Course Analysis • Bulletin Boards • Assessment: Peer Evaluation and Rubrics • <i>Introduction to Research: I-Search Paper</i>
EDU 3043: Curriculum, Assessment, and Instruction in Secondary Schools	<ul style="list-style-type: none"> • Diversity Project • Unit Plan • Assessment Strategies • Differentiation Packet • Professional Development Plan
For Mathematics Education Students only: EDU 3182: Methods in Teaching Mathematics 6-12	<ul style="list-style-type: none"> • Unit Plan • Assessment Strategies
Students in an Elementary Endorsement Area (Grades PreK-6)	
EDU 3053 Reading and Language Arts	<ul style="list-style-type: none"> • Differentiation: Reading Center • Differentiation: BookBag
EDU 3163 Methods in Teaching PreK-6 Mathematics	<ul style="list-style-type: none"> • Unit Plan and Assessment Strategies • Professional Development Plan • Bulletin Boards
EDU 3193 Teaching Science and Social Studies PreK-6	<ul style="list-style-type: none"> • Unit Plan • Assessment Strategies • Differentiation Packet
EDU 4053 Diagnostic Reading	<ul style="list-style-type: none"> • Assessment Instruments
ENG 3053 Literature for Children and Adolescents	<ul style="list-style-type: none"> • Multicultural Project • <i>Introduction to Research: Author Research</i> • Writing: Original Book

**BLUEFIELD COLLEGE
TEACHER EDUCATION PROGRAM**

STUDENT TEACHING PORTFOLIO

The Student Teaching Portfolio is required of all teacher education students during the student teaching semester. This portfolio serves to document your growth, abilities, and accomplishments as you proceed to your goal of becoming a classroom teacher. It also serves as an evaluation tool to assess your progress at the end of your student teaching experience. Keep it for a record of your documents, and use it to form the basis for an on-going professional teaching portfolio as you begin your career.

The competencies demonstrated by the Student Teaching Portfolio are based on the *InTASC Model Core Teaching Standards* developed by the Interstate Teacher Assessment and Support Consortium of the Council of State School Officers (CCSSO), published [April, 2013](#).

InTASC Model Core Teaching Standards

The Learner and Learning

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments

Content Knowledge

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Instructional Practice

- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies

Professional Responsibility

- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

Source: [http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

TEACHING PORTFOLIO REQUIRED DOCUMENTS

➤ **Resume**

If you have it, update the resume you developed in EDU 2212: Introduction to Media and Technology. If you don't have one from class, use one of the templates in MS Word. Update it, putting your education section first, and your student teaching and field experiences next. Try to put it all on one well-balanced page, two at the most. Here is a website with some helpful information from Boston College:

<http://www.bc.edu/offices/careers/resourcesfor/soeresources/edresume.html>

➤ **Why Teach? Essay**

This is an **autobiographical** reflective essay that explores the teaching and learning experiences, which have influenced your decision to become a teacher. These experiences, written in first person, might include past and/or current relationships with adults and children, readings, memories of schooling, and other life connections to children, teaching, and learning. You may still have a first draft that you wrote for EDU 3801: Pre-Student Field Experience 1. Update and revise it.

➤ **Philosophy of Education**

The first draft of your philosophy of education was written in Foundations of Education; you now have the opportunity to revise it into a condensed philosophy statement. Reflecting on and writing about your beliefs will give you the opportunity to explore what you believe and why, and may provide insight about why you teach in certain ways. Throughout your teacher education program you have had the opportunities to consider your changing beliefs about teaching in light of what you actually do in the classroom.

➤ **Documents, Forms, and Certificates**

- **Transcripts: Bluefield College (PDF!), Previous Colleges**
- **Assessments: Praxis Core Mathematics, Praxis II, VCLA, RVE***
- **Evaluations: Student Teaching (Mentor, Supervisor, and Principal)**
- **Evaluations: and Mentor Field Experience**
- **Letters of Recommendation (1 Required, 2-3 suggested)**
- **Child Abuse Training Certificate**
- **CPR, First AID, AED Training Documentation**
- **Other Certifications and Awards (Optional)**

The Learner and Learning
Standard #1: Learner Development

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

PERFORMANCES

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

- 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.
- 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

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

Portfolio Artifacts

Required	Additional Choices
Field Test of Learning Strategy or Strategies	A Lesson Plan (that you taught with reflections included) that successfully addresses learner strengths, interests, and needs.
<i>*Bulletin Board/Display Board* if Appropriate</i>	

Note: As you think about this standard, recall the Human Growth and Development course where you studied theories of development and connected them to your student observations. Now is the time to apply these theories to the design of instructional materials and experiences.

The Learner and Learning
Standard #2: Learning Differences

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

PERFORMANCES

- 2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

- 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
- 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Portfolio Artifacts

Required	Additional Choices
Differentiation Packet	Diversity or Multicultural Project from methods courses or the Children’s Literature Course.
	Lesson plan that has been modified to teach a student with a special disability or who is gifted. This can be modeled from the one you did in the Exceptional Child course.
<i>*Bulletin Board/Display Board* if Appropriate</i>	

The Learner and Learning
Standard #3: Learning Environments

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

PERFORMANCES

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Portfolio Artifacts

Required	Additional Choices
Classroom Management Plan	Community Building Documentation
Classroom Floor Plan	Parent Involvement Documentation
<i>*Bulletin Board/Display Board* if Appropriate</i>	

Content Knowledge

Standard #4: Content Knowledge

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

PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Portfolio Artifacts

Required	Additional Choices
Content Course Analysis	Work that is published such as <i>Blue Mountain Review</i>
Content Work Samples	Performances in drama or music; Art show
Bulletin Board/Display Board if Appropriate	Participation in discipline-specific conferences
	Evidence from trips that connect to your content area

Content Knowledge

Standard #5: Application of Content

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

PERFORMANCES

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

- 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Portfolio Artifacts

Required	Additional Choices
Evidence of a successful lesson that demonstrates your innovative teaching of a content that is challenging for students.	Evidence of a successful lesson that demonstrates your innovative teaching of content connected to another discipline or placed in a real-world context.
	Student samples of creativity, critical thinking, or problem solving.
<i>*Bulletin Board/Display Board* if Appropriate</i>	

Instructional Practice
Standard #6: Assessment

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

PERFORMANCES

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Portfolio Artifacts

Required	Additional Choices
Unit Pre/Post Test & Verification of Student Learning	Learner Work Samples with your written feedback
Evidence that you have used a variety of assessments and/or rubrics	Your analysis of standardized test data and how it relates to instruction
<i>*Bulletin Board/Display Board* if Appropriate</i>	

Instructional Practice

Standard #7: Planning for Instruction

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

PERFORMANCES

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Portfolio Artifacts

Required	Additional Choices
Unit Plan	Photographs of students participating in unit lessons or culminating activity.
<i>*Bulletin Board/Display Board* if Appropriate</i>	

Instructional Practice

Standard #8: Instructional Strategies

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

PERFORMANCES

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

- 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Portfolio Artifacts

Required	Additional Choices
Artifacts that demonstrate your teaching of the same concept or skill in multiple ways.	Artifacts that document successful projects or performances
	Photographs of Students At Work, with Projects, etc.
<i>*Bulletin Board/Display Board* if Appropriate</i>	Learner Work Samples with Feedback

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

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

PERFORMANCES

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Portfolio Artifacts

Required	Additional Choices
Professional Development Plan	Artifacts from Conferences, Professional Development
Video Lesson with Self-Evaluation/Reflection Include Lesson Plan for the Lesson	
<i>*Bulletin Board/Display Board* if Appropriate</i>	

Professional Responsibility
Standard #10: Leadership and Collaboration

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

PERFORMANCES

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

Portfolio Artifacts

Required	Additional Choices
Action Research Project (REMOVE Names)	Documentation of your leadership role in a project to benefit students or student learning.
	Documentation or Essay on Team Planning
<i>*Bulletin Board/Display Board* if Appropriate</i>	Evidence of or Reflection about successful collaboration in your placement

Portfolio Grading Criteria

Name: _____

Date: _____

Divider/Reflection Page: Portfolio Category Named and List of Contents of Section
<p>Resume:</p> <ul style="list-style-type: none"> • Use a legible font type, style, and size. • Balance the sections for an eye-pleasing page. • Use correct grammar, spelling, and vocabulary usage. • Use parallel structure within each section. • Use reverse chronological order for job experience and education information. • Don't include information prior to high school. • Headings should match the information within. Change them if necessary when using a • Information well chosen and complete. • Remove items that do not apply.
<p><i>Why Teach</i> Paper:</p> <ul style="list-style-type: none"> • Why did you choose to become a teacher? • Topic is fully developed with specific examples • One – two pages fully developed and organized • Paragraphs contain a main idea supporting details • Formatting is consistent with other sections • Formatting shows appropriate font size, margins, style choices • No grammar, mechanics, usage, or spelling errors • Title, Name, Date given
<p>Philosophy of Education</p> <ul style="list-style-type: none"> • What are your beliefs about education? Students? Learning? The Nature and Purpose of Schools? Classroom Management? The Teachers Role? etc. • Topic is fully developed with specific examples • One page fully developed and organized • If paragraphs , each contain a main idea supporting details • If bullets, parallel structure and complete • Formatting is consistent with other sections • Formatting shows appropriate font size, margins, style choices • No grammar, mechanics, usage, or spelling errors • Title, Name, Date given
<p>Transcripts of : Bluefield College (PDF), Previous Colleges, and Community College</p>
<p>Assessments: Praxis Core Mathematics, Praxis II, VCLA, RVE*</p>
<p>Evaluations: Student teaching (Mentor, Supervisor, and Principal) and Mentor Field Experience Evaluations</p>
<p>Child Abuse Training Certificate</p>
<p>Letters of Recommendation (1 Required, 2-3 suggested)</p>
<p>Other Certifications and Awards (Optional)</p>

Grading Criteria for Portfolio Sections

Part II: Teaching

Divider/Reflection Page

Portfolio Category Named

INTASC Standard Listed

Rationale:

- **Introduces and describes the artifact**
- **Explains the reason for including it**
 - **How does this artifact relate to the STANDARD?**
 - **How does this artifact demonstrate your competency of the STANDARD?**
 - What does this artifact say about your ability to teach?
- One paragraph , fully developed and organized
- Formatting is consistent with other sections
- Formatting shows appropriate font size, margins, style choices
- No grammar, mechanics, usage, or spelling errors

Reflection:

- **Describes what was learned, expand BEYOND a discussion of the Artifact**
 - What will you continue doing in your teaching practice?
 - What will you do differently in your teaching practice?
 - What new ideas do you have for your teaching practice?
 - What would you like to learn more about?
 - What did you learn about students, teaching, yourself ?
- One paragraph , fully developed and organized
- Formatting is consistent with other sections
- Formatting shows appropriate font size, margins, style choices
- No grammar, mechanics, usage, or spelling errors

Artifact Page(s)

Artifact :

- **Learning must be documented related to INTASC standard**
- **Topic must be of sufficient depth with specific examples or details**
 - **Does this artifact and reflection page prove to the reviewer that you are competent in the standard for that section?**
- Formatting is consistent with other sections
- Formatting shows appropriate font size, margins, style choices
- Writing must be well-organized and fully developed
- Each paragraph must contain a main idea with supporting details
- No grammar, mechanics, usage, or spelling errors
- Photographs, student samples, etc. must be labeled
- No student names on sample work

Revisions:

- Completed by the next student teaching seminar following its return.
- Both original and revised sections are returned.

Portfolio Divider Page Requirements

Title of Section

INTASC Standard(s):

You are attempting to demonstrate these competencies within this portfolio section.

Artifacts:

Bulleted List or Description of the Artifacts you chose to demonstrate the standard(s).

One required artifact required per standard; two recommended for each.

Rationale: (One paragraph)

Why did you choose these particular artifacts?

Why were these artifacts a good measure of the skills/knowledge in the standard?

Why or how do these artifacts demonstrate your competency with the standard?

Reflection: (One or two paragraphs)

What did you learn as you selected, explored, created, or used the artifacts?

What insights did you gain about your own teaching style or effectiveness?

How have your ideas about the topic been reinforced or how have they changed?

What further learning do you wish to do and how will you do that?

Portfolio Divider Page Section Titles and Corresponding INTASC Standards

InTASC Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium of the Council of State School Officers (CCSSO), published **April, 2013**.

Required Documents			
The Learner and Learning	<p align="center"><u>Standard #1: Learner Development</u></p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p align="center"><u>Standard #2: Learning Differences</u></p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p align="center"><u>Standard #3: Learning Environments</u></p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
Content Knowledge	<p align="center"><u>Standard #4: Content Knowledge</u></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p align="center"><u>Standard #5: Application of Content</u></p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	
Instructional Practice	<p align="center"><u>Standard #6: Assessment</u></p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p align="center"><u>Standard #7: Planning for Instruction</u></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p align="center"><u>Standard #8: Instructional Strategies</u></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
Professional Responsibility	<p align="center"><u>Standard #9: Professional Learning and Ethical Practice</u></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p align="center"><u>Standard #10: Leadership and Collaboration</u></p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	

Oral Presentation Criteria for Student Teaching Portfolio Day

	Circle One					Rubric
Presentation	5	4	3	2	1	5: Very Confident, Coherent, & Organized. No Grammar Errors. Sophisticated Vocabulary 4: Confident, mostly coherent and organized. Only 1-3 Grammatical Errors. Competent use of vocabulary 3: Mostly confident, somewhat organized and coherent. 4-6 Grammatical Errors, Adequate vocabulary 2: Lacking in confidence and organization. Not very coherent. 7+ Grammar Errors, ineffective vocabulary 1: Totally disorganized, ill at ease, incoherent, multiple grammar errors. Incorrect, undeveloped vocabulary.
Content	5	4	3	2	1	5: Very knowledgeable, accurate, & complete. Conveys very interesting, relevant information. Well-planned. 4: Knowledgeable, accurate & complete. Conveys interesting & relevant information. Competent Planning. 3: Mostly knowledgeable, accurate & complete. Information is mostly interesting, relevant. Adequate Planning. 2: Knowledge is incomplete, has inaccuracies. Uninteresting, somewhat irrelevant. Insufficient Planning. 1: Knowledge lacking, inaccurate. Content is uninteresting, irrelevant. No evidence of planning.
Appearance	5	4	3	2	1	5: Business dressed, well-groomed, good posture, eye contact, pleasant expression 4: Business-Casual dressed, groomed, mostly good posture, eye contact most of the time, pleasant expression 3: Casually Dressed, groomed, mostly good posture, lacked consistent eye contact, expressionless. 2: Too-Casually dressed with inadequate grooming, posture lacking, lacked eye contact, unpleasant expression. 1: Inappropriately dressed, inadequate grooming, poor posture, little to no eye contact, unpleasant expression.
Speech	5	4	3	2	1	5: Excellent volume and pace, pleasant tone, excellent enunciation, expressive delivery 4: Good volume and pace, pleasant tone, good enunciation and delivery. 3: Adequate volume, pace, and tone, enunciation and delivery were satisfactory. 2: Inadequate volume, pace, and tone, poor enunciation, and inexpressive delivery. 1: Too loud or too soft, too fast or too slow, hard to understand, spoke in a monotone.
Technology	5	4	3	2	1	5: Exemplary proficiency with technology, Use complements and enhances total presentation. 4: Proficient with technology. Technology added to the presentation. 3: Technology skills adequate and technology did not detract from the presentation. 2: Technology skills lacking. Technology use detracted slightly from the presentation. 1: Technology skills non-existent. Technology was not used or fully detracted from the presentation.
Question/Answer (Reflective Practice & Pedagogical Skills)	5	4	3	2	1	5: Directly addressed question; Answers were coherent, detailed, and insightful. 4: Adequately addressed question. Answers were coherent and detailed. 3: Adequately addressed question. Answers were coherent. 2: Only partially addressed question. Answers were slightly incoherent. 1: Did not answer question. Answers were completely incoherent.

Bluefield College Student Teaching Portfolio Rubric

Student Name: _____ Rater: _____

5-Excellent 4-Above Average 3-Average 2-Needs Improvement 1-Unsatisfactory

Section	Title	Requirements
1	<i>Required Documents</i>	<ul style="list-style-type: none"> • Resume • Transcripts, Praxis Scores, Awards, Certificates • “Why Teach” paper • Philosophy of Education • Evaluations from Self, Mentors, Supervisors, and/or Principals • (Optional) Letters of Recommendations
Section Score: Total _____ (15)		

Grading Rubric

Category	Scale	Indicators
Content	5 4 3 2 1	5: Documents are complete and provide additional evidence of teaching skills & dispositions 3: Documents are complete and provide some evidence of teaching skills & dispositions 1: Documents are incomplete and fail to provide evidence of teaching skills & dispositions
Communication	5 4 3 2 1	5: Documents are organized, developed, and written in Standard English. 3: Documents are organized, lack development, and may have minimal errors in Standard English. 1: Documents lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Documents are attractive, neat, and aesthetically appealing 3: Documents are neat, yet lack aesthetic appeal 1: Documents lack neatness and aesthetic appeal

Comments:

Category	Title	Standards
1	The Learner and Learning: Learner Development	INTASC Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Category Score: Total _____ (15)		

Grading Rubric

Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments:

Category	Title	Standards
2	The Learner and Learning: Learning Differences	INTASC Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
3	The Learner and Learning: Learning Environments	INTASC Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
4	Content Knowledge: Content Knowledge	INTASC Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
5	Content Knowledge: Application of Content	INTASC Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
6	Instructional Practice: Assessment	INTASC Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
7	Instructional Practice: Planning for Instruction	INTASC Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
8	Instructional Practice: Instructional Strategies	INTASC Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
9	Professional Responsibility: Professional Learning and Ethical Practice	INTASC Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Category	Title	Standards
10	Professional Responsibility: Leadership and Collaboration	INTASC Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Category Score: Total _____(15)		
Grading Rubric		
Category	Scale	Indicators
Content	5 4 3 2 1	5: Evidence demonstrates exemplary knowledge of and experience with the standard(s). 3: Evidence demonstrates adequate knowledge of and experience with the standard(s). 1: Evidence demonstrates an awareness of and minimal experience with the standard(s).
Communication	5 4 3 2 1	5: Ideas are organized, developed, and written in Standard English. 3: Ideas are organized, but lack development and/or have minimal errors in Standard English. 1: Ideas lack organization, development, and/or contain excessive errors in Standard English.
Appearance	5 4 3 2 1	5: Attractive, neat, and aesthetically appealing 3: Neat, yet lacking aesthetic appeal 1: Lacking neatness and aesthetic appeal

Comments

Summary

Standard 1 15	Standard 2 15	Standard 3 15	Standard 4 15	Standard 5 15	Standard 6 15	Standard 7 15	Standard 8 15	Standard 9 15	Standard 10 15	Overall Total 150

Overall Evaluation	5— Excellent	4—Above Average	3— Average	2—Below Average	1— Low
Content Knowledge					
Caring Teaching Skill					
Pedagogical Knowledge					
(Total)_____ x 4					