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**EMORY & HENRY**  
**COLLEGE**



**2020-2021**

**Teacher Preparation Handbook**

**The Neff Center for Teacher Preparation  
McGlothlin-Street Hall – Room 323  
Emory, VA 24327  
276-944-6218**

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## **WELCOME**

Welcome to the Emory & Henry College's Teacher Preparation Program. Our faculty and staff are excited that you have chosen to attend Emory & Henry College and that you have heard your calling to become an educator! We recognize that our nation's most valuable resource is our children and the more we invest in them the brighter our future will be. Thus, we need educators and leaders like you to take on this noble calling of preparing our children for the future.

Our faculty and staff are committed to preparing teachers who seek to engage all learners, set high expectations for student achievement, and meet the needs of learners from diverse backgrounds and of varying abilities. As part of the Teacher Preparation Program you will encounter a rigorous program of study created by the Education division faculty and our educational partners that is designed to challenge you to think deeply and critically about the needs of children and what they require to become lifelong learners. You will be asked to consider the cultural influences, socioeconomic impacts, historical changes, and research-based practices that impact our PK-12 educational systems. Through your coursework you will be asked to learn and implement research-based practices as you engage in more than 500+ hours of field experience in diverse educational settings throughout Southwest Virginia. Our program of study will engage you in frequent self-reflective practices that are used to build metacognition that will help you develop into an educator willing to problem solve and take on the challenges of today's classroom. Through your coursework, field experiences, and self-reflection, your knowledge of teaching and learning will deepen and prepare you for a lifelong career as an educator.

Thank you for allowing our faculty and staff to be a part of your educational journey! We look forward to working with you in the semesters to come.

## **INTRODUCTION**

The purpose of this Teacher Preparation Handbook is to provide a clear understanding of the vision, mission, requirements, and responsibilities of the Emory & Henry College Teacher Preparation Program. This handbook is intended to serve as a guide, reference, and resource for students as they matriculate through their required course of study. Students may identify faculty, courses, program milestones, licensure requirements and other helpful information using the Handbook. Students are encouraged to seek guidance and support through their Education department advisors as every student's journey is unique.

## **VISION & MISSION OF THE EMORY & HENRY COLLEGE TEACHER PREPARATION PROGRAM**

**Vision:** The Emory & Henry College Education department faculty's vision is to have a teacher preparation program that prepares our future teachers with skills, pedagogies, strategies, and dispositions necessary for the challenges of the 21<sup>st</sup> century classroom. In order to do so, the faculty are committed to providing instruction by partnering with practitioners who have years of successful experience in the field of PK-12 education, exemplifying effective instructional practices rooted in learning theory, engaging students in a variety of supportive field placements, and providing reflective practices that help students develop a growth mindset in their learning journey.

**Mission:** Emory & Henry College's Education department prepares students for entry-level careers or graduate study in the Education field by educating students in the knowledge, skills, and practices of effective teachers.

### **CONCEPTUAL FRAMEWORK OF THE PROGRAM**

The teacher education programs are based on the conviction that a broad liberal arts background, a strong program of study in an academic discipline, and a rigorous but minimal set of professional experiences constitute the proper undergraduate education for a teacher. Emory & Henry College works to provide prospective teachers with a strong foundation of knowledge and ideas, research-based methods for sharing that knowledge, and opportunities to observe and practice the art of teaching in a variety of educational settings while challenging them to think critically, creatively, and compassionately about issues related to teaching.

In recent years, the College has incorporated the Ampersand experience at Emory & Henry College in which course work is framed around integrative, project-based learning experiences,

where students connect what they care about to what they are learning, then design and implement projects that contribute to the common good. Ampersand creates a culture of active, hands-on learning in which students connect experiences across disciplines, curricular and co-curricular activities, personal experiences on and off campus, and to the larger world. Ampersand also emphasizes the connections between people-faculty, staff, other students, community partners, alumni-and among different disciplines and activities, creating a "whole" and unique experience for each student. (p. 6 & 7)

The Education department feels that the college philosophy is foundational to the department's aim to create active learning experiences, connect to people and ideas, and to engage with the community. Examples of active learning experiences occur within the education methods courses as well as when teacher preparation students are in the field providing service to PK-12 partners and their students. The immersive practicum and student teaching experiences also provide an active learning environment to develop professional skills and competencies. The College asks that students engage in project-based research, critical reflection, and presenting their work for public collaboration (p. 7). The Education department has worked to include such activities in its coursework by asking students to create rather than report. All Education courses are rooted in

reflective practices that require students to connect pedagogical techniques to the realities of the classroom. All teacher preparation candidates present their work in a capstone ePortfolio presentation to students, faculty, and program partners at the conclusion of their professional semester. The Education department believes that candidates who graduate from the program will enter the classroom as well-rounded educators who bring a similar liberal-arts philosophy of learning to their PK-12 students.

## FACULTY & STAFF

The Emory & Henry College Education division is committed to the success of our students. Below are the current members of the faculty and staff of the division and the courses that they teach. Please know that the Education division encourages you to contact your professors regarding any questions or concerns you may have. It is the faculty and staff sincerest goal to guide, support, and encourage you through your coursework at the College.

Personnel	Position	Degrees Earned	Courses Taught in Education Division
Dr. Rebecca Buchanan <a href="mailto:rbuchanan@ehc.edu">rbuchanan@ehc.edu</a> 276-944-6831 King Center 118	Education Division Chair, Associate Professor	Ph.D Education, University of Tennessee M.S. Sports Management, University of Tennessee B.A. Sociology, University of North Carolina	HHP 170 / Women's Self Defense HHP 172 / Yoga HHP 222 / Recreation, Health, and Physical Education HHP 231 / Personal Health HHP 324 / Coaching and Officiating Sport HHP 430 / Sport and Facility Management
Dr. Dennis Carter <a href="mailto:denniscarter@scsb.org">denniscarter@scsb.org</a> MS Hall 328	Adjunct Professor	Ed.D Educational Leadership & Policy Studies, Virginia Tech M.Ed. Special Education, University of Virginia B.A. Interdisciplinary English Teacher Education, Emory & Henry College	SPED 402/502 - Curriculum and Instruction in Special Education
Dr. Janet Justice Crickmer <a href="mailto:jcrickme@ehc.edu">jcrickme@ehc.edu</a>	Associate Professor	Ed.D. - Curriculum and Teaching, Columbia University	EDUC 310 - Teaching of Reading & Language Arts

<p>276-944-6658 MS 332</p>		<p>Teachers College M.Ed. – Reading and Learning Disabilities, Columbia University Teachers College B.A – Elementary - Middle School Education University of Kentucky</p>	<p>EDUC 410 - Practicum in Reading Problems EDUC 421 - Supervision of Teaching in Elementary and Middle School EDUC 430 - Contemporary Teaching of Social Studies and Writing in Elementary and Middle Schools EDUC 530 - Contemporary Teaching of Social Studies and Writing in Elementary and Middle Schools EDUC 549E - Practicum in Diagnosing and Remediation of Reading Problems</p>
<p>Dr. Sandy Frederick <a href="mailto:sfrederick@ehc.edu">sfrederick@ehc.edu</a> 276-944-6821 MS 332A</p>	<p>Education Department Chair, Assistant Professor</p>	<p>Ed.D. Educational Leadership and Policy Analysis, East Tennessee State University M.Ed. School Administration, Vanderbilt University B.S. Secondary Education Social Studies, Auburn University</p>	<p>EDUC 305/505 - Human Growth and Development EDUC 324/525 - Assessing for Learning EDUC 401/501/501B - Practicum in Education EDUC 420/520/440/540/560 - Student Teaching Seminar</p>
<p>Prof. Mark Hainsworth <a href="mailto:mhainsworth@ehc.edu">mhainsworth@ehc.edu</a> 276-944-6215 MS 308</p>	<p>Director of Graduate Studies, Instructor</p>	<p>Ph.D Candidate, Curriculum Instruction, Integrative STEM Education, Virginia Tech M.S. Civil/Environmental</p>	<p>EDUC 340 - Teaching of Math &amp; Science in Elementary and Middle School EDUC 430 - Contemporary Teaching of Social Studies and Writing in</p>

		Education, University of Maryland B.S. Chemical Engineering, Clarkson University	Elementary and Middle Schools EDUC 450 - Curriculum & Instruction in the Secondary School EDUC 521 - Supervised Teaching of Elementary and Middle School EDUC 530 - Contemporary Teaching of Social Studies and Writing in Elementary and Middle Schools EDUC 550 - Curriculum & Instruction in the Secondary School EDUC 351 - Fundamentals of Science and Laboratory Pedagogy
Ms. Laree Hinshelwood <a href="mailto:lhinshelwood@ehc.edu">lhinshelwood@ehc.edu</a> 276-944-6818 MS - 323 Neff Center for Teacher Education Office	Coordinator of Education Services	B.A. Psychology and Elementary Teacher Education, University of Mary Washington	Licensure Certification Officer
Dr. Janie Hull <a href="mailto:jhull@ehc.edu">jhull@ehc.edu</a> 276-944-6864 MS 334	Adjunct Professor	Ed., Educational Leadership and Policy Analysis, East Tennessee State University M.S. Reading Education, East Tennessee State University, B.A. Elementary Education, Emory & Henry College	EDUC 445/545 - Foundations of Education EDUC 449/549S - Reading and Writing in the Content Area
Prof. Susan Kilby <a href="mailto:skilby@ehc.edu">skilby@ehc.edu</a> MS 328	Adjunct Professor	M.S. Special Education, Radford University	EDUC 370/570 - Survey of Exceptional Children

		B.A. Elementary Education, Emory & Henry College	
Prof. Toni Lawson <a href="mailto:tlawson@ehc.edu">tlawson@ehc.edu</a> 276-944-6214 MS 327	Adjunct Professor and Field Placement Coordinator	B.A and M.A. Radford University	EDUC 114 - Introduction to Education EDUC 115 - Early Field Experience
Prof. Lisa McCoy <a href="mailto:lmccoy@ehc.edu">lmccoy@ehc.edu</a> MS 328	Adjunct Professor	M.Ed. East Tennessee State University B.A. Radford University	SPED 403/503 - Assessment and Collaboration in Special and Inclusion Education SPED 422/522 - Managing Learning Environments
Prof. Connie Phillips <a href="mailto:cphillips@wcs.k12.va.us">cphillips@wcs.k12.va.us</a> MS 328	Adjunct Professor	Ed.S. Virginia Tech, Educational Leadership M.A.Ed. Eastern Kentucky University, Special Education B.S. Appalachian State University, Special Education	SPED 403/503 - Assessment and Collaboration in Special and Inclusion Education SPED 422/522 - Managing Learning Environments
Prof. Beverly Sheddan <a href="mailto:bsheddan@ehc.edu">bsheddan@ehc.edu</a> 276-944-6148 King Center 117	Health & Human Performance Department Chair, Instructor	M.Ed. Physical Education, East Tennessee State University B.A. Health and Physical Education, Emory & Henry College	HHP 150 - Fitness Walking HHP 211 - Foundations of Health, Safety and Physical Education HHP 412 - Skills and Techniques in Physical Education HHP 232 - School and Community Health HHP335 - PHED for the Exceptional Child HHP 336 - Leadership



			in Sport and Society HHP 360 - Social & Psychological Dimensions of Sport
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## DEGREES AND AREAS OF ENDORSEMENTS

There are three primary endorsement tracks in the teacher preparation program. Once students enter the teacher preparation program they will be asked to declare which track they would like to pursue. Below are the three tracks and the degree programs offered in each track.

Track 1: Elementary & Middle Education - PK-6; 6-8

- Interdisciplinary English
- Interdisciplinary History & Social Sciences
- Interdisciplinary Mathematics
- Students seeking PK-6 licensure only will take the appropriate Elementary Education Praxis II test. Students also seeking Middle Education licensure will take the Middle Education Praxis II test related to their endorsement area (i.e., English, History, or Mathematics).

Track 2: Secondary Education - Grades 6-12

- Biology
- Chemistry
- Earth Science
- English
- Geography
- History & Social Sciences
- Mathematics
- Physics
- A content related Praxis II test is required for licensure in 6-12.

Track 3: PK-12 Education - Grades PK-12

- Art
- French
- Music - Choral/Vocal
- Music - Instrumental
- Physical Education
- Spanish
- A content related Praxis II test is required for licensure in PK-12

Students can also take coursework for additional endorsements in the following area:

- Special Education, General Curriculum, K-12

The Emory & Henry College Teacher Preparation Program offers two options for a Master's of Education degree. Students interested in M.Ed. programs should consult with the Graduate Program Director.

- 5th Year Master's in Education - Undergraduate students may add on a 5th year to their

coursework to obtain their Master's in Education degree. Students should apply for the Master's Program during their junior year and must meet the following requirements in order to be admitted to the program:

- Completed Graduate application
- 3.0 GPA -both cumulative GPA and in the major
- Passing scores on the Praxis I Math subtest and Virginia Communication and Literacy Assessment
- Passing scores on Reading for Virginia Educators (Elementary and SPED program students only)
- Three letters of recommendation
- Approval of Education Department Graduate Committee
- **Fast Track Master's in Education** - A Fast Track Master in Education (M.Ed.) degree is available for students who hold a bachelor's degree in a discipline leading to a teaching license in Virginia but lack the professional studies (teacher preparation) requirements. The student's bachelor's degree will be reviewed to ensure that it meets the content licensure requirements set by The Virginia Department of Education. If there are no deficiencies in the content requirements of a student's undergraduate degree, the Emory & Henry program can be completed in one academic year, usually two semesters and one summer course, and leads to initial licensure to teach in the chosen grade or subject. The requirements for admission to the program are the same as the 5th year program.

Details about degree programs can be found in the Academic Catalog.

## **PROGRAM REQUIREMENTS**

It should be noted that the Emory & Henry College Teacher Preparation Program requirements differ from the Virginia Department of Education requirements for licensure. In fact, our requirements exceed the VDOE requirements, which is one of many reasons that our Teacher Preparation graduates are so highly sought after by employers. Thus, by meeting the Emory & Henry College Teacher Preparation Program requirements you will also be meeting all of the VDOE licensure requirements.

### **Emory & Henry College Teacher Preparation Program Admission Requirements**

Students interested in teacher preparation must do the following to declare their program of study:

- When enrolled in EDUC 114, complete and file with the Registrar the appropriate form indicating your area of interest for teacher preparation.
- Verify each semester's schedule with an advisor in the Education department, since graduation and licensure requirements are not always the same.
- Meet all degree and licensure requirements.
- Complete student teaching successfully. Completion does not guarantee a recommendation for licensure.
- Apply through the Neff Center for Virginia teaching licensure.

Once a student has completed these steps, they will become a student in the teacher preparation program. Each program of study has a checklist of coursework and students can obtain the checklist in the kiosk outside the Neff Center office (beside MS 334). Students need to keep track of their coursework and progression throughout the program to ensure that they meet their goals for completion of their degree. It is advised that students do so by working with their Education advisor, charting their progress on the course of study checklist, and monitoring their progress in Self-Service.

**Advising.** Once a student has chosen to participate in the Teacher Preparation program they are assigned an advisor within the Education Department. Given the nature of the Bachelor of Arts and the emphasis on content knowledge within the Commonwealth of Virginia, students are also assigned an advisor within their major content (i.e. History, English, Mathematics, etc.). Assigning two advisors ensures that the student is aware of the course requirements and offerings within the Education department as well as their content area department. The Education department advisors meet with students the week prior to College's academic advising week. Whereas, the advisor specific to the student's content area meets with the students during the regularly scheduled academic advising week. Students will be contacted by their advisor to schedule an individual appointment to meet and discuss their schedule and program goals. Advisors will also discuss requirements for licensure and graduation. Topics may include: passing required licensure assessments, GPA, timing of coursework, applications for student teaching, and graduation audits. Students should use this time with their advisor to ask any questions or share concerns.

Emory & Henry College teacher preparation students must maintain the following requirements in the teacher preparation program:

- Maintain an overall 2.75 GPA; 3.0 or higher for M. Ed. Initial Licensure
- Earn a 2.75 GPA in the major; 3.0 or higher for M.Ed. Initial Licensure
- Successful Completion (passing scores) on State Mandated Assessments
  - Praxis I Math subtest
  - Virginia Communication and Literacy Assessment (VCLA)
  - Reading for Virginia Educators (RVE) – Elementary & Special Education only
  - Content specific Praxis II
  - Successful Completion of Program Interview

**Program Interview.** Once students are of Junior status (57-87 hours of completed course work), they are notified by the Coordinator of Education Services to attend their Program Interview. Program Interviews typically take place mid-semester and the student meets face-to-face with faculty or staff from the Education division and/or content area. The Program Interview serves three objectives:

1. Professors conducting the interviews can check and communicate with the student regarding the status of the following: GPA, course work progress, Praxis I scores, VCLA scores, RVE scores, and Praxis II scores. If students have not taken or passed required assessments, professors discuss a plan with the student as to how to accomplish their goals.
2. Professors conduct a mock interview using questions that replicate what might be asked during a professional interview, as well as, questions that address InTASC and CAEP

standards. Students are given feedback on their interview during the meeting.

3. Based on the interview, professors complete a Disposition Survey (p. 50) that aids the department in monitoring students' personal dispositions that are associated with effective teachers.

After the meeting, students receive a follow-up letter documenting their Program Interview and indicating whether or not they are completing program requirements successfully. Within the letter, students can be given results that include any recommendations critical to their being admitted as a candidate. If the teacher preparation student does not meet departmental expectations, issues are identified, goals are set, and support for reaching the goals is provided. The student may also be required to attend a subsequent Program Interview the following semester to review student progress towards departmental expectations and goals.

### Admittance into Candidacy

Throughout a student's progression in the program the Coordinator for Education Services monitors students' GPA requirements, course work, and completion of required assessments. *Emory & Henry College necessitates that all of these requirements be met before a student becomes a candidate.* Thus, most students will not complete the requirements until the end of the semester before their student teaching internship experience.

Additionally, candidates must apply to student teach (See appendix A ). The application serves as the checklist to ensure that a student has met all the requirements for candidacy. Candidates must meet the following requirements to student teach:

- Maintain a 2.75 cumulative and major GPA; for M.ED students a 3.0 or higher cumulative and major GPA
- Earn a 2.75 GPA or higher in their Education course work; 3.0 or higher for M. Ed. Initial Licensure
- Successful Completion (passing scores) of State Mandated Assessments
  - Praxis I
  - Virginia Communication and Literacy Assessment (VCLA)
  - Reading for Virginia Educators (RVE) – Elementary & Special Education only
  - Content specific Praxis II
- Successful Completion of Program Interview
- Application for Student Teaching
- State mandated Health Forms
- State mandated background checks

Once these requirements have been met, the student becomes a teacher preparation candidate. In most cases, once a student becomes a candidate and successfully completes the student teaching semester, they will have met the requirements for program completion.

### Requirements for Program Completion

**Exit Interview.** Once a candidate has successfully completed their student teaching semester and all of the program requirements, they will attend one final meeting with their student teaching cohort. This meeting is called the Exit Interview. During this meeting, candidates will complete their licensure application and final graduation paperwork. Additionally, each candidate will meet individually with Education Division faculty to answer questions about their experiences in the program. Results from these interviews are used to guide departmental decisions, program improvements, and field placement quality. It is during this interview that students could indicate deficiencies in their field placement.

At the end of a candidate's journey in Emory & Henry College's teacher preparation program, they must meet the following requirements to be recommended for licensure in the Commonwealth of Virginia:

- Maintain a 2.75 major and cumulative GPA; for M.Ed. students a 3.0 or higher major and cumulative GPA
- Score a 70 or higher on the Student Teacher ePortfolio (104 points possible)
- Satisfactory presentation of Student Teacher ePortfolio
- Satisfactory completion of Student Teacher Seminar course
- Satisfactory completion and scores on their student teaching evaluations
- College Supervisor Mid-Term and Final Evaluations
- Clinical Faculty Mid-term and Final Evaluations
- Successful completion of all previous program requirements
- Successful completion of all coursework
- Successful completion of self-assessments
- Successful completion of Exit Interview

Candidates cannot attend an Exit Interview unless they have met all requirements stated above. During the Exit Interview, candidates are asked to give their general impressions of their student teaching experience and their experience at Emory & Henry College. Students can also report if they have any concerns about the program and their professional semester. Last, the professor conducting the Exit Interview completes a final Disposition Survey of the candidate.

### **Recommendations for Licensure**

The Commonwealth of Virginia requires the following for candidates to receive a recommendation for licensure:

- Earned Baccalaureate Degree
- Successful Program Completion from an Accredited EPP
- Successful Completion of State Required Assessments
  - Praxis I
  - Virginia Communication and Literacy Assessment
  - Reading for Virginia Educators- Elementary and Special Education only
  - Content Specific Praxis II
- Completed Licensure Application
- Application Fee

- Completed Virginia Department of Education Certifications for Licensure
  - First Aid/AED/CPR Certifications
  - Dyslexia Certification
  - Child Abuse Training Certification
  - Positive Behavior Interventions and Supports

The final meeting of student teachers (Exit Interview) is a time of reflection and serves as an opportunity to complete applications for teacher licensure. All applications are sent to the Virginia Department of Education by the College.

### Required Assessments

The Virginia Department of Education requires the following assessments to be completed for licensure. **All assessments must be completed and official scores received by the Coordinator of Neff Center Services before the start date of the professional semester (student teaching semester) in order to be eligible to enroll and participate in professional semester coursework.**

- Praxis I test 5733 Core Academic Skills for Educators: Mathematics
  - Required for all students
  - Passing score is 150
  - May be exempt if SAT scores (For the SAT taken on or after March 1, 2016, you must have a total score of 1170 with at least 580 on the Reading and Writing Section and 560 on the Math Section.
  - Required before program interview
- The Virginia Communication and Literacy Assessment (VCLA)
  - Required for all students
  - Passing score is 470
  - Required before program interview
- Reading for Virginia Educators (RVE)
  - Elementary Tracks and SPED endorsement
  - Passing score is 157
- Content Specific Praxis II
  - Required for all students
  - Passing score varies by the Praxis II test given

**Test Preparation.** EDUC 114 students will receive limited test preparation for the Praxis I Math subtest and the VCLA in their weekly class meetings of the course. EDUC 310 and EDUC 410/549E coursework helps to prepare students for the RVE assessment and students are expected to complete the assessment as part of the course requirements. Students' content course work helps to prepare them for the Praxis II content assessment. Students are advised to take this assessment at the end of their content coursework. The Education Department also provides Student Instructors (SIs) to assist in test preparation. Students can sign-up for times to work with SIs familiar with their area of study.

Students are also encouraged to work on their own to prepare for the assessments. Each assessment is an investment of time and money, and students should make the most of that investment.

## Coursework

Students engage in two sets of coursework requirements: content specific and professional studies. Content coursework is specified by the VDOE, but is administered at Emory & Henry through each related content department. Students should work with their content area advisor to schedule their content specific coursework. For example, if you wish to teach in elementary school and are in the interdisciplinary social studies program then your content specific coursework would be the history and general studies classes that are required by that department. Your content area advisor will help you with scheduling those courses.

The second set of coursework requirements include the professional studies you will need to learn about the teaching profession, student development and learning, and pedagogical practices.

The following outlines the courses taught within the Education Department and the semesters that they are traditionally offered.

<b>Education Department Courses</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
EDUC 114	Introduction to Education	FA/SP
EDUC 115	Early Field Experience	FA/SP
EDUC 115	Early Field Experience	FA/SP
EDUC 305/505	Human Growth & Development	FA/SP
EDUC 310	Teaching Reading and Language Arts	FA
EDUC 340 (Elementary only)	The Teaching of Math and Science	SP
EDUC 324/524	Assessing for Learning	FA/SP
EDUC 351 (Science majors only)	Fundamentals of Science and Laboratory Pedagogy	In consultation with your Education advisor.

EDUC 370/570	Survey of Exceptional Child	FA/SP
EDUC 401/501/501B	Practicum in Education	FA/SP
EDUC 410/549E	Practicum in Diagnosis and Remediation of Reading Problems	FA
EDUC 445/545	Foundations of Education	FA/SP
EDUC 449/549S	Reading, Writing, and Instruction in Content Area	FA/SP
SPED 402/502	Curriculum Design and Instruction in Special Education	SP
SPED 403/503	Assessment in Collaboration in Special and Inclusive Education	SP
SPED 422/522	Managing the Learning Environment	SP

The course identification numbering refers to the undergraduate course and the graduate course. Both are the same course taken by students at different levels with different coursework expectations.

Courses required in the Professional Semester are described on page 24.

<b>Recommended Sequence for Education Department Courses Undergraduate Elementary and Middle School Tracks</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
EDUC 114	Introduction to Education	SP semester of first year
EDUC 115	Early Field Experience	FA semester of second year
EDUC 115	Early Field Experience	SP semester of second year or FA semester of



		third year
EDUC 305	Human Growth & Development (EDUC 305 is a prerequisite for EDUC 370)	FA or SP semester of third year
EDUC 310	Teaching Reading and Language Arts	FA semester of third year
EDUC 340	The Teaching of Math and Science	SP semester of third year
EDUC 324	Assessing for Learning	FA/SP semester of third year
EDUC 370	Survey of Exceptional Child	FA/SP semester of third year
EDUC 401	Practicum in Education (Taken in the semester prior to student teaching.)	FA/SP semester of fourth year
EDUC 410	Practicum in Diagnosis and Remediation of Reading Problems	FA semester of third year
EDUC 445	Foundations of Education	FA/SP semester of fourth year
EDUC 449	Reading, Writing, and Instruction in Content Area (Course is taken the semester prior to student teaching.)	FA/SP of fourth year
SPED 402/502	Curriculum Design and Instruction in Special Education	SP semester of third year
SPED 403/503	Assessment in Collaboration in Special and Inclusive Education	SP semester of third year
SPED 422/522	Managing the Learning Environment	SP semester of third year

Courses required in the Professional Semester are described on page 24.

**Recommended Sequence for Education Department Courses  
Graduate Elementary and Middle School Tracks**

<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
EDUC 114	Introduction to Education	SP semester of first year
EDUC 115	Early Field Experience	FA semester of second year
EDUC 115	Early Field Experience	SP semester of second year or FA semester of JR year
EDUC 505	Human Growth & Development (EDUC 505 is a prerequisite for EDUC 570)	2 <sup>nd</sup> semester of senior year
EDUC 310	Teaching Reading and Language Arts	FA semester of JR year
EDUC 340	The Teaching of Math and Science	SP semester of JR year
EDUC 524	Assessing for Learning	2 <sup>nd</sup> semester of senior year
EDUC 570	Survey of Exceptional Child	1 <sup>st</sup> semester of fifth year
EDUC 501/501B	Practicum in Education (Taken in the semester prior to student teaching.)	1 <sup>st</sup> semester of fifth year
EDUC 549E	Practicum in Diagnosis and Remediation of Reading Problems	FA semester of JR year
EDUC 545	Foundations of Education	1 <sup>st</sup> semester of fifth year
EDUC 549S	Reading, Writing, and Instruction in Content Area	Last semester of senior year

SPED 402/502	Curriculum Design and Instruction in Special Education	SP semester of third year
SPED 403/503	Assessment in Collaboration in Special and Inclusive Education	SP semester of third year
SPED 422/522	Managing the Learning Environment	SP semester of third year

Courses required in the Professional Semester are described on page 24.

<b>Recommended Sequence for Education Department Courses Undergraduate Secondary and PK-12 Tracks</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
EDUC 114	Introduction to Education	SP semester of first year
EDUC 115	Early Field Experience	FA semester of second year
EDUC 115	Early Field Experience	SP semester of second year or FA semester of JR year
EDUC 305	Human Growth & Development (EDUC 305 is a prerequisite for EDUC 370)	FA or SP semester of third year
EDUC 324	Assessing for Learning	FA or SP semester of third year
EDUC 370	Survey of Exceptional Child	FA or SP semester of third year
EDUC 401/501B	Practicum in Education (Taken in the semester prior to student teaching.)	FA or SP semester of senior year

EDUC 445	Foundations of Education	FA or SP semester of senior year
EDUC 449	Reading, Writing, and Instruction in Content Area (This course is taken the semester prior to student teaching.)	FA or SP semester of senior year
SPED 402/502	Curriculum Design and Instruction in Special Education	SP semester of third year
SPED 403/502	Assessment in Collaboration in Special and Inclusive Education	SP semester of third year
SPED 422/502	Managing the Learning Environment	SP semester of third year

Courses required in the Professional Semester are described on page 24.

<b>Recommended Sequence for Education Department Courses Graduate Secondary and PK-12 Tracks</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
EDUC 114	Introduction to Education	SP semester of first year
EDUC 115	Early Field Experience	FA semester of second year
EDUC 115	Early Field Experience	SP semester of second year or FA semester of JR year
EDUC 505	Human Growth & Development (EDUC 505 is a prerequisite for EDUC 570)	2 <sup>nd</sup> semester of senior year
EDUC 524	Assessing for Learning	2 <sup>nd</sup> semester of senior year

EDUC 570	Survey of Exceptional Child	1 <sup>st</sup> semester of fifth year
EDUC 501/501B	Practicum in Education (Taken in the semester prior to student teaching.)	1 <sup>st</sup> semester of fifth year
EDUC 545	Foundations of Education	1 <sup>st</sup> semester of fifth year
EDUC 549S	Reading, Writing, and Instruction in Content Area	Last semester of senior year
SPED 402/502	Curriculum Design and Instruction in Special Education	SP semester of third year
SPED 403/502	Assessment in Collaboration in Special and Inclusive Education	SP semester of third year
SPED 422/502	Managing the Learning Environment	SP semester of third year

Courses required in the Professional Semester are described on page 24.

<b>Recommended Sequence for Education Department Courses Fast Track</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
EDUC 505	Human Growth & Development	SU
EDUC 524	Assessing for Learning	FA or SP 1 <sup>st</sup> semester
EDUC 570	Survey of Exceptional Child	FA or SP 1 <sup>st</sup> semester
EDUC 501/501B	Practicum in Education (Taken in the semester prior to student teaching.)	FA or SP 1 <sup>st</sup> semester
EDUC 545	Foundations of Education	SU Course

Courses required in the Professional Semester (Student Teaching Semester – 2<sup>nd</sup> semester) are described on page 24.

A few course reminders:

- If adding the SPED endorsement in PK-12 or 6-12 endorsement area – students need to take the following additional courses: EDUC 310, EDUC 410, SPED 402/502, SPED 403/503, SPED 422/522, and Math 311.
- If adding on the SPED endorsement in the PK-6 endorsement area – students need to take the following additional courses: EDUC 449, SPED 402/502, SPED 403/503, SPED 422/522.

Students should follow their course of study check sheet to ensure they are enrolling in the correct courses and discuss questions with their Education advisors.

### Field Experiences

Teacher preparation students will engage in a variety of field placements throughout the program. Observing veteran master teachers and participating in classroom activities provide students with the opportunity to put their learning into practice and helps prepare them for the demands of the 21st century classroom.

Each course instructor that requires field experience will indicate the requirements in the field placement. In EDUC 114, Introduction to Education, students will learn the expectations of their conduct in field placements and throughout the program. Students are expected to follow the department code of conduct for field placements after reading and signing the Memorandum of Understanding in EDUC 114 and EDUC 115.

<b>Emory &amp; Henry College Teacher Preparation Field Placements</b>		
<b>Course</b>	<b>Placement Description</b>	<b>Hours in Placement</b>
EDUC 114	Suburban/rural school division in an elementary/middle or secondary school	20

EDUC 115	Urban school division	20
EDUC 115	Suburban/rural school division in an elementary/middle or secondary school	20
EDUC 305/505	PreK	6
EDUC 410/549E	Elementary	12
EDUC 401	Kindergarten or Middle Level	80
EDUC 501	Kindergarten or Middle Level	100
EDUC 501B	Middle Level SPED Teacher	100
EDUC 421/521/561	Kindergarten and Upper Elementary, or Middle-level	300+
EDUC 441/541/561	Secondary, or two placements if PK-12 endorsement - one at the elementary level and one at the secondary	300+

### **The Professional Semester (Student Teaching)**

Professional Semester Courses are the courses students take during the student teaching internship semester. The requirements for the professional semester are outlined in the [Professional Semester Handbook](#). As previously stated, students must complete the student teaching application and have passed all of their required assessments to qualify for candidacy and the professional semester.

Student teaching interns begin their student teaching semester in a ten day “boot camp” experience. The “boot camp” course EDUC 430/530 focuses on pedagogical approaches to teaching social studies and writing in elementary and middle school settings. The “boot camp” course EDUC

450/550 prepares secondary education pre-service teachers to enter the high school classroom by focusing on curriculum planning, differentiated instruction, classroom management, and student motivation. The “boot camp” courses are taught in the first two weeks of the semester and class meetings are held throughout an entire day. This intensive immersion into pedagogical techniques and classroom planning is meant to provide student teachers with knowledge and skills that will be immediately employed within the student teaching experience.

Recommended Sequence of Professional Semester Courses for Undergraduate and Graduate Programs		
<u>One course</u> <u>from:</u> EDUC 420/520 EDUC 440/540 EDUC 560	Seminar: Teaching in Elementary and Middle Schools Seminar: Teaching in Secondary Schools (6-12) Seminar: Teaching in the K-12 Special and Inclusive Classroom	FA/SP Final semester
<u>One course</u> <u>from:</u> EDUC 430/530 EDUC 450/550	Contemporary Teaching of Social Studies and Writing In Elementary and Middle Schools Curriculum & Instruction in Secondary School	FA/SP Final semester
<u>One course</u> <u>from:</u> EDUC 421/521 EDUC 441/541 EDUC 561	Supervised Teaching in Primary, Elementary or Middle School Supervised Teaching in Secondary School Student Teaching in K-12 Special and Inclusive Education (SPED endorsement candidates only)	FA/SP Final semester

\* Based on the appropriate level of instructional assignment

The Field Placement Coordinator, department faculty, and the Education Division’s educational partners (i.e. school administrators, central office administrators, mentor teachers, etc.) work together to determine the placement of students for the professional semester. There are many variables that influence each placement such as, but not limited to, previous placements, previous schools attended, and mentor teachers’ availability and teaching assignment. It is the department’s goal to place students in classrooms that best help them to grow in their professional capabilities. **Students are not allowed to request certain schools or teachers for any of their placements.**

### PROGRAM EVALUATION

The Emory & Henry College Teacher Preparation Program is evaluated by the Virginia Department of Education and the Council for the Accreditation of Educator Preparation (CAEP). Currently, all programs are fully accredited. The teacher preparation program will undergo accreditation during the 2020-2021 academic year.



As part of the department's efforts to ensure continued quality and improvement of the teacher preparation program, students and graduates are asked to complete evaluations and surveys. Results of these assessment instruments are used by the department to make data driven decisions in order to improve the quality of the program. Students are asked to complete surveys in a timely manner. Each of these surveys are included in the appendices of this handbook and should be reviewed by each teacher preparation student prior to the instrument being administered.

### Student Evaluations and Surveys

Students are asked to complete the following surveys at different times during their progression through the teacher preparation process:

- Pre-Service Teacher Self-Assessment - This survey is given during EDUC 114, Program Interview, and Exit Interview. This self-evaluation asks students to assess their skills based on the InTASC standards. The InTASC standards are professional standards for the field of teaching.
- Self-Evaluation - This survey is given at the end of Practicum and Student Teaching semesters, and asks students to evaluate themselves using the 2011 *The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria for Teachers*. These are the same standards used to evaluate teachers employed in Virginia public schools. Students are asked to self-assess using the performance standards in order to familiarize themselves with the standards and to engage in self-reflection and evaluation of their ability to perform the requirements of a teacher.

The following are evaluations completed by supervising faculty and clinical faculty (mentors) about teacher preparation student's performance in the field during EDUC 114, EDUC 115, Practicum and/or Student Teaching.

- Mid-Term and Final Evaluation - This evaluation instrument is completed at mid-term and the end of the semester for students engaging in their Practicum field placement and student teaching professional semester. The evaluation is based on the 2011 Virginia Department of Education Uniform Performance Standards and Evaluation Criteria for Teachers. Again, these are the same standards used to evaluate teachers employed in Virginia public schools.
- Disposition Survey - The Disposition Survey is completed by faculty members and/or clinical faculty supervising students in field placements. The survey is designed to assess program students' dispositions that research has identified as dispositions that are demonstrated by effective educators. The Disposition Survey is administered in EDUC 114, EDUC 115, Program Interview, and Exit Interview.

The following surveys are administered after students graduate from the Emory & Henry College Teacher Preparation Program. These instruments are sent to all alumni and their employers every year during their first three years of teaching.

- Alumni Survey - This survey inquires as to the graduates' perceptions of the effectiveness of their preparation in the program in relation to their performance in their first three years of teaching.
- Employer Survey - This survey inquires as to the graduate's employer's perception of the effectiveness of their preparation in the program in relation to their teacher's performance in their first three years of teaching.

## VIRGINIA LICENSURE REQUIREMENTS

The Emory & Henry College Teacher Preparation Program prepares students for licensure in the Commonwealth of Virginia. The Virginia Department of Education (VDOE) is the licensing agency for educators in Virginia. Regulations for educator licensure are developed and adopted by the Board of Education (BOE), approved by the Advisory Board on Teacher Education and Licensure (ABTEL), and administered by the VDOE. The VDOE approves college and university teacher preparation programs through the submission and adherence of coursework requirements deemed necessary by the VDOE, ABTEL and BOE. Emory & Henry College teacher preparation programs are fully accredited by the VDOE. As a state-approved teacher preparation program, Emory & Henry College is authorized to prepare and recommend teacher candidates for initial licensure; however, candidate licensure is ultimately approved by the VDOE.

At the end of your professional semester, and upon successful completion of all program requirements, you will have the opportunity to complete your licensure application with the guidance of Education faculty and staff. Your application will be reviewed, verified, and forwarded to the VDOE by the Coordinator of Education Services. The VDOE will review and then mail you your teaching license.

Students may seek additional add-on endorsements by completing additional coursework to the existing course of study, or taking additional assessments. If you are considering adding an additional endorsement, please work closely with your advisor to schedule your coursework.

Students seeking licensure in additional states must work with the DOE in that state to determine licensure requirements. Fortunately, Virginia has reciprocity agreements with many bordering states. Students wishing to seek licensure in other states must do so on their own; however, the Coordinator of Education Services can assist in necessary paperwork provided by the College.

## F.A.Q and ADVICE FROM TEACHER PREPARATION ALUMNI

This section was created by teacher preparation graduates with questions and advice that they think current students would find valuable.

### **How can I ensure that I stay on track and complete my degree in a timely manner?**

*Get acquainted with the EHC Course Catalog and what is required. Grab a Teacher Preparation track major sheet from the shelves across from Neff Center office. Make sure you grab the one for your subject area! Get acquainted with the Self-Service portal so class registration is a smooth process, not a stressful one. If you can't figure out how to navigate self-service, seek out a professor or friend who does!*

### **What is the difference between observations and teaching?**

*Observations ask students to listen, watch, and assist their mentor teacher. The goal is that you begin to see the flow of a typical classroom, recognize student learning, and identify classroom management techniques. Do NOT look at these as a **burden!** Look at these hours as a time to be*

*a sponge and expand your network of possible “mentors.”*

**How can I make the most out of my appointments with my advisor?**

*During advising time, come to your advising appointment with a proposed schedule and your self-service page ready to go! Your advisor can plan your schedule, but you have to live it out every day. The best results are when you and your advisor plan together as a team.*

**Can I complete and participate in extracurricular activities (i.e. athletics, student leadership, residence life, etc.) and complete my degree in 4 years?**

*Absolutely! Communicate your goals with your advisor to make a plan that allows you to participate in additional, important activities. You should consider scheduling your final athletic season so that it does not interfere with student teaching.*

**Can I compete in extracurricular activities (athletics, residence life, band, etc.) or have a job during student teaching?** *It is recommended that you clear your schedule during the semester that you student teach because it is a valuable experience that will fully immerse you in your future career. If you do engage in additional activities, they **CANNOT** interfere with your school schedule. In short, you cannot leave your placement to go to work or participate in a non-placement related event (e.g., competition, game, conference, etc.). If a student does not adhere to the requirements of the professional semester, they will be removed from their placement and asked to re-apply for student teaching.*

**When should I take my licensure assessments?**

- *Praxis I Math and the VCLA - before your program interview. If you feel unprepared for either test, ask your Education advisor which courses can help you improve the skills required to pass these tests.*
- *RVE - during the semester you are registered for EDUC 310/410/549E (elementary and SPED only)*
- *Praxis II - after you complete your content coursework and before you student teach*

**How can I maintain a good relationship with my professors?**

- *If you or your professor make an appointment, be sure to keep the appointment, be on time and be prepared.*
- *Write emails in a professional manner. Check your email for spelling and grammar.*
- *Be sure you are addressing your professor correctly. Typically, professors with their doctorate are referred to as Dr. \_\_\_\_\_. Otherwise, you should address your instructor as Professor unless directed to do otherwise.*

**If I have come to campus without a vehicle, how will I attend my observations at schools?** *The Office of Student Success has support available to ensure that you get to where you need to go. Also, many students car ride together to their placements. If this is a concern for you, consult with your professor to strategize about your options. Please note, observations are not negotiable as they are critical to your growth and success in the program.*

### **How do I make the most of each field placement?**

*Our clinical faculty, or mentors, are trained in how to prepare you for the realities of teaching. They are veteran educators with years of experience to bestow upon you. Be confident in yourself and your learning, but keep in mind that you are not fully trained. Keep open eyes and ears, and ask questions that help you learn. When appropriate, seek out the Principal(s)/Administrators in your school and introduce yourself. The relationships that you form with teachers and administrators could result in a job one day. These experiences are what YOU make them! It might sound harsh, but if you sit and do nothing, then that's exactly what will happen. While observing and interacting in the field, consider the following:*

- *How do the students respond/interact with their teacher? Is it positive or negative?*
- *Think about WHY your teacher utilizes certain methods in their class.*
- *SEEK OUT information you want to know and ASK questions. These teachers are here to help you.*
- *How does my teacher have their class scheduled? What are the pros and cons of the schedule?*
- *What do I like/dislike that my teacher does? If I dislike it, what would I do and how would I change it?*

### **Does the Education department offer support or guidance to students who are looking for teaching jobs?**

*Typically, students are alerted to imminent job openings in local schools while they are participating in their student teaching placements. Information about local teaching job openings are also sometimes communicated to the Neff Center by local school districts. In such a case, students who are eligible for these jobs receive notification by the Coordinator of Education Services. Students also commonly find job openings by searching School District web pages under Job Listings. Education department faculty can provide insights into local school needs and serve as possible sources of letters of recommendation for applicants. Actual application submissions are ultimately the responsibility of the student but guidance and support will be provided by the Education department personnel.*

Appendix A  
Program Forms

Checklist for Undergraduate Programs.....p. 30  
Checklist for Five Year Program Completion.....p. 32  
Application for Education Practicum.....p. 34  
Pre-registration for the Professional Semester.....p. 36  
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Confidentiality Agreement.....p. 41  
MOU - Five Year Program Students.....p. 42  
Technical Standards.....p. 43

### Checklist for Undergraduate Program

Keep your checklist in your notebook or appointment calendar. **As you complete each item, write the date to the left of that item.** Items are roughly in the order in which they usually occur. Some items do not apply to everyone. **Mark items that do not apply to you "N/A."** Review your checklist with your Advisor each semester at pre-registration advisement. For more information consult [www.ehc.edu](http://www.ehc.edu) and search for E&H Academic Catalog. The Academic Catalog is the Official Program requirement statement. This is only intended to be a guide for the student.

#### Cautions:

- \_\_\_\_\_ 1. Persons convicted of a felony or a misdemeanor involving moral turpitude cannot student teach or be certified to teach in Virginia.
- \_\_\_\_\_ 2. You must achieve and maintain a minimum GPA of 2.75 cumulative, in your major, and in EDUC courses.
- \_\_\_\_\_ 3. Students participating in the student teacher semester must avoid jobs and extracurricular activities during this semester. Please talk with your advisor to coordinate the timing of your student teaching experience.
- \_\_\_\_\_ 4. Stay in touch with the Neff Education Center until you receive your Virginia teaching license.

#### Completion items:

- \_\_\_\_\_ 1. Declare your major and intent to enter teacher education and get a Neff Education Center advisor.
- \_\_\_\_\_ 2. Initiate use of this checklist and be sure that you maintain it.
- \_\_\_\_\_ 3. Register for and pass the Virginia Communications and Literacy Assessment (VCLA) **AND** register for and pass the Praxis I Math **or** submit ACT/SAT scores showing that you are exempt.
- \_\_\_\_\_ 4. Turn in a copy of your VCLA score report to the Neff Education Center office.
- \_\_\_\_\_ 5. Sign and date the Technical Standards notice in EDUC 114
- \_\_\_\_\_ 6. Complete EDUC 114.
- \_\_\_\_\_ 7. Apply for Five Year program after completing 27 semester hours and before completing 57. Complete and return Five Year program application to the Admissions Office.
- \_\_\_\_\_ 8. **File a Practicum Application for EDUC 401 Practicum when you pre-register for 401.**
- \_\_\_\_\_ 9. Get a fingerprinting background check- practicum students will be assigned a time to go together for this process. Your background check is good for one year in local schools.
- \_\_\_\_\_ 10. Make sure that your 401 teaching/observation hours are signed by your mentor and turned in to the Neff Center office (MS 323).
- \_\_\_\_\_ 11. Pass the Writing Proficiency Test administered by the English Department or pass ENGL 199. (Interdisciplinary English and English majors only)
- \_\_\_\_\_ 12. Complete and turn in your interview packet for your Program Interview in the Neff Education Center office (usually done 1<sup>st</sup> semester of Junior year), register and complete your Program Interview.
- \_\_\_\_\_ 13. Come professionally dressed 15 mins. prior to and complete your Program Interview.
- \_\_\_\_\_ 14. Register for and pass the Reading for Virginia Educators Assessment (RVE) during EDUC 410/EDUC 549E. (elementary and special education only)
- \_\_\_\_\_ 15. Complete a graduation audit one year prior to graduation. **(2 semesters before your graduation date)**

- \_\_\_\_\_ 16. **Register for and pass all assessments for your endorsement area including the Praxis II prior to student teaching. Elementary track students interested in endorsement in 6-8 must also take and pass the Middle School Praxis in their content area (English, Math or History/Social Sciences)**
- \_\_\_\_\_ 17. **File an Application for Student Teaching when you pre-register for the Professional Semester.**
- \_\_\_\_\_ 18. Take new TB test prior to student teaching. Must have a TB test **within twelve months** of beginning your student teaching experience.
- \_\_\_\_\_ 19. Complete the Child Abuse Survey Certificate documentation during EDUC 420/440/520/540/560 and turn in to the Neff Center Office.
- \_\_\_\_\_ 20. Make sure that your student teaching/observation hours are signed by your mentor and turned in.
- \_\_\_\_\_ 21. Complete an exit interview following student teaching.

Revised 5/2019

### Checklist for Five Year program completion

Keep your checklist in your notebook or appointment calendar. **As you complete each item, write the date to the left of that item.** Items are roughly in the order in which they usually occur. Some items do not apply to everyone. **Mark items that do not apply to you "N/A."** Review your checklist with your Advisor each semester at pre-registration advisement. For more information consult your catalog and go to [www.neffcenter.ehc.edu](http://www.neffcenter.ehc.edu) Graduate Academic Catalog.

#### Cautions:

- \_\_\_\_\_ 1. Persons convicted of a felony or a misdemeanor involving moral turpitude cannot student teach or be certified to teach in Virginia.
- \_\_\_\_\_ 2. Do not take any 300 or 400 level Education courses except 210 and 330 until you have completed 57 semester hours and you have been accepted by letter into the Five year program.
- \_\_\_\_\_ 3. You must be registered for a 500-level class **at the beginning of the semester** to receive graduate credit.
- \_\_\_\_\_ 4. You must complete graduate courses with a B average with no grade below C.
- \_\_\_\_\_ 5. You must achieve and maintain a minimum GPA of 3.0 cumulative and 3.0 in major.
- \_\_\_\_\_ 6. You must complete at least 153 semester hours to receive the Master's degree. You are strongly encouraged to use electives for a minor, second major, and/or additional endorsement area(s).
- \_\_\_\_\_ 7. Students participating in the student teacher semester must avoid jobs and extracurricular activities during this semester. Please talk with your advisor to coordinate the timing of your student teaching experience.
- \_\_\_\_\_ 8. Stay in touch with the Neff Education Center until you receive your Virginia teaching license.

#### Completion items:

- \_\_\_\_\_ 1. Declare your major and intent to enter teacher education and get a Neff Education Center advisor.
- \_\_\_\_\_ 2. Initiate use of this checklist and be sure that you maintain it.
- \_\_\_\_\_ 3. Register for and pass the Virginia Communications and Literacy Assessment (VCLA) **AND** register for and pass the Praxis I Math **or** submit ACT/SAT scores showing that you are exempt from Praxis I Math testing.
- \_\_\_\_\_ 4. Turn in a copy of your VCLA score report to the Neff Education Center office.
- \_\_\_\_\_ 5. Sign and date Technical Standard Notice and Confidentiality Agreement in EDUC 114
- \_\_\_\_\_ 6. Complete EDUC 114.



- \_\_\_\_\_ 7. Apply for Five Year program after completing 27 semester hours and before completing 57. Complete and return Five Year program application to the admissions office.
- \_\_\_\_\_ 8. Complete and turn in to the Neff Center a Memorandum of Understanding for the 5 Year Program..
- \_\_\_\_\_ **9. File a Practicum Application for EDUC 501 Practicum when you pre-register for 501.**
- \_\_\_\_\_ 10. Get a fingerprinting background check – practicum students will be assigned a time to go together for this process. Your background check is good for one year in local schools.
- \_\_\_\_\_ 11. Make sure that your 501 teaching/observation hours are signed by your mentor and turned in to the Neff Center office (MS 323).
- \_\_\_\_\_ 12. Complete EDUC 570 Exceptional Learners - this includes Health and Physical Education students also.
- \_\_\_\_\_ 13. Pass the Writing Proficiency Test administered by the English Department or pass ENGL 199. (Interdisciplinary English and English majors only)
- \_\_\_\_\_ 14. Complete and turn in your interview packet for your Program Interview in the Neff Education Center office (usually done 1<sup>st</sup> semester of Junior year), register and complete your Program Interview.
- \_\_\_\_\_ 15. Come dressed professionally 15 mins. prior to your interview time and complete your Program Interview.
- \_\_\_\_\_ 16. Register for and pass the Reading for Virginia Educators Assessment (RVE) during EDUC 549E. (elementary and special education only)
- \_\_\_\_\_ **17. Complete a graduation audit one year prior to graduation. (2 semesters before your graduation date)**
- \_\_\_\_\_ **18. Register for and pass all assessments for your endorsement area including the Praxis II prior to student teaching. Elementary track students interested in endorsement in 6-8 must also take and pass the Middle School Praxis in their content area (English, Math or History/Social Sciences)**
- \_\_\_\_\_ **19. File an Application for Student Teaching when you pre-register for the Professional Semester.**
- \_\_\_\_\_ 20. Check TB test or take new TB test prior to student teaching. Must have a TB test within twelve months of beginning your student teaching experience.
- \_\_\_\_\_ 21. Complete the Child Abuse Survey Certificate documentation during EDUC 520/540/560 and turn in to the Neff Center Office.
- \_\_\_\_\_ 22. Make sure that your teaching/observation hours are signed by your mentor and turned in.
- \_\_\_\_\_ 23. Complete an exit interview following student teaching.

Revised 5/2019

# Application for Education Practicum

## Neff Education Center, Emory & Henry College

Name: \_\_\_\_\_ Graduation Date: \_\_\_\_\_  Undergraduate  Graduate

E-mail address: \_\_\_\_\_ Phone: \_\_\_\_\_

Physical Address while in Practicum: \_\_\_\_\_

Semester registering for practicum: \_\_\_\_\_

SUBJECT AREA(s) for teaching endorsement? Elementary students list your content area(s). Secondary students list your major(s).

### Practicum Course in which you will be registered:

Course Number	Course name	Check the course in which you will be registered:
EDUC 401	Practicum in Education	
EDUC 501	Practicum in Education (Masters level)	
EDUC 501B	Practicum in Interventions for Students with Dis/Abilities in Special and Inclusive Education *	

\*practicum student will be placed with a special education resource teacher in an middle setting

### Please circle "yes" or "no" for each question:

Have you completed your Junior Interview with the Neff Center Faculty?    yes            no

Can you provide your own transportation?    yes            no

Please list the schools at which you have completed your 114/115 field experiences:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Schools Where You Received Your Education:

Schools You Attended	School	City	State	Dates of Attendance
Elementary				
Middle				
High School				

Please state any significant health problems:

Desired Placement:

K		
---	--	--

2-5		SPED*    yes        no
Middle		
High		

\*Those registered in 501B will be placed with a special education resource teacher in an elementary setting

**Certification:** My application for Practicum certifies that I have not been convicted of, or entered a plea of guilty or no contest to, a felony, a criminal offense in another country or a misdemeanor involving a child or a student. I have not been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs. I have not been the subject of a founded complaint of child abuse or neglect by a child protection agency. I have never had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled or denied by another state, territory or country and I am currently not the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer. I have never left any education or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving an allegation of misconduct was pending, eligible for appeal, or under appeal. I certify that information in this application is true and complete, and that I understand that any false or misleading statement made in this application or in attachments to it will be sufficient cause to deny my application or to dismiss me from student teaching.

By submission of this application for practicum, I agree to abide by the policies, regulations, and directives of Department faculty and of the school in which I am placed for practicum.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My schedule for my Practicum semester includes: (Please try to leave open blocks of time to work in the school for your placement)

Course #	Title	Days	Start time	End time

Advisor Notes

## Preregistration Checklist for the Professional Semester

You must complete all requirements prior to being placed in the Professional Semester courses (student teaching).

### Instructions:

**Enter “yes” in the “Requirements Met” column if you have met the requirement.**  
Your advisor must verify these responses.

**Enter “no” in the “Requirements Met” column if you have not met the requirement.**

<b>Note: Advisors must verify these responses from transcript or WebAdvisor information prior to signing.</b>		
<b>Requirements for Student Teaching:</b>	<b>Requirements Met</b>	
earned the minimum required cumulative GPA for my program	YES	NO
earned the minimum required major GPA for my program	YES	NO
completed all required professional courses (PRACTICUM and EDUC 445 may be taken in the semester immediately following student teaching.)	YES	NO
completed all early field experience as required (114, 115, 115)	YES	NO
earned Senior status or have been accepted in a graduate program	YES	NO
passed Praxis I Math	YES	NO
passed VCLA	YES	NO
passed Praxis II in subject area	YES	NO
Passed RVE (for PK-6, 6-8 program and/or Special Education endorsement)	YES	NO
passed English Proficiency or English 199 (English/IE majors only)	YES	NO

### **If you respond “no” to any requirement, you cannot register for the Professional Semester (student teaching).**

**Regarding Praxis II, if you have not taken and passed the Praxis II, what is your status? (Circle one)**

1. Registered      2. Not Registered

Please enter the date which you plan to take Praxis II: \_\_\_\_\_

Can you provide your own transportation to your student teaching placement(s)?    yes      no

What courses (besides the professional semester) do you lack in your program?

State any significant health problems:

I have checked the information above and approved preregistration for Student Teaching. I have informed the student that conditions stated above must be met before enrollment in Student Teaching.

Advisor's Signature

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Advisor Notes:

REVISED 10/2017

# Application for Professional Semester Neff Education Center, Emory & Henry College

Name: \_\_\_\_\_ Graduation Date: \_\_\_\_\_  Undergraduate  Graduate

E-mail address:

Physical address while student teaching:

Telephone number

Semester registering for student teaching: \_\_\_\_\_

**SUBJECT AREA(s)** for teaching endorsement? Elementary students list your content area(s).  
Secondary students list your major(s).

### Student Teaching Course in which you will be registered:

Course Number	Course name	Endorsement Area	Check the Student Teaching course in which you are registered:
EDUC 421/521	ST in Primary, Elem or Middle Schools	PK-6, 6-8	
EDUC 441/541	ST in Secondary School (PK-12 or 6-12)	6-12 or PK-12	
EDUC 561	ST in K-12 Special and Inclusive Education *	Any level with SPED endorsement	

\*student teacher will be placed in a SPED inclusive classroom

**401/501/501B Education Practicum Placement** If you had a practicum placement, please list your placement

Semester	Placement School	Grade Level	Subject(s) Taught	Mentor Teacher

### Please check placements needed:

#### PK-6, 6-8 Two Placements Needed

##### 1<sup>st</sup> Placement PK-6, 6-8

K		SPED/Inclusive
3-5		SPED/Inclusive
Middle		SPED/Inclusive

##### 2<sup>nd</sup> Placement PK-6, 6-8

K		SPED/Inclusive
3-5		SPED/Inclusive
Middle		SPED/Inclusive

#### 1<sup>st</sup> Placement PK-12

Elem.		SPED/Inclusive
Secondary		SPED/Inclusive

#### 2<sup>nd</sup> Placement PK-12

Elem.		SPED/Inclusive
Secondary		SPED/Inclusive

#### 6-12 One Placement Needed

Middle 6-8		SPED/Inclusive
Secondary 9-12		SPED/Inclusive

#### PK-12 Two Placements Needed

### Schools Where You Received Your Education

Schools You Attended	School	City	State	Dates of Attendance
Elementary				
Middle				
High School				

**Certification:** My application for Student Teaching certifies that I have not been convicted of, or entered a plea of guilty or no contest to, a felony, a criminal offense in another country or a misdemeanor involving a child or a student. I have not been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs. I have not been the subject of a founded complaint of child abuse or neglect by a child protection agency. I have never had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled or denied by another state, territory or country and I am currently not the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer. I have never left any education or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving an allegation of misconduct was pending, eligible for appeal, or under appeal. I certify that information in this application is true and complete, and that I understand that any false or misleading statement made in this application or in attachments to it will be sufficient cause to deny my application or to dismiss me from student teaching.

By submission of this application for student teaching, I agree to abide by the policies, regulations, and directives of Department faculty and of the school in which I am placed for student teaching.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EMORY & HENRY COLLEGE'S NEFF CENTER FOR TEACHER EDUCATION  
CONFIDENTIALITY AGREEMENT**

I understand that as an Emory & Henry Education Department student observer, practicum teacher, student teacher or tutor, ALL student and staff information is confidential. I agree not to access, review, disclose or use confidential student or staff information without specific authorization from a school administrator. I also understand that even when I am no longer a student or practicum teacher, observer or tutor with the local public school division, any confidential information I have learned must continue to be kept confidential. I understand that any breach of these confidentiality requirements will result in my immediate termination from the school and may result in legal action against me.

I understand that I must comply with all school board policies and school rules applicable to school employees as well as directions from school administrators and staff while serving in a public school. I further understand that my authorization to be in a school may be terminated at the discretion of the school superintendent or school principal at any time if they determine it is in the best interest of the school or the students.

I have read, understand, and agree to the information presented above:

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



**MEMORANDUM OF UNDERSTANDING  
OF THE REQUIREMENTS  
FOR ADMITTED STUDENTS  
TO THE 5-YEAR PROGRAM**

By my signature below, I acknowledge and certify that I understand the following requirements of the 5-Year M. Ed. Program:

1. That I must complete at least 153 semester hours, 33 of which must be at the graduate level, to receive the Master's Degree.
2. That all undergraduate program requirements must be met.
3. That where an EDUC course is offered at both the graduate and the undergraduate level, that I must take the graduate level course and that I must find additional course hours to meet the 153 hour minimum requirement for the Baccalaureate and Master's Degree.
4. That the graduation audit (graduation contract) must be submitted to the CSA Office by December 15 of the prior year for December graduates, May 15 of the prior year for May graduates, and September 15 of the prior year for summer graduates.
5. That completion of at least 120 semester hours minimum is required for the B.A. degree or at least 124 semester hours minimum is required for the B.S. degree
6. That I must complete the Core Curriculum Requirements, an approved major, Lyceum requirements, and any other college-wide requirements not explicitly stated in this memorandum.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Date

## TECHNICAL STANDARDS FOR THE K-12 EMORY & HENRY COLLEGE TEACHER EDUCATION PROGRAM

These Technical Standards are provided to applicants to the K-12 Teacher Education Program to help them make an informed decision regarding choice of career and to help the faculty in judging a student's ability to teach in an acceptable manner.

Technical standards include all non-academic criteria essential for successful participation in the K-12 Teacher Education Program. Technical Standards include, but are not limited to physical, cognitive, and attitudinal abilities.

The K-12 Teacher Education Program is a rigorous and intense program that places specific requirements and demands on students enrolling in the program. The primary goal of this program is to prepare graduates to enter the profession of teaching students from Kindergarten through the twelfth grade. The Technical Standards set forth by the K-12 Teacher Education Program establish the essential qualities considered necessary for students admitted to the program so that they can succeed in the program. The abilities and expectations listed below must be met by all students admitted to the program. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, the student will not be admitted to the program or allowed to remain enrolled in or to graduate from the program. To be admitted to or to maintain enrollment in the K-12 Teacher Education Program each student must demonstrate:

### PHYSICAL CAPACITY

With or without reasonable accommodation, a candidate for K-12 Teacher Education Program must have sufficient stamina and ability to:

- Observe/participate in activities associated with preparing to be a teacher including but not limited to classroom demonstrations and interactions, student assessment including assessing student engagement, classroom and student management to ensure a safe and orderly instructional environment, lesson planning and lesson implementation.
- Accurately receive and express communication.
- Work a teacher's contracted day and perform extended and additional duties such as conducting parent conferences, attending after-school events, and other assigned duties.
- Be present and able to perform duties on a regular basis.
- Must be able to secure transportation for observation and teaching assignments.

Note: It is specifically important in student teaching and the teaching profession that the teacher be present. Therefore, excellence in attendance/presence will be assessed as very important to the successful fulfillment of the Teacher Education Program Technical Standards.

### INTELLECTUAL REASONING

With or without reasonable accommodation, a candidate for K-12 education program must have sufficient cognitive-intellectual abilities and skills in order to:

- Graduate and participate in teacher education
- Comprehend, assimilate and apply complex information presented in the form of lectures, small group work, written materials, and field experiences.

- Independently analyze, integrate concepts and problem-solve to formulate educational judgments appropriate to the practice of teaching.
- Understand and apply strategies for creating contextually-relevant learning experiences

## COMMUNICATION

With or without reasonable accommodation, a candidate for K-12 Teacher Education Program must have sufficient communication skills in order to:

- Effectively receive and express communication in spontaneous interactions with university faculty, parents of students, cooperating teachers, teaching assistants, school administrators, and support personnel (e.g. speech-language pathologists, audiologists).
- Model grammatically appropriate Standard English.
- Communicate effectively, efficiently and sensitively with colleagues, supervisors, families and students in a manner respectful of diverse gender, race, life-style, socioeconomic, disability, religion, or cultural and social backgrounds.
- Engage in collaborative interactions with members of small groups

## SUCCESSFULLY DEMONSTRATE BEHAVIOR AND DISPOSITIONS

With or without reasonable accommodation, a candidate for the K-12 Teacher Education Program must possess the ability to successfully demonstrate the following characteristics, behaviors and dispositions in order to:

- Organize time and materials, prioritize tasks, perform several tasks at once and readily adapt to changing situations.
- Demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, cope with variations in workload)
- Display compassion, justice, empathy, integrity, and the ability to self-regulate emotional manifestations.
- Attend commitments, including classes and field experiences in a punctual manner.
- Seek assistance and follow supervision recommendations in a timely manner.
- Accept and respond in a professional manner to constructive feedback from field supervisors and faculty.
- Project an image of professionalism in personal hygiene, dress, self-discipline, honesty, perseverance, and diligence.

Candidates for selection to the K-12 Teacher Education Program are required to verify they understand and meet these Technical Standards or that they believe that, with certain accommodations they can meet the standards.

If a student's ability to meet the Technical Standards changes while he/she is enrolled in the program, a hearing with the student, program coordinator, additional faculty member and a representative of the Office of Disability Services will be held to determine the best course of action.

The Powell Resource Center will evaluate documentation and coordinate accommodations of a student who states he/she could meet the program's Technical Standards with accommodation. The student must provide appropriate documentation of a qualified disability and properly

request a reasonable accommodation pursuant to applicable laws. With or without reasonable accommodation, Technical Standards herein must be met.

When the stated condition is a qualified disability, the college will confer with the student and appropriate professionals to identify possible reasonable accommodations and determine whether the student can meet the Technical Standards with a reasonable accommodation. The accommodation shall not jeopardize the safety or educational progress of students, the college student, or the college, including all coursework, fieldwork/practicum, and internships deemed essential to graduation.

Student Signature: \_\_\_\_\_

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

Chair, Education Department: \_\_\_\_\_

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

I, \_\_\_\_\_, understand the requirements for admission into Emory & Henry College's Teacher Preparation Program are as follows:

A GPA of 2.75 overall and 2.75 in the major (3.0 overall and 3.0 in the major in the masters program), successful program interview, passing scores on the Praxis I Math subtest or Virginia Department of Education approved alternatives, Virginia Communication and Literacy Assessment, Reading for Virginia Educators (required for PK3, PK-6 and Special Education – General Curriculum K-12 only) and the appropriate Praxis II subject area assessment. Students who have not met the requirements for acceptance into Emory & Henry's Teacher Preparation Program will not be permitted to enroll in the professional (student teaching) semester. All students participating in the student teaching semester must avoid jobs and extracurricular activities during this semester. Please talk with your advisor to coordinate the timing of your student teaching experience.

I also understand that all official test score reports for my endorsement area(s) must be on file in the Neff Center office prior to the first day of the professional (student teaching) semester.

### **Elementary PK-6**

- 1 - Praxis I Math (or exempt via SAT or ACT score): 5733 Core Academic Skills for Educators: Mathematics
- 2 - VCLA
- 3 - Praxis II: **PK-6:** 5001 Elementary Education – all four subtests – Reading and Language Arts, Mathematics, Social Studies and Science **Optional Additional Endorsement - 6-8: 5047 Middle School English, 5169 Middle School Math, 5089 Middle School Social Studies**
- 4 - RVE: 5306 Elementary & Special Education

### **Secondary 6-12**

- 1 - Praxis I Math (or exempt via SAT or ACT score): 5733 Core Academic Skills for Educators: Mathematics
- 2 - VCLA
- 3 - Praxis II: approved test for VA in your content area Test Number \_\_\_\_\_

### **Multi-Level PK-12**

- 1 - Praxis I Math (or exempt via SAT or ACT score): 5733 Core Academic Skills for Educators: Mathematics
- 2 - VCLA
- 3 - Praxis II: approved test for VA in your content area Test Number \_\_\_\_\_

### **Add-on endorsement in Special Education:**

- 1 - RVE: 5306 Elementary & Special Education

\_\_\_\_\_  
Date

Signature

Appendix B

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Preservice Teacher Self Assessment EDUC 114/Program and Exit Interview.....p. 58

Self Evaluation EDUC 401/EDUC 501/ EDUC 501B.....p. 62

## Emory & Henry College Alumni Survey

**Description: The Alumni Survey is given to graduates within their first three years of teaching. The Education department asks that you keep in contact with us to let us know how you are doing, as well as, respond to surveys that inform the department as to your perception of your preparation in the program. This information assists us in maintaining effective education instruction within the program.**

1. Name \*
2. Current Mailing Address
3. Cell Phone Number \*
4. Primary Email Address \*
5. Current Employment Status \*

Check all that apply.

- Full-time teaching
- Part-time teaching (including substitute teaching)
- In education but not teaching
- Other:

6. Date First Employed as a Teacher:

If you are currently teaching, please continue with the following:

*Listed below are areas in which new teachers are expected to be competent. Please indicate how well prepared you felt during your first year of teaching.*

7. Are you primarily teaching in your endorsement area? Yes or No

Directions:

*Please evaluate yourself on the criteria below. For each statement, indicate what you believe to be your current level of competency.*

*Drop choices include:*

- a. *Inadequately prepared: You have little to no understanding of the standard/components and are performing below the expectations of a novice teacher. You had little to no reading, discussion, or practice with content material in your teacher preparation program that covered the standard/components.*
- b. *Adequately prepared: You effectively implement on a relatively consistent basis the standard/components and perform at a level consistent with the expectations of a novice teacher. You read, discussed, and practiced general content material within your teacher preparation program that covered the standard/components.*
- c. *Well prepared: You clearly understand the standard/components, are implementing them effectively on a consistent basis, AND performing at a level beyond that which is expected of a novice teacher. You read, discussed, and practiced in-depth*

*content material within your teacher preparation program that covered the standard/components.*

8. For those subjects in which you hold an endorsement, overall how well prepared were you by Emory & Henry. \*
9. Understanding the similarities and differences in how students learn and develop.
10. Adapting instruction to meet the needs of students with diverse learning styles. and backgrounds

Identifying students' special needs.

11. Adapting instruction to meet the needs of students with disabilities
12. Relating instruction to students' lives and interests
13. Varying teaching methods and instructional strategies to deepen student engagement in learning
14. Planning instruction to achieve objectives that reflect the VA Standards of Learning, school division curriculum guidelines, and national standards
15. Using a variety of assessment strategies to monitor and document student learning
16. Analyzing and using assessment data in making instructional decisions
17. Integrating technology into the instructional and assessment process
18. Creating a safe and supportive learning environment for all students
19. Managing the classroom to maximize student learning
20. Promoting positive social interactions among students
21. Implementing appropriate strategies to address students' behavioral problems
22. Communicating effectively with school staff, educators, and administrators
23. Modeling positive leadership roles for students and other members of the learning community
24. Communicating effectively to bring families into the school community
25. Reflecting systematically on my practice to improve my teaching
26. As you reflect on your first year of teaching, how well do you think your field experience(s) prepared you for the challenges of teaching your own class?

Structure of Teacher Preparation Program

*Directions: If you could redesign your teacher prep experience, how would you change the amount of time and emphasis given to each of the four elements listed below.*

*Please use the criteria below to answer the following questions:*

- a. *Needed more time/emphasis: Standard/components were overemphasized during the teacher preparation program.*
- b. *No change: Standard/components were adequately emphasized during the teacher preparation program.*
- c. *Needed less time/emphasis: Standard/components were inadequately emphasized during the teacher preparation program.*

27. Subject Matter Content
28. Pedagogy (Teaching Methods)



29. Early Field Experience
30. Student Teaching Experience
31. How, if at all, would you change the material content of each of these four elements?  
(short answer question)
32. Overall, how satisfied have you been with the elements of the program? \*  
*Check all that apply.*
  - a. not very satisfied
  - b. a little satisfied
  - c. very satisfied
33. Name and title of current supervisor (principal or other individual who will complete your evaluation)
34. Email of current supervisor

## Emory & Henry College Disposition Survey

**Description:** Desirable teacher dispositions are first discussed with teacher preparation candidates during their EDUC 114 Introduction to Education coursework. Candidates learn about the characteristics needed to be a teacher and they are notified that Education division faculty will be observing each candidate to determine if they possess these qualities. They are also notified that if they do not exhibit these qualities, or need improvement, that faculty will discuss and coach the candidate on how to strengthen any areas of concern. The Disposition Survey is used to monitor candidates, and during Program Interviews creates a discussion point that allows the Education division faculty and staff to intervene if a candidate is not exhibiting the desired traits. The Disposition Survey is completed by Education division faculty and staff during Program Interviews and Exit Interviews. Two Education faculty and staff collaborate to complete the survey after the interview has concluded. Before the survey is completed, faculty and staff discuss with the candidate any areas of concern and offer feedback and guidance. During Exit Interviews, one faculty member interviews candidates after they have completed their student teaching semester. Before this interview, the faculty and staff have reviewed evaluations of the candidate in order to address any areas of concern or commendation.

### \* Required

1. Name of Student \*
2. Date of survey \*
3. Name of Examiner \*
4. Type of Evaluation \*

Mark only one.

- At Program Interview
- At Completion of program

For this section, the respondent picks one response of the four ratings.

- a. Needs Improvement
  - b. Developing/Emerging
  - c. Satisfactory/Meets Expectations
  - d. Exemplary/Exceeds Expectation
5. Shows passion and enthusiasm in teaching and working with children. \*
  6. Demonstrates integrity and honesty and meets ethical expectations. \*
  7. Is flexible and responsive to change. \*
  8. Works collaboratively with peers, colleagues, and families. \*
  9. Demonstrates a commitment to continued learning, reflection, and self- assessment. \*
  10. Values student achievement and learning of all students. \*
  11. Demonstrates the ability to focus during the learning process and respond positively to suggestions for improvement. \*
  12. Demonstrates punctuality, attendance, and ability to meet deadlines.
  13. Demonstrates determination and persistence in overcoming obstacles. \*
  14. Has a positive attitude. \*

Summary comments for this evaluation.

## Emory & Henry College Employer Survey

**Description:** The Emory & Henry Employer Survey of teacher preparation completers is sent to employers of those completers during their first three years of teaching. Data collected from this survey reports employer satisfaction with the preparedness of completers in their first years of teaching. The goal of collecting this data is to provide the Education Department with constructive feedback from employers regarding the quality and effectiveness of Emory & Henry students who have graduated and secured their first teaching position.

### \* Required

1. Your name \*
2. Your email address
3. Name of your first year teacher \*
4. Name of School \*
5. To what school district do you belong? \*
6. What is the type of your school?
  - o Elementary
  - o Middle
  - o High
7. If you are an administrator at an elementary school, to what subject or grade level was the E&H student assigned this past year?
8. If you are an administrator at a middle/secondary school, to what subject(s) was the E&H student assigned this past year?

### *Directions:*

*The next section of questions, the respondent is asked to check one of four categories:*

- a. *Strongly Agree*
  - b. *Agree*
  - c. *Disagree*
  - d. *Strongly Disagree*
9. My teacher from Emory and Henry College was well prepared for his/her first year of teaching \*
  10. The teacher was knowledgeable about his/her content. \*
  11. The teacher was knowledgeable about his/her students. \*
  12. The teacher effectively planned for instruction. \*
  13. The teacher delivered instruction effectively, monitoring and adjusting as necessary. \*
  14. The teacher effectively assessed student performance. \*
  15. The teacher provided a safe and effective learning environment for students. \*
  16. The teacher established a classroom that valued diversity. \*
  17. The teacher effectively taught gifted or high-performing students. \*
  18. The teacher effectively taught students with disabilities. \*
  19. The teacher effectively taught English Language Learners. \*
  20. The teacher used appropriate and effective instructional technology. \*
  21. The teacher effectively dealt with discipline problems. \*

- 22. The teacher worked collaboratively with families. \*
- 23. The teacher exhibited professional dress and behaviors. \*

The next section are short answer questions:

- 24. What would you identify as the strengths of the E&H Teacher Preparation Program?
- 25. How would you like to see the E&H Teacher Preparation Program improved? \*
- 26. Did your district provide mentoring experiences for the first-year teacher? \*

If so, please briefly describe

- 27. Additional Comments

### **Emory & Henry College ePortfolio Rubric**

**Description:** The ePortfolio Rubric is used to evaluate Student Teacher's culminating documentation of their student teaching experience using the campus-wide, ePortfolio platform called Pebble Pad. Student teachers are required to create the ePortfolio to showcase their internship experience electronically, and develop an exemplar teacher preparation artifact that can be shared with employers and also present their product to faculty, peers, and educational partners.

Candidates are first introduced to the ePortfolio rubric during EDUC 114, and in EDUC 401, EDUC 501, and EDUC 501B practicum experiences as they are required to begin creating some of the documentation that will be included in their ePortfolio. During the semester-long seminar courses EDUC 420, 440, 520, 540, and 560 that meet one evening a week during the student teaching semester, an Education Department faculty member guides students through the creation of the ePortfolio and provides feedback on artifacts.

Candidates present their ePortfolio at the end of the semester to faculty from all departments on campus, Education department faculty, Clinical Faculty, Supervising Faculty, Emory & Henry College students, future EPP candidates, and educators from partnering school divisions. At the completion of the semester, the professor for the seminar courses uses the coursework completed by candidates, evaluations provided by College Supervisors and Clinical Faculty to guide in the use of the scoring rubric. Feedback is given to candidates in their final grade for seminar courses.

## Mid-term and Final Evaluation for Student Teachers

**Description:** The Midterm and Final Evaluation of Student Teachers for Clinical Faculty and College Supervisors is a data collection instrument modeled after Virginia's 2011 *The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria for Teachers*. The *Code of Virginia* requires that teacher evaluations be consistent with the performance objectives included in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. The Uniform Performance Standards define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing professional development can be aligned. This Midterm and Final Evaluation Form is used by the clinical intern, the clinical faculty, and the college supervisor during the practicum experience and the student teaching semester.

### \* Required

1. Name of Student Teacher: \*
2. Name of Clinical Educator \*
3. School: \*
4. Grade Level/Subject: \*
5. Date of Evaluation: \*
6. Type of Evaluation \*

*Directions: Please evaluate your student teacher on the standards/components below. For each component, check the level of performance at which you believe your intern is performing. Then, assign an overall rating for each Standard. Please provide sample evidence as appropriate. \*At midterm any overall rating of Needs Improvement requires an action plan for improvement.*

- a. *Exemplary/Exceeds Expectations-the student teacher clearly understands the standard/components, is implementing them effectively on a consistent basis, AND performs at a level beyond that which is expected for a novice teacher. \*Exemplary scores are not awarded for certain components.*
- b. *Satisfactory/Meets Expectations-the student teacher is effectively implementing the elements of the standard/components on a relatively consistent basis and performing at a level consistent with expectations for a novice teacher.*
- c. *Developing/Emerging-the student teacher appears to understand the theory behind the standard/components, is beginning to satisfactorily implement the elements intermittently, and is moving toward performing at a level expected for a novice teacher.*
- d. *Needs Improvement-the student teacher has not demonstrated an understanding of the standard and/or components and is performing below expectations for a novice teacher.*

\*Any components/overall standard scores receiving "needs improvement" must be

accompanied by comment/documentation. Other areas may be commented upon, as appropriate.

### **Performance Standard 1: Professional Knowledge**

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

7. Standard 1 Overall: \*
8. 1.1 Demonstrates complete and accurate knowledge of the subject matter. \*
9. 1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. \*
10. Evidence for Performance Standard 1:

### **Performance Standard 2: Instructional Planning**

The teacher plans using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.

11. Standard 2 Overall \*
12. 2.1 Uses student learning data to guide planning \*
13. 2.2. Develops plans that are clear, logical, sequential, and integrated across the curriculum \*
14. 2.3. Uses existing materials or creates new materials that are challenging and engaging \*
15. 2.4. Plans time realistically for pacing, content mastery, and transitions \*
16. 2.5. Plans for differentiated and relevant instruction for students' learning needs, including TAG, ELL, SPED, etc... \*
17. 2.6. Plans lessons that reflect high expectations for all learners. \*
18. Evidence for Performance Standard 2:

### **Performance Standard 3: Instructional Delivery**

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual needs.

19. Standard 3 Overall \*
20. 3.1 Provides learning experiences that challenge, motivate, engage and maintain students' attention. \*
21. 3.2 Delivers directions, procedures and instructions that are clear, detailed and accurate. \*
22. 3.3 Makes learning relevant by connecting to students' existing knowledge, skills, and strengths \*
23. 3.4 Demonstrates the ability to pace instruction, including introduction, learning activities and closure. \*
24. 3.5 Uses instructional technology, materials, and resources to enhance learning. \*
25. 3.6 Delivers lessons that reflect high expectations for all learners. \*
26. 3.7 Integrates students' use of higher level thinking skills in instruction. \*
27. 3.8 Monitors and adjusts lessons to meet students' needs. \*
28. 3.9 Provides consistent and timely feedback to students. \*
29. Evidence for Performance Standard 3:

### **Performance Standard 4: Assessment of/for Learning**

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.

30. Standard 4 Overall \*

31. 4.1. Uses assessment data to develop expectations for students, differentiate instruction, and document learning. \*

32. 4.2. Uses a variety of formative and summative assessments that are valid and appropriate for the content and students. \*

33. 4.3 Uses grading practices that reflect mastery of content goals and objectives. \*

34. 4.4 Provides ongoing, timely, and specific feedback to students on student progress. \*

35. 4.5 Provides evidence of timely and appropriate intervention strategies for students not making adequate progress \*

36. Evidence for Performance Standard 4:

### **Performance Standard 5: Learning Environment**

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

37. Standard 5 Overall \*

38. 5.1 Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening and enthusiasm for learning. \*

39. 5.2 Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom. \*

40. 5.3 Establishes and maintains clear expectations for classroom rules, routines and procedures involving students as appropriate \*

41. 5.4 Creates an atmosphere of respect for individual differences and cultural diversity. \*

42. 5.5 Provides opportunities for students to develop self-direction, self-discipline and conflict resolution skills \*

43. 5.6 Implements a clear cohesive plan for behavior management \*

44. Evidence for Performance Standard 5

### **Performance Standard 6: Professionalism**

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

45. Standard 6 Overall \*

46. 6.1 Completes work in a timely fashion that accurately and thoroughly responds to assignments. \*

47. 6.2 Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development. \*

48. 6.3 Keeps parents/guardians informed of classroom activities and student progress through ongoing communication. \*

49. 6.4 Collaborates with colleagues and peers to develop skills and incorporate learning into



instructional practice. \*

50. Evidence for Performance Standard 6:

51. Summary Comments for this Evaluation \*

## Emory & Henry College Pre-Service Teacher Self-Assessment

**Description:** The Pre-service Teacher Self-Assessment Survey is administered to Emory & Henry teacher preparation students as a way for them to reflect upon their preparedness for the teaching profession. The survey, based on InTASC standards, is a self-assessment instrument which is administered at three different points throughout the student's academic experience. The first point is during the EDUC 114 course. The second point is during the Program Interview. The final data collection point is during the Exit Interview.

1. Date \*
2. Name (First and Last Name) \*
3. Student ID number \*
4. What endorsement level will you complete while at E&H? \*

Mark only one.

- PK-6 Elementary
- 6-12 Secondary
- PK-12 Secondary

### *Directions:*

*Please evaluate yourself on the criteria below. For each statement, indicate what you believe to be your current level of competency*

- a. *4 - Exemplary/Exceeds Expectations - you clearly understand and have a significant amount of experience implementing the criteria very effectively on a consistent basis.*
- b. *3 - Satisfactory / Meets Expectations - you have a basic understanding and some experience implementing the criteria on a relatively consistent basis.*
- c. *2 - Developing / Emerging - you have minimal understanding and limited experience implementing the criteria effectively.*
- d. *1 - Needs Improvement - you have no understanding and do not have any experience implementing the criteria.*

### LEARNER DEVELOPMENT

5. I understand how learners grow and develop, recognizing that patterns of learning and development vary individually within the cognitive area. \*
6. I understand how learners grow and develop, recognizing that patterns of learning and development vary individually within the linguistic area. \*
7. I understand how learners grow and develop, recognizing that patterns of learning and development vary individually within the social area. \*
8. I understand how learners grow and develop, recognizing that patterns of learning and development vary individually within the emotional area. \*
9. I understand how learners grow and develop, recognizing that patterns of learning and development vary individually within the physical area. \*
10. I understand how learners grow and develop, recognizing that patterns of learning and development vary individually across the cognitive, linguistic, social, emotional, and physical areas. \*

11. Based on my knowledge of how learners grow and develop, I can design developmentally appropriate and challenging learning experiences. \*
12. Based on my knowledge of how learners grow and develop, I can implement developmentally appropriate and challenging learning experiences. \*

#### LEARNING DIFFERENCES

13. I use understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards (CAEP 1.1, InTASC 2). \*
14. I use understanding of diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards (CAEP 1.1, InTASC 2). \*
15. I use understanding of diverse communities to ensure inclusive learning environments that enable each learner to meet high standards (CAEP 1.1, InTASC 2). \*

#### LEARNING ENVIRONMENTS

16. I work with others to create environments that support individual and collaborative learning. \*
17. I work with others to encourage positive social interaction in learning. \*
18. I work with others to encourage active engagement in learning. \*
19. I work with others to encourage self-motivation. \*

#### CONTENT KNOWLEDGE

20. I understand the central concepts of the discipline(s) I will be teaching. \*
21. I understand the tools of inquiry of the discipline(s) I will be teaching. \*
22. I understand the structures of the discipline(s) I will be teaching. \*
23. I create learning experiences that make central concepts of the discipline(s) I will be teaching accessible for learners to assure mastery of content. \*
24. I create learning experiences that make tools of inquiry for the discipline(s) I will be teaching meaningful for learners to assure mastery of content. \*
25. I create learning experiences that make structures of the discipline(s) I will be teaching meaningful for learners to assure mastery of content. \*

#### APPLICATION OF CONTENT

26. I understand how to connect concepts to engage learners in critical thinking related to authentic local and global issues. \*
27. I understand how to connect concepts to engage learners in creativity related to authentic local and global issues. \*
28. I understand how to connect concepts to engage learners in collaborative problem solving related to authentic local and global issues. \*
29. I understand how to use differing perspectives to engage learners in critical thinking related to authentic local and global issues. \*
30. I understand how to use differing perspectives to engage learners in creativity related to authentic local and global issues. \*
31. I understand how to use differing perspectives to engage learners in collaborative problem solving related to authentic local and global issues. \*

## ASSESSMENT

- 32. I understand multiple methods of assessment to engage learners in their own growth. \*
- 33. I use multiple methods of assessment to engage learners in their own growth. \*
- 34. I understand multiple methods of assessment to monitor progress. \*
- 35. I use multiple methods of assessment to monitor progress. \*
- 36. I understand multiple methods of assessment to monitor progress. \*
- 37. I use multiple methods of assessment to guide the learner's decision making. \*

## PLANNING FOR INSTRUCTION

- 38. I plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas. \*
- 39. I plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of the curriculum. \*
- 40. I plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of cross-disciplinary skills. \*
- 41. I plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of pedagogy. \*
- 42. I plan instruction that supports every student in meeting rigorous learning goals through knowledge of who they are. \*
- 43. I plan instruction that supports every student in meeting rigorous learning goals through knowledge of the community context. \*

## INSTRUCTIONAL STRATEGIES

- 44. I understand a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. \*
- 45. I use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. \*
- 46. I understand a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways. \*
- 47. I use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways. \*

## PROFESSIONAL LEARNING AND ETHICAL PRACTICE

- 48. I engage in ongoing professional learning to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community). \*
- 49. I use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community). \*
- 50. I use information from ongoing professional learning to adapt my practice to meet the needs of each learner. \*
- 51. I use information based on evidence to adapt my practice to meet the needs of each

learner. \*

#### LEADERSHIP AND COLLABORATION

52. I seek appropriate leadership roles and opportunities to take responsibility for student learning. \*

53. I seek appropriate leadership roles and opportunities to collaborate with learners to ensure their growth. \*

54. I seek appropriate leadership roles and opportunities to collaborate with the families of learners to ensure learner growth. \*

55. I seek appropriate leadership roles and opportunities to collaborate with colleagues and other school professionals to ensure learner growth. \*

56. I seek appropriate leadership roles and opportunities to collaborate with community members to advance the teaching profession. \*

57. I seek appropriate leadership roles and opportunities to collaborate with colleagues and other school professionals to advance the teaching profession. \*

58. I seek appropriate leadership roles and opportunities to collaborate with community members to ensure learner growth. \*

## Self-Evaluation

**Description:** The Self-Evaluation is modeled from *The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria for Teachers (2011)*. The self-evaluation gives teacher preparation students participating in Practicum field placements (EDUC 401/EDUC 501/ EDUC 501B) and candidates that have completed student teaching an opportunity to rate themselves using *The Virginia Department of Education Uniform Performance Standards (2011)*. The evaluation and rubric are the same indicators of performance candidates are rated by their Supervising Faculty observer and the Clinical Faculty mentor they work under during the practicum course field placement and the student teaching semester. The link below addresses the Performance Standards.

### \* Required

1. Name of Student Teacher: \*
2. Name of Clinical Educator \*
3. School: \*
4. Grade Level/Subject: \*
5. Date of Self-Evaluation: \*

*Directions: Please evaluate yourself on the standards/components below. For each component, check the level of performance at which you believe you are performing. Then, assign yourself an overall rating for each Standard. Please provide sample evidence as appropriate.*

- a. *Exemplary/Exceeds Expectations-the student teacher clearly understands the standard/components, is implementing them effectively on a consistent basis, AND performs at a level beyond that which is expected for a novice teacher. \*Exemplary scores are not awarded for certain components.*
- b. *Satisfactory/Meets Expectations-the student teacher is effectively implementing the elements of the standard/components on a relatively consistent basis and performing at a level consistent with expectations for a novice teacher.*
- c. *Developing/Emerging-the student teacher appears to understand the theory behind the standard/components, is beginning to satisfactorily implement the elements intermittently, and is moving toward performing at a level expected for a novice teacher.*
- d. *Needs Improvement-the student teacher has not demonstrated an understanding of the standard and/or components and is performing below expectations for a novice teacher.*

\*Any components/overall standard scores receiving “needs improvement” must be accompanied by comment/documentation. Other areas may be commented upon, as appropriate.

### **Performance Standard 1: Professional Knowledge**

I demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

6. Standard 1 Overall: \*
7. 1.1 I demonstrate complete and accurate knowledge of the subject matter. \*
8. 1.2 I demonstrate an understanding of the intellectual, social, emotional, and physical development of the age group. \*
9. Evidence for Performance Standard 1:

## **Performance Standard 2: Instructional Planning**

I plan using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.

10. Standard 2 Overall \*
11. 2.1 I use student learning data to guide planning \*
12. 2.2. I develop plans that are clear, logical, sequential, and integrated across the curriculum \*
13. 2.3. I use existing materials or create new materials that are challenging and engaging \*
14. 2.4. I plan time realistically for pacing, content mastery, and transitions \*
15. 2.5. I plan for differentiated and relevant instruction for students' learning needs, including TAG, ELL, SPED, etc... \*
16. 2.6. I plan lessons that reflect high expectations for all learners. \*
17. Evidence for Performance Standard 2:

## **Performance Standard 3: Instructional Delivery**

I effectively engage students in learning by using a variety of instructional strategies in order to meet individual needs.

18. Standard 3 Overall \*
19. 3.1 I provide learning experiences that challenge, motivate, engage and maintain students' attention. \*
20. 3.2 I deliver directions, procedures and instructions that are clear, detailed and accurate. \*
21. 3.3 I make learning relevant by connecting to students' existing knowledge, skills, and strengths \*
22. 3.4 I demonstrate the ability to pace instruction, including introduction, learning activities, and closure. \*
23. 3.5 I use instructional technology, materials, and resources to enhance learning. \*
24. 3.6 I deliver lessons that reflect high expectations for all learners. \*
25. 3.7 I integrate students' use of higher level thinking skills in instruction. \*
26. 3.8 I monitor and adjust lessons to meet students' needs. \*
27. 3.9 I provide consistent and timely feedback to students. \*
28. Evidence for Performance Standard 3:

## **Performance Standard 4: Assessment of/for Learning**

I systematically gather, analyze, and use all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.

29. Standard 4 Overall \*
30. 4.1. I use assessment data to develop expectations for students, differentiate instruction, and document learning. \*
31. 4.2. I use a variety of formative and summative assessments that are valid and appropriate for the content and students. \*
32. 4.3 I use grading practices that reflect mastery of content goals and objectives. \*
33. 4.4 I provide ongoing, timely, and specific feedback to students on student progress. \*
34. 4.5 I provide evidence of timely and appropriate intervention strategies for students not making adequate progress \*
35. Evidence for Performance Standard 4:

## **Performance Standard 5: Learning Environment**

I use resources, routines and procedures to provide a respectful, positive, safe, student-centered

environment that is conducive to learning.

36. Standard 5 Overall \*

37. 5.1 I establish and maintain relationships with students to promote rapport and engagement, and models courtesy, active listening and enthusiasm for learning. \*

38. 5.2 I create and maintain a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom. \*

39. 5.3 I establish and maintain clear expectations for classroom rules, routines and procedures involving students as appropriate \*

40. 5.4 I create an atmosphere of respect for individual differences and cultural diversity. \*

41. 5.5 I provide opportunities for students to develop self-direction, self-discipline and conflict resolution skills \*

42. 5.6 I implement a clear cohesive plan for behavior management \*

43. Evidence for Performance Standard 5

### **Performance Standard 6: Professionalism**

I maintain a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.

44. Standard 6 Overall \*

45. 6.1 I complete work in a timely fashion that accurately and thoroughly responds to assignments. \*

46. 6.2 I demonstrate willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development. \*

47. 6.3 I keep parents/guardians informed of classroom activities and student progress through ongoing communication. \*

48. 6.4 I collaborate with colleagues and peers to develop skills and incorporate learning into instructional practice. \*

49. Evidence for Performance Standard 6:

50. Summary Comments for this Evaluation \*