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Teacher Education Program

The Teacher Education Program serves students interested in becoming teachers. The department also provides professional development opportunities for practicing teachers. Contact us by phone at (804) 523-5543 or by email at teachered@Reynolds.edu.

Overview of Field Experiences

Field experiences are a vital component of quality teacher preparation programs. The purpose of field experiences at Reynolds Community College is to allow Pre-Teacher Education Program (P-TEP) students to develop and demonstrate the knowledge, skills and professional dispositions that are necessary to help all students learn (NCATE, 2008). P-TEP students will have at least two unique experiences (SDV 101 Orientation to Teacher Preparation and EDU 200 Introduction to Teaching as a Profession). During these experiences, P-TEP students will apply and reflect on their:

- content,
- professional and pedagogical knowledge and skills, and
- professional dispositions.

At regionally accredited schools, P-TEP students will have the opportunity to interact with teachers, students, families of students, administrators, other P-TEP students and college faculty about their practice on a regular basis. A special emphasis will be placed on the diversity of the school setting. P-TEP students will also reflect frequently on and justify their own practice (NCATE, 2008).

Professional Expectations for All P-TEP Students

As a Reynolds Community College student enrolled in SDV 101 Orientation to Teacher Preparation or EDU 200 Introduction to Teaching as a Profession, you will be required to complete a 10 hour (SDV 101) and a 40 hour (EDU 200) field experience. Before being placed in a school, a Virginia State Police Criminal History Records Check will be conducted by the Reynolds Department of Police. As a future teacher candidate, it is imperative that you present yourself professionally at all times. This is an opportunity to present both yourself and Reynolds in a positive light to professionals in the field. Remember, you will be exposed to a possible future employer.
• **TURN OFF YOUR CELL PHONE.** Strict adherence to the assigned school’s cell phone policy is mandatory. (Use of cell phone during Field Experience is the **number one** complaint from supervising teachers. Don’t let this be you.)

• Dress professionally and appropriately. The minimum standard is business casual, however, you will need to follow the accepted standards of your assigned school.
  
  o Some general requirements include:
    
    ▪ no jeans except on specially designated school days
    ▪ dress conservatively
    ▪ wear dress shoes, not athletic shoes
    ▪ be clean and well groomed
    ▪ you should be easily identified from students in your assigned school

• No tobacco, alcohol or weapons while on your assigned school’s grounds
• Confidentiality is vital. All matters relating to students, families, and staff are to be held in the highest degree of confidentiality.
• Schools can be very diverse. Respect the diversity of all students, families and staff.
• Act ethically and professionally
• Be a reflective learner
• Be accepting of constructive feedback from your supervising teacher, site administrators, and Reynolds faculty and administrators
• Be open-minded and respectful
• If you must miss a scheduled visit, contact your supervising teacher immediately.
• Act like a teacher rather than a student. You should demonstrate the attitudes, dispositions and actions of a teacher.

Finally, it is important to understand that the faculty or administration (Reynolds or your assigned school) have the right to refuse and/or terminate your participation in a school or classroom if it is deemed necessary.

### Professional Association

You are encouraged to join the Student Virginia Education Association. This student organization is part of the Virginia Education Association—the professional organization for teachers in Virginia. Your membership will afford you liability protection during your internship should you need it. In addition, VEA newsletters and magazines will keep you abreast of current trends and issues related to public school education and the teaching profession. Currently, the Teacher Education Program is in the process of working to expand the Reynolds chapter of S-VEA. Visit [http://www.veanea.org/home/student-vea.htm](http://www.veanea.org/home/student-vea.htm) to find more information on joining.
In addition, contact the Teacher Education Program at teachered@Reynolds.edu for more information about Reynold’s chapter of SVEA Chapter.

**Field Experience Placement Process for Students**

In an effort to schedule field experience sites that are appropriate for P-TEP students’ grade level interest and geographic needs, the Teacher Education Program requires that each candidate complete the online version of the Field Experience Placement Request. P-TEP students must understand that not all requests are able to be honored even with the best efforts of the department. Additionally, if the completed request is not received by the due date then P-TEP students will be placed without any of the above considerations.

Students must follow the following process:

A criminal history records check is required of all students enrolling in this course. Any student who has committed any illegal offense other than minor traffic violations must immediately contact Dr. Eric Barna, Program Head of the Teacher Education Program at (804) 523 - 5542.

1. Provide all information requested on the Field Experience Placement Request for Fall/Spring Semester. Please provide your Reynolds email and a working telephone number.
2. P-TEP students must **NOT** contact teachers to coordinate their own placements.
3. Due dates will be disseminated by your professor and will also be listed on The Teacher Education Program website [http://www.reynolds.edu/get_started/teacher_ed/default.aspx](http://www.reynolds.edu/get_started/teacher_ed/default.aspx)
4. Email the completed “Field Experience Placement Request” to Kelly Maiden (Field Placement Specialist) at kmaiden@Reynolds.edu. ***Email subject should be FE Request: Last Name, First Name.*** Requests will **NOT** be accepted via drop-off or fax. Students will receive a receipt confirmation email within 48 hours. If you do not get a response from the Field Experience Specialist, call the office.
5. Mail or drop off the completed Assumption of the Risk form to Kelly Maiden (Field Placement Specialist). This form will not be accepted via email. The physical address (Parham Road Campus) is 1651 East Parham Road, Massey LTC Rm. 137. Office hours are 8:30 a.m. to 5 p.m. The mailing address is:
   Reynolds Community College
   Teacher Education Program
   P.O. Box 85622
   Richmond, VA 23285-5622
6. All email communications will be by Reynolds email addresses only. P-TEP students must check it regularly to keep abreast of their field placement.
7. Unless specified otherwise by your professor, please refer questions or concerns regarding placement to Kelly Maiden at kmaiden@Reynolds.edu or (804) 523-5543.
8. Review the “Reynolds Field Experience Manual”.


9. Return the “Field Experience Log” to your professor.
10. Remind your supervising teacher to return his/her “Field Experience Supervising Teacher Evaluation (SDV 101)”. Your professor should discuss how to collect this with you in class.
11. Return your “Field Experience: P-TEP Student Feedback” to your instructor.
Field Experience Guidelines SDV 101

Orientation to Teacher Preparation
SDV 101 Student Requirements for Field Experiences

SDV 101 is a student development course that helps Reynolds students decide if they want to pursue a career in teaching. As such, students will be required to complete a 10 hour field experience (observation) in a local school. Primarily, P-TEP students will be conducting observations during this field experience. More interactive field experiences are part of EDU 200. However, should the supervising teacher and teacher candidate be willing to take a more active role in the classroom it is encouraged (i.e. working individually with a student, working with a small group of students).

Preparing for Your 1st Visit

The teacher candidate should take the following steps prior to the first visit to the field experience site:

- Contact your supervising teacher immediately using the contact information provided to you (usually email).
  - **Note:** Some students may not have a teacher as their initial point of contact. If this is the case, contact the person designated as your point of contact by the Field Placement Specialist. The contact person will inform you as to the best way to proceed.
- Arrange with your supervising teacher for the day and time for your first visit. Your first visit should be during a time that the teacher is not teaching so that you can handle the logistical and administrative matters related to your placement.
- You may also discuss a tentative schedule for your visits when emailing. Generally, your supervising teacher will be flexible. Remember, due to teaching schedules, you will need to be flexible as well. Plan on firming up your schedule on the day of your first visit.
  - **Contact the Main Office** (do not call at student arrival or dismissal times or lunch times), introduce yourself and explain that you are a REYNOLDS student coming for a field experience, ask where to park and what the process is for signing in.
  - **Research your school**. Visit the website and try to get a feel for the demographics, community, students and faculty. What message is the website trying to project? Visit the principal’s page and read his/her message. Try to put a name with a face with both your supervising teacher, administrators and office staff if there are pictures available.
General Responsibilities

While in the school setting, you represent yourself, your instructor, and Reynolds. You are an "ambassador" in a sense, and your behavior should reflect this role. Your behavior in the sponsoring school will be a reflection of your capabilities as a future teacher. You will discover that the example you set and maintain will be the model that students will respect and teachers will admire. (Note: You are also “employee,” “guest,” and “mentor”). Be sure that you meet the following responsibilities at all times during you field experience.

- Apply college classroom content to the field experience
- Always be professional and ethical
- You are expected to follow all of the rules and regulations of the school. Ask the supervising teacher for a copy of the teacher’s manual and any listing of rules and regulations that you should review.
- Prepare for the 1st visit and all subsequent visits
- Familiarize yourself with the school calendar and schedule
- Be early for your visits and be sure to follow school sign in procedures
- Be receptive to being an active participant in the classroom, as opposed to being just an observer. Discuss this with your supervising teacher.
- Students will look to you as an example. Use proper grammar and appropriate language when speaking.
- Complete all assignments related to the field experience
- You should never be used as a substitute teacher during your placement
- You should not be asked to lead classroom instruction or left unsupervised with students
- Keep an accurate record of all field hours [Use Field Experience Log (SDV 101)]
- Be sure to have your supervising teacher initial your “Field Experience Log” daily and sign it at the end of your Field Experience and return to your professor
- Be sure to complete the SDV 101 Field Experience: P-TEP Student Feedback form upon completion of the field experience and submit it to your instructor.
- Remind your supervising teacher to return the “Field Experience Supervising Teacher Evaluation (SDV 101)”. Your professor should discuss how to collect this with you in class.

Responsibilities to Your Supervising Teacher

During your field experience, your supervising teacher serves as your mentor, advisor and supervisor. Listed responsibilities are designed to facilitate your learning during your field
experience. Additionally, they describe ways for you to be an asset to your supervising teacher and your students.

- Observe the teacher for at least the first session of the placement.
- Allow the teacher to define the duties and responsibilities that are expected of you. Your job is to assist the teacher in whatever ways are defined for you. This "job description" will be modified as the semester progresses, but it will be the source document that serves as the basis for your placement experience.
- Follow the teacher's instructions explicitly--do not deviate from them without the teacher's consent.
- Be professional in your interaction with the supervising teacher. You should be respectful, courteous, resourceful, responsible, and trustworthy. Avoid offering advice or opinions. Refrain from judgments about students or other teachers.
- Learn to set aside your personal problems and concerns as soon as you enter the school--this is very difficult to do at times. Being able to set aside your own problems and deal with the classroom effectively is an expected part of teaching.
- Be consistent in all your behaviors and interactions. Teaching demands that you be positive, affirming, and in control. It will be quickly conveyed to others if you are moody, irritated, angry, or upset.
- Avoid situations and circumstances that promote gossip, controversy, or dissent. Do not allow yourself to become involved in circumstances or situations related to student issues, teacher concerns, or the school's administration. Keep your opinions to yourself!
- Develop initiative. Supervising teachers may not have the time to direct all your activities while at the school. Volunteer your assistance by developing bulletin boards, working with students who are having specific problems, or other appropriate activities. In short, volunteer to do something that allows the teacher to focus on teaching and not on tasks where you could take charge. Remember—do not expect your supervising teacher to lead you through the placement. Look for opportunities to volunteer assistance and support to both teachers and students.
- **Confidentiality** is essential if your supervising teacher is to gain respect for you and trust in you as a colleague. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. It is vital that you maintain confidentiality at all times.

**Responsibilities to the Students**

- Learn the names of the students in your room as quickly as possible. If you have trouble with names, develop a seating chart.
• You should never touch a student or the student's possessions at this point in your preparation. In elementary settings, this may be difficult since young children like to touch and hug.

• You should be positive, firm, friendly, and supportive in working with students, but most important is CONSISTENCY. You will discover that students will respond to you in a different way than they do to their teacher.

• Encouragement and praise are POWERFUL TOOLS used by successful teachers. Some students have low self-esteem and negative attitudes about learning and school. Some students may be unreceptive no matter what you do. Academic achievement can be bolstered substantially if you encourage students as they strive to learn. Praise for even small successes will mean a lot to a child who is rarely praised.

• Confidentiality is essential. Refrain from discussing a student's personality, problems, learning difficulties, or behaviors outside of the placement site. The same holds true for the teaching professionals with whom you come in contact at your placement site. As mentioned above, FERPA guarantees the confidentiality of student records.

• Any problems relating to the students must be reported to the teacher. If a disturbance occurs outside of the classroom, find a teacher or the principal to quell it. Do not attempt to break up fights or physically intervene.

• Some students may want to confide in you about issues or problems in their lives. Generally, it is best to refer them to their guidance counselor and/or teacher due to mandatory reporting requirements for certain situations.

SDV 101 Supervising Teacher Responsibilities

Quality supervising teachers are an integral part of successful field experiences and successful teacher preparation programs. In order to make the field experience as meaningful as possible, we ask our supervising teachers to meet the responsibilities listed below.

• Should you have any questions or concerns, please contact the P-TEP student’s professor (contact information is included in the “Supervising Teacher Introductory Letter”) or The Teacher Education Program (kmaiden@Reynolds.edu or 804-523-5543). In order to keep minor concerns from becoming major issues, we firmly believe in being proactive to foster our students’ success.

• Upon accepting a P-TEP student for a field placement, you should have received an electronic copy of the “Supervising Teacher Introductory Letter” and the “Reynolds Field Experiences Manual.” Please review both for general information regarding field placements. Both can be found at: http://www.reynolds.edu/get_started/teacher_ed/forms/Field_Exp_Manual.pdf
- SDV 101 students are required to complete 10 hours of observation. Should the supervising teacher deem it appropriate (and the teacher candidate is comfortable with participating), it is encouraged for P-TEP students to take a more active role during his/her experience.
  - P-TEP students at this level do not have the background necessary to teach, although they can work 1:1 with students or with a small group.
- Meet with the teacher candidate prior to the first observation
- Review classroom expectations with the teacher candidate
- Introduce the teacher candidate to your class(es) and explain his/her purpose for being there. Entertain questions if possible.
- Provide background information to the teacher candidate regarding lessons, teaching strategies, etc. as they present themselves
- Provide an area in the classroom for the teacher candidate
- Model appropriate teaching techniques
- Allow the teacher candidate to circulate around the room (as practicable) to observe students at work
- Do not leave the teacher candidate unsupervised with students
- A teacher candidate should never be asked to serve as a substitute teacher during his/her placement
- If schedules permit, include P-TEP students in team, grade level or department meetings as well as school-wide committee/faculty meetings
- If the teacher candidate misses a scheduled classroom session, it would be appreciated if you can work with the candidate to arrange a makeup time. However, if the candidate is being irresponsible, you are under no obligation to do so.
- Please submit the Field Experience Supervising Teacher Evaluation (SDV 101) at the completion of the placement. Your P-TEP student will provide you with details for submission of the form.
Field Experience Guidelines EDU 200

Introduction to Teaching as a Profession
EDU 200 Student Requirements for Field Experiences

Each student is required to complete 40 hours of field experience in EDU 200. The purpose of field placement is to provide students with an opportunity to interact in classroom settings with elementary school students (grades K-5), middle school students (grades 6-8), high school students (grades 9-12), or other special student populations, and with classroom teachers. More important, field placements allow the student to experience the world of the classroom teacher in a number of grade levels and with a variety of student learners. It is hoped that this experience will enable the student to make a professional commitment to the field of teaching. For this reason, this manual has been developed as an aid for students who are participating in the field placement required for the EDU 200 course. The student's role in this field placement will be defined in the following ways:

- To provide direct instructional assistance to students either individually or in small groups
- To provide assistance and support to the supervising classroom teacher in his/her instructional programs
- To observe teaching strategies, classroom management techniques, and the many roles of the classroom teacher
- To observe how records of student progress and educational achievement are maintained
- To evaluate and report on the experiences observed, developed, and provided in the field placement through a journal of these activities
- To become acquainted with the regulations, procedures, and routines of the public school setting

With these roles established, the student will be able to develop a better understanding of teaching as a profession and to gain "hands on" experience in working with students and instructional programs. It is essential, therefore, that students understand their responsibility to the supervising teacher, to the students they are assisting, to the school system that is allowing their participation in its classrooms, and to your community college, the sponsoring institution.

Preparing for Your 1st Visit

The teacher candidate should take the following steps prior to the first visit to the field experience site:

- Contact your supervising teacher immediately using the contact information provided to you (usually email).
  - Note: Some students may not have a teacher as their initial point of contact. If this is the case, contact the person designated as your point of contact by the
Field Placement Specialist. The contact person will inform you as to the best way to proceed.

- Arrange with your supervising teacher for the day and time for your first visit. Your first visit should be during a time that the teacher is not teaching so that you can handle the logistical and administrative matters related to your placement.
- You may also discuss a tentative schedule for your visits when emailing. Generally, your supervising teacher will be flexible. Remember, due to teaching schedules, you will need to be flexible as well. Plan on firming up your schedule on the day of your first visit.
  * **Contact the Main Office** (do not call at student arrival or dismissal times or lunch times), introduce yourself and explain that you are a REYNOLDS student coming for a field experience, ask where to park and what the process is for signing in.
  * **Research your school.** Visit the website and try to get a feel for the demographics, community, students and faculty. What message is the website trying to project? Visit the principal’s page and read his/her message. Try to put a name with a face with both your supervising teacher, administrators and office staff if there are pictures available.

**General Responsibilities**

While in the school setting, you represent yourself, your instructor, and Reynolds. You are an "ambassador" in a sense, and your behavior should reflect this. Your behavior in the sponsoring school will be a reflection of your capabilities as a future teacher. You will discover that the example you set and maintain will be the model that students will respect and teachers will admire. (Note: You are also “employee,” “guest,” and “mentor”). Be sure that you meet the responsibilities listed below at all times during you field experience.

- Apply college classroom content to the field experience
- Always be professional and ethical
- You are expected to follow all of the rules and regulations of the school. Ask the supervising teacher for a copy of the teacher’s manual and any listing of rules and regulations that you should review.
- Prepare for the 1st visit and all subsequent visits
- Familiarize yourself with the school calendar and schedule
- Be early for your visits and be sure to follow school sign in procedures
- Be an active participant in the classroom, as opposed to just observing. Be sure to discuss this role with your supervising teacher.
- Students will look to you as an example. Use proper grammar and appropriate language when speaking.
• Complete all assignments related to the field experience
• You should never be used as a substitute teacher during your placement
• You should not be asked to lead classroom instruction or be left unsupervised with students
• Keep an accurate record of all field hours [Use Field Experience Log (EDU 200)]
• Be sure to have your supervising teacher initial your “Field Experience Log” daily and sign it at the end of your Field Experience and submit it to your professor
• Be sure to complete the EDU 200 Field Experience: P-TEP Student Feedback your instructor.
• Remind your supervising teacher to return the Field Experience Supervising Teacher Evaluation (EDU 200). Your professor should discuss how to collect this with you in class.

Responsibilities to Your Supervising Teacher

During your field experience, your supervising teacher serves as your mentor, advisor and supervisor. Listed responsibilities are designed to facilitate your learning during your field experience. Additionally, they describe ways for you to be an asset to your supervising teacher and your students.

• Observe the teacher for the first session of the placement.
• Allow the teacher to define the duties and responsibilities that are expected of you. Your job is to assist the teacher in whatever ways are defined for you. This "job description" will be modified as the semester progresses, but it will be the source document that serves as the basis for your placement experience.
• Follow the teacher's instructions explicitly--do not deviate from them without the teacher's consent.
• Be professional in your interaction with the supervising teacher. You should be respectful, courteous, resourceful, responsible, and trustworthy. Avoid offering advice or opinions. Refrain from judgments about students or other teachers.
• Learn to set aside your personal problems and concerns as soon as you enter the school--this is very difficult to do at times. Being able to set aside your own problems and deal with the classroom effectively is an expected part of teaching.
• Be consistent in all your behaviors and interactions. Teaching demands that you be positive, affirming, and in control. It will be quickly conveyed to others if you are moody, irritated, angry, or upset.
• Avoid situations and circumstances that promote gossip, controversy, or dissent. Do not allow yourself to become involved in circumstances or situations related to student
issues, teacher concerns, or the school’s administration. Keep your opinions to yourself!

- Develop initiative. Supervising teachers may not have the time to direct all your activities while at the school. Volunteer your assistance by developing bulletin boards, working with students who are having specific problems, or other appropriate activities. In short, volunteer to do something that allows the teacher to focus on teaching and not on tasks where you could take charge. Remember—do not expect your supervising teacher to lead you through the placement. **Look for opportunities to volunteer assistance and support both teachers and students.**

- **Confidentiality** is essential if your supervising teacher is to gain respect for you and trust in you as a colleague. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. **It is vital that you maintain confidentiality at all times.**

**Responsibilities to the Students**

- Learn the names of the students in your room as quickly as possible. If you have trouble with names, develop a seating chart.

- You should never touch a student or the student’s possessions at this point in your preparation. In elementary settings, this may be difficult since young children like to touch and hug.

- You should be positive, firm, friendly, and supportive in working with students, but most important is **CONSISTENCY.** You will discover that students will respond to you in a different way than they do to their teacher.

- Encouragement and praise are **POWERFUL TOOLS** used by successful teachers. Some students have low self-esteem and negative attitudes about learning and school. Some students may be unreceptive no matter what you do. Academic achievement can be bolstered substantially if you encourage students as they strive to learn. Praise for even small successes will mean a lot to a child who is rarely praised.

- **Confidentiality is essential.** Refrain from discussing a student’s personality, problems, learning difficulties, or behaviors outside of the placement site. The same holds true for the teaching professionals with whom you come in contact at your placement site.

- Any problems relating to the students must be reported to the teacher. If a disturbance occurs outside of the classroom, find a teacher or the principal to quell it. Do not attempt to break up fights or physically intervene.

- Some students may want to confide in you about issues or problems in their lives. Generally, it is best to refer them to their guidance counselor and/or teacher due to mandatory reporting requirements for certain situations.
EDU 200 Supervising Teacher Responsibilities

Quality supervising teachers are an integral part of successful field experiences. In order to make the field experience as meaningful as possible, we ask our supervising teachers to meet the responsibilities listed below.

- **Should you have any questions or concerns, please contact the P-TEP student’s professor (contact information is included in the “Supervising Teacher Introductory Letter”) or The Teacher Education Program (kmaiden@Reynolds.edu or 804-523-5543).** In order to keep minor concerns from becoming major issues, we firmly believe in being proactive to foster our students’ success.
- Review “Reynolds Field Experiences Manual” for general information regarding field placements
- EDU 200 students are required to complete 40 hours of field experience. P-TEP students should be active participants in your classroom.
- P-TEP students at this level do not have the background necessary to teach. Some suggested activities, with your approval, include:
  - grading objective assignments
  - discussing lesson planning and classroom management
  - working with students 1:1
  - working with students in small groups
  - assisting you with logistical tasks
  - monitor student learning during instruction
  - assist students with projects
- Please meet with the teacher candidate prior to the first observation
- Review classroom expectations with the teacher candidate
- Introduce the teacher candidate to your class(es) and explain his/her purpose for being there. Entertain questions if possible.
- Provide background information to the teacher candidate regarding lessons, teaching strategies, etc. as they present themselves
- Provide an area in the classroom for the teacher candidate
- Model appropriate and varied teaching techniques and discuss them with the teacher candidate
- Do not leave the teacher candidate unsupervised with students
- A teacher candidate should never be asked to serve as a substitute teacher during his/her placement
• If schedules permit, include P-TEP students in team, grade level or department meetings as well as school-wide committee/faculty meetings

• If the teacher candidate misses a scheduled classroom session, it would be appreciated if you can work with the candidate to arrange a makeup time. However, if the candidate is being irresponsible, you are under no obligation to do so.

• Please complete the Field Experience Supervising Teacher Evaluation (EDU 200) at the completion of the placement. Your P-TEP student will provide details for the submission of the form.
References


Note: This manual was partially based on a similar one provided by the VCCS Teacher Education Peer Group
Appendices

InTASC Model Core Teaching Standards (April, 2011)

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE
1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS
1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners’ growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES
2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE
2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

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

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

**ESSENTIAL KNOWLEDGE**

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

**CRITICAL DISPOSITIONS**

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**PERFORMANCES**
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

**ESSENTIAL KNOWLEDGE**

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

**CRITICAL DISPOSITIONS**

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

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**Standard #5: Application of Content**

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

**PERFORMANCES**

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-
disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

**ESSENTIAL KNOWLEDGE**

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS
5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

PERFORMANCES
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

**ESSENTIAL KNOWLEDGE**

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

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

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

**ESSENTIAL KNOWLEDGE**

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

**CRITICAL DISPOSITIONS**

7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
Standard #8: Instructional Strategies

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

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS
8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
PERFORMANCES
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE
9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

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

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

**ESSENTIAL KNOWLEDGE**
10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

**CRITICAL DISPOSITIONS**
10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

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EDU 200
- Assumption of the Risk
- Field Experience Placement Request
- Field Experience Log (EDU 200)
- EDU 200 Field Experience: P-TEP Student Feedback
- Field Experience Supervising Teacher Evaluation (EDU 200)
MANDATORY CRIMINAL HISTORY RECORDS CHECK FOR
PRE-TEACHER EDUCATION FIELD EXPERIENCES

The Virginia Department of Education has the authority to deny licensure to any applicant as described in 8VAC20-22-720 of the Licensure Regulations for School Personnel. Any student entering the Pre-Teacher Education Program (P-TEP) who has committed any illegal offense other than minor traffic violations should discuss these matters with the Program Head of the Teacher Education Program prior to enrolling in SDV 101 Orientation to Teacher Preparation and/or EDU 200 Introduction to Teaching as a Profession for clarification. REYNOLDS requires a criminal background check of all entering students. Inability to obtain field experience site placement due to a negative background check will result in removal from the program.

Please legibly provide the following information:

| Last Name: __________________________________ | First Name: ________________________________ |
| Social Security Number: __________ - ______ - ________ |
| Date of Birth (Month/Day/Year): __________/_________/_________ |
| Sex (Please circle): Male Female Race: __________________________ |

I understand that a Virginia State Police Criminal History Records Check will be conducted and is a requirement for all Pre-Teacher Education Program students. Furthermore, I have read and understand the entire Mandatory Criminal History Records Check For Pre-Teacher Education Field Experiences Form. 

I represent that I am 18 years of age or older and legally capable of entering into this agreement.

_________________________________________________________  __________________________________
Participant’s signature  Date
_________________________________________________________  ______________________________
Student’s Name (Printed)  Address

If participant is less than 18 years of age, the following section must be completed:

I represent that I am 18 years of age or older and legally capable of entering into this agreement.

_________________________________________________________  __________________________________
Child’s Name  Parent’s or guardian’s signature
_________________________________________________________  ______________________________
Address  Date
ASSUMPTION OF THE RISK FORM

I agree that as a participant in Field Experiences for EDU 200 or SDV 101 associated with Reynolds Community College (the “College”) scheduled for _____________ (Semester), _________(year) I am responsible for my own behavior and well-being.

I understand that in the event of accident or injury, personal judgment may be required by the participating school and/or school division or College personnel regarding what actions should be taken on my behalf. Nevertheless, I acknowledge that the College and/or the participating school and/or school division personnel may not legally owe me a duty to take any action on my behalf. I also understand that it is my responsibility to secure personal health insurance in advance, if desired, and to take into account my personal health and physical condition.

I further agree to abide by any and all specific requests by the College and the participating school and/or school division for my safety or the safety of others, as well as any and all of the College’s and the participating school and/or school division rules and policies applicable to all activities related to this program. I understand that the College reserves the right to exclude my participation in this program if my participation or behavior is deemed detrimental to the safety or welfare of others.

In consideration for being permitted to participate in this program, and because I have agreed to assume the risks involved, I hereby agree that I am responsible for any resulting personal injury, damage to or loss of my property which may occur as a result of my participation or arising out of my participation in this program, unless any such personal injury, damage to or loss of my property is directly due to the negligence of the College and/or the participating school and/or school division. I understand that this Assumption of Risk form will remain in affect during any of my subsequent visits and program-related activities, unless a specific revocation of this document is filed in writing with Dr. Eric Barna, at which time my visits to or participation in the program will cease.

In case an emergency situation arises, please contact ________________________________ (name) at ______________________ (phone number).

I acknowledge that I have read and fully understand this document. I further acknowledge that I am accepting these personal risks and conditions of my own free will.

_______ I represent that I am 18 years of age or older and legally capable of entering into this agreement.

_________________________________________ Date

Participant’s signature

_________________________________________ Address

Student’s Name (Printed)

If participant is less than 18 years of age, the following section must be completed:

_______ My child/ward is under 18 years of age and I am hereby providing permission for him/her to participate in this program, and I agree to be responsible for his/her behavior and safety during this event.

_________________________________________ Parent’s or guardian’s signature

Child’s Name

_________________________________________ Address

Address
FIELD EXPERIENCE REQUEST
Reynolds Community College

Instructions:
1. After opening the form, save a blank copy to your desktop or a thumb drive as a PDF. Use the filename: FE Request/Your Last Name, Your First Name.
2. Close all versions of the form, then re-open only the one you saved to your desktop or thumb drive.
3. Fill out the form by typing in the information requested. Students are required to provide all applicable information.
4. Save the form and close it.
5. Using your Reynolds email address, send the completed form as an attachment to Kelly Maiden at kmaiden@reynolds.edu; Use the email subject: FE Request: Last name, First name.
6. Check your email regularly. Students will receive a confirmation email once request is received.

While we try to meet your preferences, we do not make any guarantees regarding placements.

Name:______________________.................................................. EMPLID#:____________________________
Reynolds Email:__________@email.vccs.edu Telephone#:_____________________

Course: SDV 101 EDU 200 Professor:_____________________

Home Address: ___________________________________________ City:________________________ Zip code:____________________
Work Address: ___________________________________________ City:________________________ Zip code:____________________
Reynolds Campus where you attend classes: PRC DTC Goochland

Grade level preference: Elementary Middle High
Content Area (For Middle or High School): ________________________________
List ANY AND ALL schools where you have been previously placed for Field Experience: ________________________________

Have you ever been convicted of a felony or found guilty of a criminal offense in the United States or in another country? YES NO
Have you ever been convicted of a misdemeanor involving children or drugs? YES NO

Name of High School(s) you attended: ________________________________
In the City or County of: __________________________________________
List area schools and relationships where you have children or relatives attending: ________________

If you are employed as a paraprofessional, list school(s) where you work: ________________________________

By selecting yes, I certify that the information on this request is accurate and complete: YES
Sent Date: ________________________________
Teacher Evaluation: Classroom Observation (SDV 101)

Reynolds P-TEP Student: _______________________________ Term: __________________

Host School: ___________________ Grade Level and/or Content Area: __________________________

Supervising Teacher: ____________________________

Based on your observation, please indicate the extent to which the Reynolds P-TEP student is progressing with regard to the following descriptions.

<table>
<thead>
<tr>
<th>Extent of Progress</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (4)</td>
<td>Performance is consistently exceptional for someone conducting their first classroom observation</td>
</tr>
<tr>
<td>Competent (3)</td>
<td>Performance is consistently above average for someone conducting their first classroom observation</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>Performance is consistently adequate for someone conducting their first classroom observation</td>
</tr>
<tr>
<td>Unsatisfactory (1)</td>
<td>Performance is consistently not acceptable for someone conducting their first classroom observation</td>
</tr>
</tbody>
</table>

Teacher Prep Student Expected Behaviors/Dispositions:

| 1) | Teacher Candidate is attentive and appropriately engaged during observation. |
| 2) | Teacher Candidate exhibits positive attitude towards education. |
| 3) | Teacher Candidate interacts in an appropriately professional manner with all school personnel. |
| 4) | Teacher Candidate interacts with students in a positive, respectful, and safe manner. |
| 5) | Teacher Candidate demonstrates the dress and behavior expected of a professional educator. |
| 6) | Teacher Candidate is punctual and completed the required 10 hours |

Summary Comments:

Total Number of hours: ______________

Supervising Teacher (Signature): ____________________________ Date: ______________

Unless instructed otherwise by the course instructor, please place the evaluation in a sealed envelope, sign across the flap and return to your Reynolds P-TEP student.
Field Experience Supervising Teacher Evaluation ST1 (EDU 200)

Reynolds P-TEP Student: ________________________________ Term: __________________ Host School: ________________

Supervising Teacher: ________________________________ Grade Level and/or Content Area: ____________________________

Based on your observation, please indicate the extent to which the teacher candidate is progressing with regard to the following descriptions:

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Performance is consistently exceptional for someone early in their teacher preparation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent (3)</td>
<td>Performance is consistently above average for someone early in their teacher preparation</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>Performance is consistently adequate for someone early in their teacher preparation</td>
</tr>
<tr>
<td>Unsatisfactory (1)</td>
<td>Performance is consistently not acceptable for someone early in their teacher preparation</td>
</tr>
</tbody>
</table>

Teacher Candidate Expected Behaviors/Dispositions:

1) Teacher Candidate is actively engaged and asks appropriate questions pertaining to education. 4 3 2 1
   Commendations/Recommendations:

2) Teacher Candidate shows a positive attitude towards students and families, and all school employees. 4 3 2 1
   Commendations/Recommendations:

3) Teacher Candidate demonstrates the dress and behavior expected of a professional educator. 4 3 2 1
   Commendations/Recommendations:

4) Teacher Candidate interacts in an appropriately professional manner with all school personnel. 4 3 2 1
   Commendations/Recommendations:
5) Teacher Candidate shows respect for the classroom teacher by completing all tasks that are assigned in a timely and appropriate manner.

Commendations/Recommendations:

6) Teacher Candidate interacts with students in a positive, respectful, and safe manner.

Commendations/Recommendations:

7) Teacher Candidate is punctual and completed the required 40 hours

Commendations/Recommendations

Summary Comments:

Total Number of hours: ____________

Supervising Teacher (Signature): ________________________________________________

Unless instructed otherwise by the course instructor, please place the evaluation in a sealed envelope, sign across the flap and return to your P-TEP student.
SDV 101 Field Experience: P-TEP Student Feedback

Reynolds P-TEP Student: ________________________________ Term: _______________ Grade Level /Content Area: __________________

Supervising Teacher: ________________________________ Professor: _______________ Host School: __________________

Based on your field experience, please circle the choice that most closely represents your experience.

1. My supervising teacher was very welcoming
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

2. My supervising teacher met with me prior to my experience
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

3. My supervising teacher provided background information (i.e. handbooks, schedules, lesson plans) that helped me to develop a better understanding of the school, classroom and students
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

4. My supervising teacher encouraged me to interact in the classroom
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

5. My supervising teacher helped me to interact with the school community (i.e. other teachers, staff, administrators, students)
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

6. Overall, my field experience was a positive experience
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

7. Please include any comments you feel are relevant to your field experience. Use the back if necessary.
EDU 200 Field Experience: P-TEP Student Feedback

Reynolds P-TEP Student: ____________________________ Term: _____________ Grade Level /Content Area: _______________________

Supervising Teacher: ______________________________ Professor: _____________ Host School: ______________________________

Based on your field experience, please circle the choice that most closely represents your experience.

1. My supervising teacher was very welcoming
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

2. My supervising teacher met with me prior to my experience
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

3. My supervising teacher provided background information (i.e. handbooks, schedules, lesson plans) that helped me to develop a better understanding of the school, classroom and students
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

4. My supervising teacher encouraged me to interact in the classroom
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

5. My supervising teacher helped me to interact with the school community (i.e. other teachers, staff, administrators, students)
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

6. Overall, my field experience was a positive experience
   - Strongly Disagree
   - Disagree
   - Neither Disagree nor Agree
   - Agree
   - Strongly Agree

7. Please include any comments you feel are relevant to your field experience. Use the back if necessary.
# Field Experience Hours Log (SDV 101)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>How did you Participate?</th>
<th>Hours</th>
<th>Supervising Teacher’s Initials</th>
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___ Total Hours

Supervising Teacher Signature  ________________________________  Print Name: __________________________

P-TEP Student Signature  ________________________________  Print Name: __________________________

Instructor’s Name  ________________________________
# Field Experience Hours Log (EDU 200)

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___ Total Hours

Supervising Teacher Signature: __________________________
Print Name: __________________________

P-TEP Student Signature: __________________________
Print Name: __________________________

Instructor’s Name: __________________________
Information for Supervising Teachers  
SDV 101 Orientation to Teacher Preparation

SDV 101 is a student development course that helps Reynolds students decide if they want to pursue a career in teaching.

Please keep in mind that these students are exploring teaching as a career and have not taken any education courses. Many of these students are taking this course during their first semester in college.

Students will be required to complete a 10 hour field experience in a local school. Primarily, Pre-Teacher Education Program (P-TEP) students will be conducting observations during this field experience. More interactive field experiences are part of EDU 200. However, should the supervising teacher and P-TEP student be willing to take a more active role in the classroom it is encouraged (i.e. working individually with a student, working with a small group of students).

Supervising Teacher Responsibilities

Before:
- Review the Reynolds Field Experience Manual for general information regarding field experiences.
- Meet with the P-TEP student prior to the first observation. The P-TEP student should contact the supervising teacher via phone and/or email to arrange the day and time for the first visit.
- The first meeting should include a discussion of a tentative schedule for visits and the completion of logistical and administrative matters related to experience.
- Review classroom expectations with the P-TEP student.

During:
- Introduce the P-TEP student to your class(es) and explain his/her purpose for being there. Entertain questions if possible.
- Provide background information to the P-TEP student regarding lessons, teaching strategies, etc. as they present themselves.
- Provide an area in the classroom for the P-TEP student.
- Model appropriate teaching techniques.
- Allow the P-TEP student to circulate around the room (as practicable) to observe students at work.
- Do not leave the P-TEP student unsupervised with students.
- A P-TEP student should never be asked to serve as a substitute teacher during his/her placement.
- If schedules permit, include the P-TEP student in team, grade level or department meetings as well as school-wide committee/faculty meetings.
- If the P-TEP student misses a scheduled classroom session, it would be appreciated if you can work with candidate to arrange a makeup time. However, if the candidate is being irresponsible, you are under no obligation to do so.
- Should you have any questions or concerns, please contact the P-TEP student’s professor or The Teacher Education Program (kmaiden@reynolds.edu or 804-523-5543).
- Initial the P-TEP student’s “Field Experience Log” daily to verify his/her hours.

Should the teacher deem it appropriate, P-TEP students may take a more active role than merely observing. Some potential activities include:
- Individualized assistance to a student in content area learning.
- Direct interaction with small groups of students by helping with assignments.
• Participation in tasks that directly impact the teacher’s day, such as instructional activities, planning, and grading students’ assignments.

After:
• Please submit the “Field Experience Supervising Teacher Evaluation (SDV 101)” at the completion of the placement.
• Sign the Field Experience Log upon completion of the experience.

Thank you in advance for agreeing to share your skills and knowledge with a future teacher. Please do not hesitate to contact us with any questions.

Sincerely,

[Signature]
Eric Barna, Ph. D.
Professor and Program Head

---------------------------------------------------------------

Professor Contact Information:

Name: ______________________

Email: ______________________

Phone: ______________________
Information for Supervising Teachers
EDU 200 Introduction to Teaching as a Profession

Each student is required to complete 40 hours of field experience in EDU 200. The purpose of the field placement is to provide students with an opportunity to interact in classroom settings with elementary school students (grades K-5), middle school students (grades 6-8), or high school students (grades 9-12), or other special student populations, and with classroom teachers. More importantly, the field placement will allow the student to experience the world of the classroom teacher in a number of grade levels and with a variety of student learners. It is hoped that this experience will enable the student to make a professional commitment to the field of teaching.

Supervising Teacher Responsibilities

Before:
- Review the Reynolds Field Experience Manual for general information regarding field experiences.
- Meet with P-TEP student prior to the first observation. The P-TEP student should contact the supervising teacher via phone and/or email to arrange the day and time for the first visit.
- The first meeting should include a discussion of a tentative schedule for visits and the completion of logistical and administrative matters related to experience.
- Review classroom expectations with the P-TEP student.

During:
- Introduce the P-TEP student to your class(es) and explain his/her purpose for being there. Entertain questions if possible.
- Provide background information to the P-TEP student regarding lessons, teaching strategies, etc. as they present themselves.
- Provide an area in the classroom for the P-TEP student.
- Model appropriate teaching techniques.
- P-TEP students at this level do not have the background necessary to teach. Some suggested activities, with your approval, include:
  - grading objective assignments
  - discussing lesson planning and classroom management
  - working with students 1:1
  - working with students in small groups
  - assisting you with logistical tasks
  - monitor student learning during instruction
  - assist students with projects
- Do not leave the P-TEP student unsupervised with students.
- A P-TEP student should never be asked to serve as a substitute teacher during his/her placement.
- If schedules permit, include the P-TEP student in team, grade level or department meetings as well as school-wide committee/faculty meetings.
• If the P-TEP student misses a scheduled classroom session, it would be appreciated if you can work with candidate to arrange a makeup time. However, if the candidate is being irresponsible, you are under no obligation to do so.

• Should you have any questions or concerns, please contact the P-TEP student’s professor or The Teacher Education Program (kmaiden@Reynolds.edu or 804-523-5543).

• Initial the P-TEP student’s “Field Experience Log” daily to verify his/her hours.

After:

Please submit the “Field Experience Supervising Teacher Evaluation (EDU 200).”

• at the completion of the placement. Your P-TEP student will provide details for the submission of the form.

• Sign the “Field Experience Log” upon completion of the experience.

Thank you in advance for agreeing to share your skills and knowledge with a future teacher. Please do not hesitate to contact us with any questions.

Sincerely,

Eric Barna, Ph. D.
Professor and Program Head

--------------------------------------------------------------------------------

P-TEP Student

Professor Contact Information:

Name: __________________________

Email: __________________________

Phone: __________________________