Table of Contents

Introduction 3-4
Council for the Accreditation of Educator Preparation (CAEP) Standards 5-10
Longwood University’s Conceptual Framework Standards 11-12
Procedure to Handle Student Complaints 13-14
The Role of the Office of Professional Services 15
Field Experience Placements 16-17
Administration of Field Placements 18-19
The Role of the Partnering Placement School Division and School 20

**Practicum One Week (EDUC 270)**
- Requirements 21
- Journal Entry Guidelines 22
- General Journal Entries 22
- Specific Journal Entries 23-24
- The Role of the Cooperating Teacher 25-26
- University Supervisor’s Responsibilities 27-28
- Assessment for Rubric for Journal Entries 29
- Sample Evaluation and Grading 30

**Practicum Three Week (EDUC 370 or SPED 327)**
- Requirements 32
- Journal Entry Guidelines 33
- General Journal Entries 33-34
- Specific Journal Entries 34-36
- The Role of the Cooperating Teacher 37-38
- University Supervisor’s Responsibilities 30-40
- Assessment for Rubric for Journal Entries 41
- Sample Evaluation and Grading 42-43

Supplemental Materials

*Daily Lesson Plan for Special Education*
*Field Activity Log*
*Practicum Observation Checklist*
*Standard Daily Lesson Plan*

Assessments (View Only):  
*Early Clinical Evaluation*
*Cooperating Teacher Feedback Form*
Introduction

The Longwood University College of Education and Human Services is committed to providing the teacher candidate with positive, practical, and professional field and clinical experiences. University faculty, supervisors, cooperating teachers, and the Office of Professional Services (OPS) work with the teacher candidate to provide the support and encouragement s/he needs to enter the teaching profession as enthusiastic, effective, and caring teachers who can teach all students.

Longwood's Teacher Preparation Program prepares Teachers as Reflective Leaders based upon a solid foundation in general education, a broad background in liberal arts and sciences, and specific pedagogical skills as required by the Council for the Accreditation of Educator Preparation (CAEP) Standards. The CAEP standards and Longwood’s Conceptual Framework Standards that the teacher candidate graduate is able to demonstrate are described in the next section of this handbook.

This Handbook is intended for use by Longwood University teacher candidates, faculty, university supervisors, cooperating teachers, and host principals. It is a comprehensive guide for the field experiences (Practicum One Week, Practicum Three Week), but is not exhaustive in its coverage. This handbook provides policies, requirements, guidelines and suggestions for those individuals involved with field experience placement activities. This Handbook is supplemented by the mandatory meetings, orientation sessions, and training provided by the OPS. The OPS website and Canvas course also provide information and quick access to the necessary applications, calendars, documents, forms, timelines, etc. required for admission to the Teacher Preparation Program.

Longwood University carries bodily and property damage liability insurance for Longwood University faculty, staff, and the teacher candidate engaged in observations, field, and/or clinical experience placements. Professional liability is provided to the teacher candidate acting in the scope of her/his placement. Any problems must be reported immediately to the OPS.

Longwood University Sexual Misconduct Policy guarantees an educational environment free from gender-based discrimination of any kind. Please review Policy at: http://www.longwood.edu/assets/judicial/Longwood_University_Sexual_Misconduct_Policy.pdf
The terms defined below are specific for this handbook.

- Field experience placement refers to Practicum One Week and Practicum Three Week placements.

- Partnering placement school division refers to the school division that has signed a Memorandum of Understanding that is on file in the OPS. The OPS maintains a list of current partnership schools on its website.

- Teacher candidate refers to a Longwood University student who has been or plans to be admitted to the Teacher Preparation Program.
Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and
professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Partnerships for Clinical Preparation

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The
provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution form from 2018-2019; and
- is in the top 33 percent of the distribution by 2020

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement
and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection at Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

4.1 The provider documents, using multiple measures, that program
completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

4.4 The provider demonstrates, using measure that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact of P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider’s quality assurance system is comprised of multiple measures
that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

CAEP Commission Recommendation to the CAEP Board of Directors
Longwood University’s Conceptual Framework Standards

CF STANDARD I:  Content Knowledge
Longwood University (LU) Educational Professionals possess an extensive working knowledge of the content of their profession and are able to deliver or assist in delivery of content in a manner that is consistent with best professional practices and that positively impacts student learning.

CF STANDARD II:  Planning
LU Education Professionals possess the ability to develop individual and group outcomes using appropriate techniques, strategies, technology, and available resources to meet state standards, other educational goals, and student needs.

CF STANDARD III:  Learning Climate
LU Education Professionals are able to create for all students a positive and supportive environment that is conducive to learning, developmentally appropriate, and encourages mutual cooperation and respect.

CF STANDARD IV:  Implementation/Management
LU Education Professionals design and use effective strategies that motivate students to have high expectations while encouraging critical thinking and creative problem solving.

CF STANDARD V:  Evaluation/Assessment
LU Education Professionals use a variety of appropriate appraisal and evaluation methods to assess student learning and growth and to evaluate and improve on their professional practices.

CF STANDARD VI:  Communication
LU Education Professionals possess the ability to communicate in a variety of contexts and with a variety of audiences, including students, parents, colleagues, and administrators, and value such communication as a means to provide opportunities for all students to grow and develop to their fullest potential.

CF STANDARD VII:  Technology
LU Education Professionals utilize appropriate media, technology, and available resources for planning and implementing instruction, assessing and communicating learning results, and engaging students in instruction.
CF STANDARD VIII: Diversity
LU Education Professionals value diversity as an opportunity to enhance the learning of all students. They are deliberate in using what each child brings to the learning situation and facilitating learning experiences crafted to each student’s learning needs. They also challenge students to reflect upon and transform their own beliefs about a diverse society as well as to challenge stereotypes and negative assumptions about diverse cultures, languages, economic resources, and abilities.

CF STANDARD IX: Professional Dispositions
LU Education Professionals demonstrate dispositions associated with the profession by their valuing of learning, personal integrity, diversity, collaboration, and professionalism.
Procedure to Handle Student Complaints

This complaint procedure is designed to assist teacher candidates who have a perception of unfair and/or unlawful treatment. A complaint should be resolved without initiating the formal procedure, if at all possible. This procedure does not supersede Longwood University’s policies set forth for grievances of discrimination, harassment, or grade appeals.

If a teacher candidate is not admitted to the Teacher Preparation Program, s/he should first consult with the OPS to determine the reason(s) for this decision. Often times, a requirement has simply not been met or adequately documented, and admission can follow thereafter upon compliance and/or production of the necessary documentation. Appeals regarding denied admission to the Teacher Preparation Program must be directed in writing to the appropriate Program Coordinator(s) based on the teacher candidate’s licensure and endorsement area(s).

If a teacher candidate has a complaint about placements, university supervisors, grades, deficiencies, or decisions made by faculty members, advisors, the OPS, etc., please use the following procedure:

1. The teacher candidate should first discuss the issue with the person(s) involved and attempt to resolve the complaint through informal discussion. This meeting should occur within ten (10) business days of having knowledge of the issue.

2. If the matter cannot be resolved at this meeting, the teacher candidate may file a written complaint within ten (10) business days of the verbal meeting. The written complaint should be submitted to the person(s) directly involved with notification of the complaint also being provided to the appropriate supervisor. The written complaint must contain:
   a. A complete description of the complaint;
   b. Any supporting documents; and
   c. The redress (desired outcome) sought by the teacher candidate.

3. The person receiving the written complaint has ten (10) business days to reply to the teacher candidate in writing. If the teacher candidate is not satisfied with the written response from the employee, the teacher candidate should make a written appeal to the employee’s supervisor. The supervisor has ten (10) business days to investigate and reply in writing to the student or schedule mediation with the person(s) involved.
4. If the teacher candidate is not satisfied with the written response from the supervisor and/or the outcome(s) of the scheduled mediation, s/he may appeal to the Department Chair. This appeal must be made within ten (10) business days of the supervisor’s written response and/or mediation. The teacher candidate should include copies of all previous correspondence and relevant documents, along with a cover letter, to the Department Chair. The Department Chair has ten (10) business days to adjudicate the matter and reply to the teacher candidate.

5. If the teacher candidate is not satisfied with the written response from the supervisor and/or the outcome(s) of the scheduled mediation, s/he may appeal to the Dean of the College of Education and Human Services. This appeal must be made within ten (10) business days of the supervisor’s written response and/or mediation. The teacher candidate should include copies of all previous correspondence and relevant documents, along with a cover letter, to the Dean. The Dean has ten (10) business days to adjudicate the matter and reply to the teacher candidate.

6. If the teacher candidate is not satisfied with the written response from the supervisor and/or the outcome(s) of the scheduled mediation, s/he may appeal to the Provost. This appeal must be made within ten (10) business days of the supervisor’s written response and/or mediation. The teacher candidate should include copies of all previous correspondence and relevant documents, along with a cover letter, to the Provost. The Provost has ten (10) business days to adjudicate the matter and reply to the teacher candidate.

7. If the teacher candidate is not satisfied with the Provost’s response, s/he may appeal to the President within ten (10) business days after the reply from the Provost. The teacher candidate should include all related correspondence and a cover letter to the President. The President will discuss the complaint with all concerned parties and adjudicate the issue within ten (10) business days after receipt of the correspondence. This decision will be final.

If the teacher candidate believes that her/his grade for a field or clinical experience placement is unfair or inaccurate, the teacher candidate must follow the grade appeal policy found in the current issue of the *Longwood University Undergraduate and Graduate Catalogs*. 
The Role of the Office of Professional Services (OPS)

Mission

The Office of Professional Services (OPS), in collaboration with partnering school divisions, is committed to placing university students and teacher candidates in fully accredited educational settings that will prepare them to be reflective leaders and practitioners who can teach all students.

Goals

1. Place university students and teacher candidates in accredited educational settings.
2. Place university students and teacher candidates with cooperating teachers who possess a current license in the assigned subject and a minimum of three years teaching experience. A master’s degree is preferred.
3. Place university students and teacher candidates in educational settings that provide multi-diverse exposure opportunities for learning and teaching.
4. Assign university students and teacher candidates to a university supervisor who is licensed in the same or appropriate subject area sought by the teacher candidates.

Objectives

1. Verify the accreditation status of the educational settings with the OPS school division’s contact person or other reputable resources (public documents, website).
2. Verify the cooperating teachers’ license, years of experience, and degree earned with the OPS school divisions’ contact person.
3. Verify the diverse representations (i.e. gender, special needs, socio-economic status, ethnicity, linguistics, etc.) in the educational settings.
4. Verify the university supervisors’ license area(s).
Field Experience Placements

Longwood University’s field experience placements include Practicum One Week (EDUC 270) and Practicum Three Week (EDUC 370 or SPED 327). The purpose of the field experience placement is to provide the teacher candidate with an opportunity to interact with students in authentic classroom environments. Program areas vary in their requirements to complete Practicum One Week and Three Week; therefore, a chart is available on the OPS website to help you plan.

Field experience placements are vital to helping the teacher candidate decide if s/he wants to pursue the teaching profession to earn an initial license. Field experience placement activities and experiences begin at the end of the freshman or sophomore year. These experiences are continuous and emphasize a sequential progression of observations and teaching skills. Travel distance and commute time to and from placements vary. Transportation and lodging (if needed) are at the expense of the teacher candidate.

The general aim of the field experience placement is to convey the relationship between theory, research, and wisdom in practice. The teacher candidate will:

1. be involved in the instructional environment from the beginning of the teacher education program.
2. be enabled to move gradually from observation activities to actual teaching.
3. be informed and familiar with the operation of a school by participating in a variety of instructional and operational activities.
4. have an opportunity to connect and participate with a group of educators professionally and in the instructional process.
5. have an opportunity to experience the multi-faceted role of the teacher as a professional.
6. work with students having diverse backgrounds and needs.
7. observe the relationship between content and appropriate methodologies of instruction.
8. have an opportunity to teach in small and large group settings prior to the clinical experience placement (student teaching).
9. be observed so that evaluation of specific competencies can be made prior to the clinical experience placement.

Prior to the first field placement, the teacher candidate, at her/his expense, is asked to present evidence of a criminal background check, negative tuberculosis test results, and an automobile insurance form. Submissions are made via the OPS Canvas course. In addition to Longwood requirements, school divisions may have their own forms to complete and additional procedures to follow. This information is listed on the OPS website. It is the teacher candidate’s responsibility to obtain this information and comply with school division’s requirements in a timely manner. The teacher candidate must submit all updates and changes to previously submitted forms. All forms can be found on the OPS website and Canvas course. It is the responsibility of the teacher candidate to access the OPS website on a regular basis for updates regarding requirements, meeting dates, applications for placement and other essential information.
Administration of Field Experience Placements

Field experience placements will be guided by the following policies:

1. The OPS will only coordinate and manage field experience placements with school divisions that have a signed Memorandum of Understanding (MOU) on file in OPS. Practicum Three Week placements abroad will also be coordinated with the Office of International Affairs and program faculty.

2. The OPS will only use accredited institutions and appropriately certified educators as university supervisors and cooperating teachers.

3. All potential new partnering placement school divisions will be visited by the Director of the OPS or by an appropriate Longwood University representative prior to including them on the approved choice list for field experience placements. Recommendations for placement partnerships are subject to an evaluation for need by the OPS.

4. Prior to the beginning of a placement, this Handbook will be available for the university supervisor, faculty, cooperating teacher, teacher candidate, and appropriate school personnel online at the OPS website.

5. All breaches of law will be shared with the partnering placement school division.

The Office of Professional Services will:

1. coordinate, receive, and process applications for the field experience placement activities.

2. schedule training sessions, when needed, for university supervisors, faculty, advisors, and cooperating teachers to share and explain the requirements for field experience placements.

3. schedule class visits and informational sessions to inform the potential teacher candidate of the requirements for each field experience placement.

4. send all field experience placement requests to the OPS partnering placement school division’s contact. The university supervisor, faculty,
and the teacher candidate may not contact school divisions or individual schools to request a field experience placement.

5. forward the field experience placements to the appropriate university supervisor and the teacher candidate upon receipt and approval by the partnering placement school division and the OPS.

6. limit the number of placement requests to a school division to prevent “overload” on a school.

7. supervise and assist the university supervisor and cooperating teacher, when needed, with the evaluation of field experience placements.

8. work closely with the partnering placement school divisions and other institutions of higher education to coordinate and manage an effective field experience placement process.

9. arrange, prior to the initial week of the field experience placements, a group meeting for the university supervisors, and the teacher candidates.

10. submit to the Registrar’s office the final grade for each teacher candidate completing a field experience placement.

11. provide the Associate Dean’s office and the teacher education program faculty data to analyze and evaluate the success of the field experience placements.

The Office of Professional Services (OPS) retains authority on behalf of the program areas to cancel or change any placement confirmed by a partnering school division for reasons including, but not limited to:

1. The teacher candidate fails to meet all licensure requirements by the deadline.

2. The field or clinical experience does not meet accreditation standards governing placement.

3. Documentation indicates the placement will not be conducive to professional growth for the teacher candidate.

4. A University Supervisor is not available for the term of placement.
The Role of the Partnering Placement School Division

Participation as a partnering placement school division for field experience placements provides opportunities for educators to contribute to the professional development of future educators. It also provides an opportunity to observe and nurture possible future contracted educators for the school division.

**The partnering placement school division will:**

1. review and sign the Memorandum of Understanding (MOU) that sets forth the general terms of agreement between the school division and Longwood.

2. designate the appropriate personnel to be a contact for the OPS. The OPS will communicate with this individual to obtain and finalize field experience placements. The contact person must determine and inform the OPS of the number of field experience placements that can be placed.

3. be responsible for ensuring that the cooperating teacher possesses a current license in the assigned subject/grade level(s) and has a minimum of three years teaching experience. A master’s degree is preferred, but not required. Cooperating teachers should be chosen based on their expertise as an exemplary educator and ability to effectively mentor a teacher candidate.

4. be responsible for ensuring that the assigned school is accredited.
Practicum One Week (EDUC 270)

Practicum One Week is an in-depth observation and analysis of the school classroom experience. The teacher candidate is placed in a school setting for either one week (EDUC 270). The teacher candidate is expected to follow the assigned cooperating teacher’s daily school schedule. A university supervisor is assigned to observe, support, and provide feedback. It is recommended that the teacher candidate complete Practicum One Week after her/his first year of enrollment. Since Practicum One Week is not required for all program areas, the teacher candidate must consult with her/his advisor before beginning the application process with the OPS. Admission to the Teacher Preparation Program is not required prior to EDUC 270 placement.

Practicum One Week Requirements

In addition to the general responsibilities and requirements specified below, the Practicum One Week teacher candidate is required to meet the deadlines and requirements specified for each step in the Practicum One Week process as outlined in this handbook.

1. Attend the required Practicum meeting(s) scheduled by the OPS and the university supervisor prior to beginning the Practicum One Week placement.

2. Complete all scheduled days at the field placement site. The OPS must approve any changes in the Practicum One Week schedule.

3. Notify the university supervisor and cooperating teacher if illness or an emergency necessitates an absence from school and/or a scheduled placement activity. This must be done prior to the absence. The time missed must be made up or the teacher candidate could receive an incomplete or a failing grade.

4. Represent Longwood University with a professional and positive demeanor. The teacher candidate is expected to dress professionally. In all matters of conduct and personal appearance, the teacher candidate is expected to comply with the standards of Longwood University. Failure to comply with these standards may result in cancellation of the placement. If a placement is cancelled, the placement will not be rescheduled during the same placement period. Failure to complete the
Practicum One Week placement will be reported to the teacher candidate’s program area and could delay graduation.

5. Accept the approved placement and the responsibilities as explained by the OPS, the university supervisor, and Longwood professors. Notify the OPS immediately if you attended the placement school, or if you have family who work or attend there. (Such conflict is requested on the application but sometimes get overlooked during the application process.)

6. Wear the Longwood identification badge or one that is provided by the assigned school while on the school site and/or when representing the school.

7. Demonstrate a willingness to perform duties assigned by the cooperating teacher. Become involved and be enthusiastic.

8. Take note of the Practicum Observation Checklist.

9. Complete and submit journals as described below and on the syllabus provided by your assigned university supervisor on the OPS website.

**Journal Entry Guidelines for Practicum One Week**

Each journal entry must provide a date and be complete and reflective. **All journal entries must be typed and double spaced,** and available for review upon request from the university supervisor. Journal entries will chronicle the activities observed and completed each day. The teacher candidate will need to observe and write a few reminder notes during the day, but write the complete journal entries **after school hours on a daily basis.** The journal is the major item the university supervisor will use for grading the teacher candidate.

**General Journal Entries for Practicum One Week**

Maintain a general journal of all activities. The general journal entries will assist the teacher candidate to reflect upon her/his activities and observations as they occur. The general journal entry should be the teacher candidate’s personal reflection of the day. Reflect in an insightful way what you observed and how practice relates to theory. Discuss what went well and why; what did not go well and why. Compare what you expected to observe with the realities of the classroom. Demonstrate that you are thinking analytically about the teaching and learning process.
Specific Journal Entries for Practicum One Week

The *Assessment Rubric for Journal Entries—Practicum One Week* will be used to assess the journal entries for EDUC 270 teacher candidates.

Specific Journal Entries for Practicum One Week (EDUC 270)

Specific journal entries require observation of a specific focus in a structured manner. The teacher candidate will:

1. record the number of boys and girls in the classroom, the percentage of ethnic makeup in the class including Black, Hispanic, Asian, Anglo, etc. and record the number of students with special needs. Explain how equality is promoted. Specify evidence you see that all children are treated equitably without regard to gender, ethnicity, or disabilities.

2. observe students’ behavior in the following manner during a lesson:
   a. How are rules established and/or made clear to the students?
   b. What off-task behavior was corrected by the teacher? How was the behavior corrected? What observable effects did the correction have?
   c. What does the cooperating teacher do to increase the amount of on-task behavior?
   d. Describe the behavior management systems used in the classroom.
   e. In what ways are you comfortable with the class behavior management system?

3. identify the technology equipment that the cooperating teacher and students have access to in the classroom. How is the equipment utilized?

4. observe the lunchroom, the playground, or the loading and unloading of a school bus. Explain how safety is maintained and the responsibilities that the teacher is expected to assume. Formulate at least five questions to help you understand the roles and responsibilities of a teacher when supervising in these settings.

5. Discuss potentially dangerous situations with the cooperating teacher (weather emergencies, student aggression, school intruder, weapons, fire drill evacuation routes, etc.). What kinds of prevention and/or intervention strategies are in place? What suggestions did the cooperating teacher offer concerning how to handle threatening situations?
6. become aware of certain concerns in the school setting by becoming conscious of school policy on such issues as:
   a. toxic supplies banned from the classroom—certain kinds of marking pens, rubber cement, etc.
   b. the dispensing of medication to students.
   c. medical supplies required for classroom use—rubber gloves, bandages, compressors, facemasks, etc.
   d. head lice, scabies, and other communicable diseases.
   e. handling various allergies suffered by students (epi-pen).
   f. AIDS and hepatitis prevention.
   g. other chronic conditions (diabetes, asthma, etc.).

7. tutor individuals or small groups using activities and materials prepared with the assistance of the cooperating teacher. Provide a reflection to justify your effectiveness as a tutor and the success of the student(s).
The Role of the Cooperating Teacher – Practicum One Week

The cooperating teacher is a key individual who aids Longwood University faculty and staff in the education process of its prospective teachers.

The cooperating teacher will be asked to:

1. Complete the orientation course which covers the information a cooperating teacher must know before hosting a Practicum student.

2. complete the Cooperating Teacher Data Form.

3. meet with the university supervisor and the teacher candidate on a regular basis to provide feedback regarding the performance and/or instructional needs of the teacher candidate.

4. review the general and specific journal requirements of the teacher candidate.

5. provide opportunities for the teacher candidate to complete the general and specific journal requirements.

6. share with the teacher candidate ideas and rationale that will enhance creativity and initiative.

7. prepare and share with the teacher candidate and the university supervisor observations and evaluation reports (Practicum Observation Checklist).

8. provide opportunities for the teacher candidate to make observations and engage in supporting class activities as appropriate. This may include observing teaching in a variety of settings throughout the school; monitoring and facilitating small group or individual work under the supervision of the cooperating teacher; assisting with bulletin boards, learning centers, clerical duties, copying materials; using appropriate media; and observing activities in other areas of the school (i.e. library, guidance office, cafeteria, music room, art room, gymnasium, various special education and regular classroom settings).

9. introduce the teacher candidate to the class in such a way that s/he will be accepted in a professional capacity. It is helpful to introduce the teacher candidate as a co-teacher rather than as a practicum student.
10. help the teacher candidate to become acquainted with classroom management methods taking attendance, organizing seating plans, monitoring physical conditions of the classroom, etc.

11. discuss the daily schedule with the teacher candidate as well as obligations such as faculty meetings, professional organizations, and committee assignments.

12. be certain that the teacher candidate understands the instructional strategies being observed. Do not hesitate to explain the use of certain strategies, techniques, materials, etc. and the reason for choosing them.

13. allow the teacher candidate to assist with certain routine teaching tasks (i.e. answering questions during supervised study, taking a group of students to the library, and similar activities that involve contact with an individual student or a small group of students).

14. encourage the teacher candidate, as s/he is able, to plan and teach a lesson with your supervision.

15. use and share the *Summative Evaluation Form* comments with the university supervisor to document 25% of the teacher candidate’s final grade.

16. complete the *Cooperating Teacher Feedback Form*. 
University Supervisor’s Responsibilities – Practicum One Week

- Attend the Practicum orientation session scheduled by the OPS.

- Meet the Practicum One Week teacher candidate prior to the first day of the placement. This meeting is scheduled immediately following the OPS orientation session.

- Share and discuss with the Practicum One Week teacher candidate contact information, expectations, observations, meeting times, feedback, spectrum of Practicum One Week, etc. During a placement assignment, it is expected that the university supervisor will respond to the teacher candidates’ inquiries within 48 hours of receipt. It is expected that the teacher candidate will respond to the inquiries of the university supervisor within 48 hours of receipt.

- Share and discuss with the Practicum One Week cooperating teacher contact information, expectations, observation schedule, etc. as far in advance of the placement as possible. Remind her/him to complete the orientation course which provides the Handbook and a certificate for license renewal after completion.

- Arrange a time to meet the Practicum One Week teacher candidate at the placement school prior to the first day, if possible, for introductions to the school administrator(s), cooperating teacher, etc.

- Observe the Practicum I teacher candidate a **minimum of once** during the Practicum One Week placement. More observations and visits are encouraged, if needed, to support the teacher candidate’s professional growth. This may require careful scheduling since this is a one-week placement.

- Meet with the cooperating teacher and the Practicum One Week teacher candidate to provide feedback, suggestions, areas of strength, and areas for improvement.

- Evaluate journal entries. The journal is the major grading item for Practicum One Week. Share the **Summative Evaluation Form** with the cooperating teacher. Collect feedback from the cooperating teacher for use in assigning a final grade to the teacher candidate.
• Schedule a final conference with the Practicum One Week teacher candidate to share areas of strength, areas for improvement, and final grade before submitting to OPS.

• Remind the cooperating teacher to submit the *Cooperating Teacher Data Form* and *Cooperating Teacher Feedback Form*. Refer to the Assessment Checklist to confirm these forms have been submitted. Follow-up with Cooperating Teacher to ensure submission.

• Submit the *Summative Evaluation Form* at the end of the placement. **Be sure to click the box that denotes final submission so the teacher candidate may view the form.**

• Submit a final grade for the Practicum One Week teacher candidate on the grade sheet provided by the specified date. This grade sheet will be an Excel spreadsheet sent via email from the OPS.

• Contact the OPS with any questions or concerns that may arise before, during, or after Practicum One Week.
**Assessment Rubric for Journal Entries–Practicum One Week**

<table>
<thead>
<tr>
<th>On Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal entries are reflective and thoughtful because they:</strong></td>
<td><strong>Journal entries:</strong></td>
<td><strong>Journal entries:</strong></td>
</tr>
<tr>
<td>contain all required elements</td>
<td>Contain most of the elements listed under the excellent category</td>
<td>Contain few of the elements listed under the excellent category</td>
</tr>
<tr>
<td>Are written in a narrative style in grammatically correct form (punctuation, spelling, etc.)</td>
<td>Are written in narrative style with few errors in grammar</td>
<td>Are poorly written with frequent grammatical errors</td>
</tr>
<tr>
<td>Use pertinent examples from theory and practice to support feelings and ideas discussed in individual entries</td>
<td>Occasionally use examples from theory and practice to support feelings and ideas discussed in individual entries</td>
<td>Seldom use examples from theory and practice to support feelings and ideas discussed in individual entries</td>
</tr>
<tr>
<td>Regularly address the question, “Why am I doing what I’m doing?”</td>
<td>Occasionally address the question, “Why am I doing what I’m doing?”</td>
<td>Seldom address the question, “Why am I doing what I’m doing?”</td>
</tr>
<tr>
<td>Are completed on a daily basis</td>
<td>Are completed on a daily basis</td>
<td>Are not always done on a daily basis</td>
</tr>
<tr>
<td>Are always available for inspection upon request</td>
<td>Are always available for review upon request</td>
<td>Are not always available upon request</td>
</tr>
<tr>
<td>Are always up-to-date</td>
<td>All entries are completed by the end of the Practicum</td>
<td>All entries are not completed by the end of the Practicum</td>
</tr>
<tr>
<td>Meet requirements for individual journal entries as specified</td>
<td>Meet requirements for individual journal entries as specified</td>
<td>Do not meet requirements for individual journal entries as specified</td>
</tr>
</tbody>
</table>
Sample Evaluation and Grading – Practicum One Week

The university supervisor has the discretion to assign a different numerical value for each of the Practicum elements. Your syllabus has the evaluation system you should follow:

Example A:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily Observation and Reflection Journal Entries</td>
<td>30</td>
</tr>
<tr>
<td>2. Specific Requirements for Journal Entries</td>
<td>20</td>
</tr>
<tr>
<td>3. Cooperating Teacher Evaluation*</td>
<td>25</td>
</tr>
<tr>
<td>4. Longwood Supervisor Evaluation*</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

Example B:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Journal Entries (5)</td>
<td>25</td>
</tr>
<tr>
<td>2. Specific Journal Entries (7)</td>
<td>35</td>
</tr>
<tr>
<td>3. Practicum Observation Checklists (2)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

*The University supervisor is required to discuss and share the Summative Evaluation with the cooperating teacher and the teacher candidate before submitting the Form to OPS. The University supervisor may use the Summative Evaluation for grading. The University supervisor is responsible for submitting the final grade.

Grade Scale

The achievement of a student is indicated by the grade that is received. The University supervisor has the discretion to assign the numerical value of each grade. A “+/−” scale exists for quality points assigned to each grade. An “A+” grade is not a submission grade option. An “A” grade carries 4 quality points.

- A – Superior
- B – Above Average
- C – Average
- D – Below Average, but passing
- F – Failure

Honor Code

The teacher candidate is expected to follow the Longwood University Honor Code.
**Reasonable Accommodations**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, the OPS will work with teacher candidates requesting reasonable accommodations during their field and clinical experiences. Students with a documented disability may request reasonable accommodations by contacting the Office of Disability Resources (434-395-2391). The teacher candidate will need to discuss approved accommodations with the OPS Assistant Director. This information is confidential and will be used only to manage your placement. It is understood that teacher candidates with disabilities will request accommodation(s) in a timely manner so that accommodation(s) may be arranged prior to the start of the placement. Examples of possible accommodations include: Font Enlargement software, Screen Reading devices, and Alternate Format Instructional Materials, etc.
PRACTICUM Three Week—EDUC 370 and SPED 327

Practicum Three Week is the second field placement, for applicable program areas. It is a placement for three weeks in a classroom. To be placed for Practicum Three Week, the teacher candidate must be admitted to the Teacher Preparation Program. Requirements for admittance are specified on the OPS website. It is recommended that Practicum Three Week be completed after the sophomore year of enrollment at Longwood University. Most program areas also require the prerequisite of Practicum One Week before registering for Practicum Three Week. The teacher candidate will need to consult with her/his advisor regarding prerequisite requirements.

Practicum Three Week continues to be one of observation and analysis of classroom experiences. In addition, the teacher candidate plans and teaches at least one lesson. A university supervisor is assigned to support, observe, and provide instructional and professional growth feedback.

**Practicum Three Week Requirements**

In addition to the general responsibilities and requirements specified below, the Practicum II student is required to meet the deadlines and requirements specified for each step in the Practicum II process as outlined in this handbook.

1. **Attend the required** Practicum Three Week meetings scheduled by the OPS and the university supervisor prior to beginning the Practicum Three Week placement. The university student who is planning to complete Practicum Three Week abroad must also adhere to the requirements of the OPS and the Office of International Affairs.

2. Complete all scheduled days (three weeks) at the field placement site. The OPS must approve any changes in the Practicum Three Week schedule.

3. Notify the university supervisor and cooperating teacher if illness or an emergency necessitates an absence from school and/or a scheduled placement activity. This must be done prior to the absence. The time missed must be made up or the teacher candidate could receive an incomplete or failing grade.
4. Represent Longwood University with a professional and positive demeanor. The teacher candidate is expected to dress professionally. In all matters of conduct and personal appearance, the teacher candidate is expected to comply with the standards of Longwood University. Failure to comply with these standards may result in cancellation of the placement. If a placement is cancelled, the placement will not be rescheduled during the same placement period. Failure to complete the Practicum Three Week placement will be reported to the teacher candidate’s program area and could delay graduation.

5. Accept the approved placement and the responsibilities as explained by the OPS, the university supervisor, and Longwood professors.

6. Wear the Longwood identification badge or one that is provided by the partnering school while on the school site and/or when representing the assigned school.

7. Demonstrate a willingness to perform duties assigned by the cooperating teacher. Become involved and be enthusiastic.

8. Complete the *Clinical Experience Diversity Report*.

9. Complete the *Feedback of University Supervisor*.

10. Take note of the *Practicum Observation Checklist*.

11. Complete and submit journals as described below and on the syllabus provided by your assigned University supervisor on the OPS website.

**Journal Entry Guidelines for Practicum Three Week**

Each journal entry must provide a date and be complete and reflective. **All journal entries must be typed and double spaced**, and available for review upon request from the university supervisor. Journal entries will chronicle the activities observed and completed each day. The teacher candidate will need to observe and write a few reminder notes during the day and write the complete journal entries after school hours on a daily basis.

**General Journal Entries for Practicum Three Week**

Maintain a general journal of all activities. The general journal entries will assist the teacher candidate to reflect upon her/his activities and observations as they occur.
The general journal entry should be the teacher candidate’s personal reflection of the day. Reflect in an insightful way to what you observed and how practice relates to theory. Discuss what went well and why; what did not go well and why. Compare what you expected to observe with the realities of the classroom. Demonstrate that you are thinking analytically about the teaching and learning process.

**Specific Journal Entries for Practicum Three Week**

Specific journal entries require observation of a specific focus in a structured manner.

The teacher candidate will:

1. Review five curriculum resources such as books, workbooks, videos, or computer programs. Identify what is appropriate for the curriculum. Explain how each resource fits the SOLs.

2. Observe the cooperating teacher instructing a lesson. Respond to the questions below to structure your reporting of this observation.

   a. How does the cooperating teacher start the lesson? How is the class “settled down?” How is the interest of the students stimulated? How is motivation handled?

   b. How are the objectives and purpose of the lesson made clear to the students? How are responses elicited from students? How are the students required to “think?”

   c. What procedures are used to teach the lesson? Is the lesson mainly a lecture? How is discussion encouraged? Is there an audio-visual presentation? Is there a demonstration? Are questions used which require an appropriate level of thinking?

   d. What materials are used? Textbooks? Models? Workbooks? Pictures?

   e. What provisions are made for individual differences? What provisions are made for those needing special help? How are alternate ways provided for the accomplishment of objectives? How are students aware of what they are supposed to accomplish? How are students appropriately challenged?
f. How are students held accountable for their assignment? How does the cooperating teacher ensure that the students understand what they are expected to accomplish? How does the cooperating teacher ensure that the students understand consequences for not completing assignments?

g. How do the students respond to the lesson? Are they enthusiastic? Justify your response. Is “time on task” satisfactory? How do you know the students are actively involved in the lesson? How do you know learning is taking place? How are students given positive feedback?

h. How does the cooperating teacher end the lesson? How are important points reviewed? What evaluation techniques are used? What type of assignment is made?

i. What classroom management techniques are used? Describe the atmosphere of the classroom. Is it positive? Justify your response. How does the cooperating teacher ensure that rules are clearly understood and consistently followed? How is preventive control exercised? How is each student's sense of personal worth enhanced? How are students supervised and provided with appropriate assistance?

j. How is the classroom environment conducive to learning? Describe the arrangement of the classroom. What changes would you recommend?

k. What would you have done differently in teaching this lesson? Why?

l. Identify the technology equipment that the cooperating teacher has access to for instruction. How was the technology integrated in the lesson?

3. Using either the Standard Daily Lesson Plan or the Daily Lesson Plan for Special Education (as appropriate for your program area), outline at least five lessons correlated with the appropriate SOLs. Under the cooperating teacher's supervision, instruct one large and one small group lesson. Evaluate these lessons with your cooperating teacher and list her/his suggestions in your journal. Include all lesson plans in your folder along with samples of your work, such as tests, quizzes, worksheets, study guides, etc.

4. Write a reflective evaluation of the lesson(s) you taught. What did you like about the lesson? What do you wish you had done differently? Why?
5. After your university supervisor has observed you teaching a lesson and has provided feedback, write a journal entry, giving your reflection of the observations and feedback. Do you agree or disagree with the suggestions? Justify your response. What suggestions did the university supervisor offer that will be helpful to you?

The *Assessment Rubric for Journal Entries—Practicum Three Week* will be used to assess the journal entries.
The Role of the Cooperating Teacher – Practicum Three Week

The cooperating teacher is a key individual who aids Longwood University faculty and staff in the education process of its prospective teachers.

The cooperating teacher will be asked to:

1. complete the orientation course which covers the information a cooperating teacher must know before hosting a Practicum student.
2. complete the *Cooperating Teacher Data Form*.
3. meet with the university supervisor and the teacher candidate on a regular basis to provide feedback regarding the performance and/or instructional needs of the teacher candidate.
4. review the general and specific journal requirements of the teacher candidate.
5. provide opportunities for the teacher candidate to complete the general and specific journal requirements.
6. share with the teacher candidate ideas and rationale that will enhance creativity and initiative that will assist in the preparation of lesson plan(s) that will be utilized by the teacher candidate to teach the required lesson(s) with supervision from the cooperating teacher.
7. prepare and share with the teacher candidate and the university supervisor observations and evaluation reports.
8. provide opportunities for the teacher candidate to make observations and engage in supporting class activities as appropriate. This may include observing teaching in a variety of settings throughout the school; monitoring and facilitating small group or individual work under the supervision of the cooperating teacher; assisting with bulletin boards, learning centers, clerical duties, copying materials; using appropriate media; and observing activities in other areas of the school (i.e. library, guidance office, cafeteria, music room, art room, gymnasium, various special education and regular classroom settings).
9. introduce the teacher candidate to the class in such a way that s/he will be accepted in a professional capacity. It is helpful to introduce the teacher candidate as a co-teacher rather than as a practicum student.

10. help the teacher candidate to become acquainted with classroom management methods, taking attendance, organizing seating plans, monitoring physical conditions of the classroom, etc.

11. discuss the daily schedule with the teacher candidate as well as obligations such as faculty meetings, professional organizations, and committee assignments.

12. be certain that the teacher candidate understands the instructional strategies being observed. Do not hesitate to explain the use of certain strategies, techniques, materials, etc. and the reason for choosing them.

13. allow the teacher candidate to assist with certain routine teaching tasks (i.e. answering questions during supervised study, taking a group of students to the library, and similar activities that involve contact with an individual student or a small group of students).

14. encourage the teacher candidate, as s/he is able, to plan and teach a lesson with your supervision. The Practicum three Week teacher candidate is required to teach a minimum of one lesson.

15. expect the teacher candidate to demonstrate initiative, professional ethics, dependability, punctuality, openness to suggestions, and a priority for learning.

16. report any problems with the teacher candidate immediately to the university supervisor and/or the OPS.

17. complete the Early Clinical Experience Evaluation. Be sure to click the box that denotes final submission so the teacher candidate may view the form.

18. use and share the Summative Evaluation Form comments with the university supervisor to document 30% of the teacher candidate’s final grade.

19. take note of the Practicum Observation Checklist.

20. complete the Cooperating Teacher Feedback Form.
University Supervisor’s Responsibilities – Practicum Three Week

- Attend the Practicum orientation session scheduled by the OPS.

- Meet the Practicum Three Week teacher candidate prior to the first day of the placement. This meeting is scheduled immediately following the OPS orientation session.

- Share and discuss with the Practicum Three Week teacher candidate contact information, expectations, observations, meeting times, feedback, spectrum of Practicum Three Week, etc. During a placement assignment, it is expected that the university supervisor will respond to the teacher candidates’ inquiries within 48 hours of receipt. It is expected that the teacher candidate will respond to the inquiries of the university supervisor within 48 hours of receipt.

- Share and discuss with the Practicum Three Week cooperating teacher contact information, expectations, observation schedule, etc. as far in advance of the placement as possible. Remind her/him to complete the orientation course which provides the Handbook and certificate for license renewal.

- Arrange a time to meet the Practicum Three Week teacher candidate at the placement school prior to the first day, if possible, for introductions to the school administrator(s), cooperating teacher, etc.

- Observe the Practicum Three Week teacher candidate a minimum of two times during the Practicum Three Week placement. More observations and visits are encouraged if needed to support the teacher candidate’s professional growth.

- Observe the Practicum Three Week teacher candidate teaching one complete lesson.

- Meet with the cooperating teacher and the Practicum Three Week teacher candidate to provide feedback, suggestions, areas of strength, and areas for improvement.

- Meet with Practicum Three Week teacher candidates at least once as Professional Learning Community.
• Evaluate journal entries. Share the *Summative Evaluation Form* with the cooperating teacher. Collect feedback from the cooperating teacher for use in assigning a final grade to the teacher candidate.

• Schedule a final conference with the Practicum Three Week teacher candidate to share areas of strength, areas for improvement, and final grade before submitting to OPS.

• Remind the cooperating teacher to submit the *Cooperating Teacher Data Form* and *Cooperating Teacher Feedback Form*. Refer to the Assessment Checklist for the teacher candidate to confirm this has been submitted. Follow-up with Cooperating Teacher to ensure submission.

• Remind the cooperating teacher to submit the *Early Clinical Experience Evaluation* for Practicum Three Week teacher candidates. Refer to the Assessment Checklist for the teacher candidate to confirm this has been submitted. Follow-up with Cooperating Teacher to ensure submission.

• Remind the Practicum Three Week teacher candidate to submit the *Clinical Experience Diversity Report*. Refer to the Assessment Checklist for the teacher candidate to confirm this has been submitted. Follow-up with Teacher Candidate to ensure submission.

• Complete the Practicum Observation Checklist(s).

• Submit the *Summative Evaluation Form* at the end of the placement (three weeks). Be sure to click the box that denotes final submission so the teacher candidate may view the form.

• Submit the *Early Clinical Experience Evaluation* for Practicum Three Week teacher candidates. Be sure to click the box that denotes final submission so the teacher candidate may view the form. Refer to the Assessment Checklist for the teacher candidate to confirm this has been submitted.

• Submit a final grade for the Practicum Three Week teacher candidate on the grade sheet provided by the specified date. This grade sheet will be an Excel spreadsheet sent via email from the OPS.

• Contact the OPS with any questions/concerns that may arise before, during, or after Practicum Three Week.
## Assessment Rubric for Journal Entries – Practicum Three Week

<table>
<thead>
<tr>
<th>On Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal entries are reflective and thoughtful because they:</strong></td>
<td><strong>Journal entries:</strong></td>
<td><strong>Journal entries:</strong></td>
</tr>
<tr>
<td>contain all required elements</td>
<td>Contain most of the elements listed under the excellent category</td>
<td>Contain few of the elements listed under the excellent category</td>
</tr>
<tr>
<td>Are written in a narrative style in grammatically correct form (punctuation, spelling, etc.)</td>
<td>Are written in narrative style with few errors in grammar</td>
<td>Are poorly written with frequent grammatical errors</td>
</tr>
<tr>
<td>Use pertinent examples from theory and practice to support feelings and ideas discussed in individual entries</td>
<td>Occasionally use examples from theory and practice to support feelings and ideas discussed in individual entries</td>
<td>Seldom use examples from theory and practice to support feelings and ideas discussed in individual entries</td>
</tr>
<tr>
<td>Regularly address the question, “Why am I doing what I’m doing?”</td>
<td>Occasionally address the question, “Why am I doing what I’m doing?”</td>
<td>Seldom address the question, “Why am I doing what I’m doing?”</td>
</tr>
<tr>
<td>Are completed on a daily basis</td>
<td>Are completed on a daily basis</td>
<td>Are not always done on a daily basis</td>
</tr>
<tr>
<td>Are always available for inspection upon request</td>
<td>Are always available for review upon request</td>
<td>Are not always available upon request</td>
</tr>
<tr>
<td>Are always up-to-date</td>
<td>All entries are completed by the end of the Practicum</td>
<td>All entries are not completed by the end of the Practicum</td>
</tr>
<tr>
<td>Meet requirements for individual journal entries as specified</td>
<td>Meet requirements for individual journal entries as specified</td>
<td>Do not meet requirements for individual journal entries as specified</td>
</tr>
</tbody>
</table>
Sample Evaluation and Grading-Practicum Three Week

The university supervisor has the discretion to assign a different numerical value for each of the Practicum elements. Your syllabus has the evaluation system you should follow:

Example A:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily Observation and Reflection Journal Entries</td>
<td>30</td>
</tr>
<tr>
<td>2. Specific Requirements for Journal Entries</td>
<td>20</td>
</tr>
<tr>
<td>3. Cooperating Teacher Evaluation*</td>
<td>25</td>
</tr>
<tr>
<td>4. Longwood Supervisor Evaluation*</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Example B:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Journal Entries (5)</td>
<td>25</td>
</tr>
<tr>
<td>2. Specific Journal Entries (7)</td>
<td>35</td>
</tr>
<tr>
<td>3. Practicum Observation Checklists (2)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*The university supervisor is required to discuss and share the Summative Evaluation with the cooperating teacher and the teacher candidate before submitting the Form to OPS. The university supervisor may use the Summative Evaluation for grading. The university supervisor is responsible for submitting the final grade.

**Grade Scale**

The achievement of a student is indicated by the grade that is received. The university supervisor has the discretion to assign the numerical value of each grade. A “+/-” scale exists for quality points assigned to each grade. An “A+” grade is not a submission grade option. An “A” grade carries 4 quality points.

- A – Superior
- B – Above Average
- C – Average
- D – Below Average, but passing
- F – Failure

**Honor Code**

The teacher candidate is expected to follow the Longwood University Honor Code.
Reasonable Accommodations

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, the OPS will work with teacher candidates requesting reasonable accommodations during their field and clinical experiences. Teacher Candidates with a documented disability may request reasonable accommodations by contacting the Office of Disability Resources (434-395-2391). The teacher candidate will need to discuss approved accommodations with the OPS Assistant Director. This information is confidential and will be used only to manage your placement. It is understood that teacher candidates with disabilities will request accommodation(s) in a timely manner so that accommodation(s) may be arranged prior to the start of the placement. Examples of possible accommodations include: Font Enlargement software, Screen Reading devices, and Alternate Format Instructional Materials, etc.