Acknowledgements

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Mission and Vision Statement

The mission of the MidValley Consortium (MVC) for Teacher Education school division and educator preparation provider (EPP) clinical partnership is to create mutually beneficial candidate and novice teacher programs and practices that promote PreK-12 student learning and development.

The vision of the MidValley Consortium for Teacher Education is to collaboratively construct, implement, and monitor effective clinical preparation and mentorship experiences which develops the knowledge, skills, and professional dispositions necessary to positively impact P-12 students’ learning and development.

History of the MidValley Consortium

The clinical faculty program of the MidValley Consortium began as a pilot project of James Madison University through the leadership of Dr. Henry C. Bowers. In the spring of 1988, twenty-one cooperating teachers from the Augusta County, Harrisonburg City, and Rockingham County Schools participated in the original training sessions. From this beginning effort to train Clinical Faculty has evolved a program with the stated goal of improving the quality of field experiences for students preparing to become teachers.

During 1988-89, the first full year of operation, an additional 35 teachers participated in the training. In addition, the Consortium expanded its membership to include six school divisions and four teacher education institutions in the Shenandoah Valley. The local school divisions are: Augusta, Rockingham, and Shenandoah Counties; and Harrisonburg, Staunton, and Waynesboro City Schools. Bridgewater College, Eastern Mennonite University, James Madison University, and Mary Baldwin University are the participating teacher education institutions. The membership remained the same until 2005, when Page County joined the Consortium.

A Consortium Steering Committee of college/university faculty and administrators and public school classroom teachers makes policy decisions. For example, MVC partners established mutual responsibilities and expectations for student teachers (see Appendix A).

The MidValley Consortium for Teacher Education has experienced a very successful partnership. During the first nine years, the Consortium trained and provided "refresher workshops" for 418 Clinical Faculty who supervise area student teachers.

Then, in 1997-98, the Consortium received one of two clinical faculty grants awarded by the State Council of Higher Education for Virginia (SCHEV). The funded project required Clinical Faculty to recommit to the program for a three-year term of appointment, participate in training to use a new performance assessment process for supervising and evaluating student teachers, accept one student teacher per year, and attend two of
the annual refresher workshops during their term of appointment. Currently, clinical faculty teachers are only required to attend one refresher workshop within each three year appointment. This project resulted in a cadre of 327 "recommitted" Clinical Faculty trained in a performance assessment process that incorporates research and professional literature related to the Virginia Standards of Learning, the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Educational Testing Service (ETS) Classroom Performance Assessments (Pathwise).

Through the 1997-98 SCHEV grant the Consortium also prepared a cadre of 22 highly qualified Clinical Faculty Trainers, who teamed with the Consortium Steering Committee to train the other Clinical Faculty in the new performance assessment process. The Clinical Faculty Trainers developed strong leadership skills and the ability to serve as effective mentors for their Clinical Faculty colleagues.

Over the next 20 years, the Consortium operated on a budget based on annual cash and in-kind contributions from school divisions and institutions of higher education (IHE). As part of this agreement, school divisions continued to support their own substitute teacher costs for teachers to attend workshops. The current annual operating budget as of 2017 is $4850, which has remained the same since Page County joined the consortium in 2004-05 (see Appendix B).

Over the years, additional grants were awarded through the Virginia Department of Education for the Consortium to further develop its programs. The Help New Teachers Grant in 2007-08 created a mentor training for beginning new teachers for Augusta County Public Schools. In 2012, the Virginia Investment in Critical Clinical Faculty Training helped to expand the current clinical faculty training and assessments to early childhood special education. The MidValley Mentor Project in 2014-15 and the MidValley Mentor + Mentee Project in 2016 helped to further develop mentorship workshops to promote novice teacher success. Each of these projects were shared statewide.

Ad Hoc Committees enable Consortium members to create timely solutions to areas of need. For example, the MVC practicum form (Appendix C) is used by member IHEs in lieu of background checks for early field experiences (prior to student teaching) as a result of work from an ad hoc committee between 2013-15, and conversations regarding collecting new teacher data began in 2014-15 as a result of ad hoc committee work.

In 2014 the Consortium recognized the need to revise the formative and summative assessment documents to better align with current CAEP, InTASC, and Virginia Teacher Performance Standards. Clinical Faculty were highly involved in the development, pilot, and revision process which included new observation, assessment, and reference guide tools with implementation during the 2016-2017 school year.

The Consortium continues to train approximately 50 Clinical Faculty per workshop each year. Thousands of teachers have been trained and over 700 trained teachers are
available to host teacher candidates annually. The skills taught in clinical faculty training are essentially the same skills as those needed to mentor beginning teachers. Many of our Clinical Faculty do indeed serve as mentors to beginning teachers. In 2015, the Consortium added a two-day mentor workshop, developed as a result of the MidValley Mentor Project, to its annual calendar. This workshop provides mentors with additional skills to work with beginning teachers increasing teacher effectiveness and satisfaction for program completers and their employers.

In 2017, the Steering Committee was re-named to the Mentorship and Clinical Experience Team.

**Membership**

A Memorandum of Understanding (MOU) developed in 2017 defines the partnership of the following members (see Appendix D):

- Bridgewater College
- James Madison University
- Augusta County Schools
- Page County Schools
- Shenandoah County Schools
- Waynesboro City Schools

- Eastern Mennonite University
- Mary Baldwin University
- Harrisonburg City Schools
- Rockingham County Schools
- Staunton City Schools

The IHEs and Local Education Agencies (LEA) share common expectations of candidate admission/entry, preparation, and exit requirements: candidate admission/entry aligns with CAEP and state admission standards, candidate preparation meets all program requirements as approved by the state, and candidate exit requires successful completion of student teaching prior to being recommended for licensure to the Virginia Department of Education by the IHE.

**MVC Goals**

The MidValley Consortium for Teacher Education is a collaborative effort of four institutions of higher education (IHE) and seven school divisions in the Shenandoah Valley. Its goals are to:

- develop a cadre of clinical faculty who are exemplary models of effective teaching and strong mentors for their student teachers,
- develop and nurture leadership and mentoring skills and abilities in clinical faculty, to support their work with pre-service and novice teachers
- respond to the needs of consortium members on matters of mutual benefit, including accreditation standards related to clinical partnerships, identification and training of clinical faculty, streamlining procedures related to fieldwork, and other identified areas of need
- facilitate greater cooperation and communication among consortium members.
MVC Website and Calendar

The MVC website is maintained on the JMU server at http://www.jmu.edu/coe/esc/consortium.shtml. The website includes informational links pertinent to the MVC operations including the annual Mentorship and Clinical Experience Team (MCET) calendar and member contacts.

Organizational Structure (see Appendix E)

The MidValley Consortium for Teacher Education is guided by the decisions of the MVC Advisory Council. The purpose of the Advisory Council is to review policies and procedures of the Consortium, to ensure open communication and responsiveness, and to commit resources to the work of the Consortium. The critical work of the Consortium is performed by the MVC Mentorship and Clinical Experience Team (MCET). The purpose of this team is to implement the projects and programs initiated by the Advisory Council.

The MVC Advisory Council: The Council meets annually to review committee reports and consortium activities, evaluate consortium initiatives, set goals, and approve the annual budget. This group may appoint ad hoc committees to address identified needs.

- **Membership:** at least one IHE representative from each EPP and at least one administrative representative from each of the seven school divisions. Each representative is asked to serve for a renewable three-year term. The Advisory Council is co-chaired by one IHE and one school division representative appointed at the annual meeting and rotated among the members for a two-year term. Co-chair appointments rotate alphabetically through the list of IHEs and school divisions with IHE terms beginning in odd years and LEA terms beginning in even years. A term ends after the fall annual meeting of the Advisory Council. The role of treasurer always resides with an IHE. An IHE administrative assistant or team member records the minutes. The MVC Mentorship and Clinical Experience Team participates with one or more representatives in the Advisory Council meetings. If additional committees are appointed they will be represented in the Advisory Council meetings.

- **Documentation:** Agendas for each meeting will be developed by the co-chairs and include the opportunity for all members to submit items for discussion. Any MVC member can contact their Advisory representative with items to be considered. The JMU MCET liaison prepares materials for the meeting as needed. Minutes are taken each meeting and must be approved by all team members within one week. Meeting notes are disseminated to the Advisory Council members and representatives.

- **Communication:** All decisions are co-constructed and arrived at through collaborative discussion. Throughout the year, if any member of the MVC has concerns regarding the partnership process, policy, or procedures, the co-chairs of the Advisory Council will be notified to address the concerns.
MVC Mentorship and Clinical Experience Team (MCET): The MCET creates and facilitates workshops to develop clinical faculty mentors for pre-service and novice teachers.

- **Membership:** At least one IHE representative from each EPP and at least one representative from each of the seven school divisions. School division representatives include representation from central office, school-based administration, and teachers (who have been trained as clinical faculty) as monitored by the Advisory Council. Team members are asked to commit to serve for at least one full three-year term, which can be renewed by their advisory council representative. Team members may be asked to serve an additional partial term (e.g. one or two years) to prevent too many changes in membership in any given year. The Advisory Council representative may change their MCET appointee as needed. The MCET membership determines the facilitation of meetings. A representative from JMU maintains the database and is the liaison between the MCET, Advisory Council, and Clinical Faculty. The JMU liaison prepares materials for MVC activities. One or more representatives of the MCET attends the Advisory Council meetings. Member responsibilities are determined by the MCET (see Appendix F).

- **Facilitators:** School divisions may appoint a clinical faculty member or administrator to serve as a facilitator for professional development activities who is not also serving as a MCET member.

- **Documentation:** Agendas for each meeting include the opportunity for all members to submit items for discussion. At the end of each meeting agendas are co-constructed for the next meeting date. Minutes are taken each meeting and must be approved by all team members within one week. Once approved, the minutes are distributed to the co-chairs of the Advisory Council to distribute to all Advisory Council members.

- **Communication:** Throughout the year, if any member of the MCET has ideas, suggestions, questions, or concerns, they can be discussed at the monthly meetings or through electronic communication. All team decisions are arrived at collaboratively. If a member has a concern that is not being addressed by the MCET, they will notify the co-Chairs of the Advisory Council.

**Clinical Faculty Application Process**

The MidValley Consortium trains and supports a cadre of over 700 clinical faculty who supervise area student teachers. Qualified teachers submit an application via their school-based administrator who approves and submits their application to their Advisory Council representative. The Advisory Council representatives submit approved applications to the MCET for their review. Seven applications are requested from each school division. The MCET liaison will contact the Advisory Council representatives if additional space is available. Approved applicants are then extended invitations to the
annual training, and the Advisory Council representative is copied on the invitation. If applicants are not approved, they will be notified by their Advisory Council representative.

The qualifications and responsibilities of a clinical faculty member are outlined on the clinical faculty application (see Appendix G).

**Clinical Faculty Workshop**

Approved applicants complete two days of high-quality professional development workshop for mentoring student teachers. School divisions provide the substitutes for the teachers who participate.

The MCET reviews, revises, and facilitates the two-day Clinical Faculty workshop which focuses on mentorship skills, including using a growth model to provide continual feedback. Clinical Faculty become experts on the use of formative and summative assessment documents, which have been aligned with current CAEP, InTASC, and Virginia Teacher Performance Standards. The workshop also includes the following topics:

1. the unique characteristics of student teachers;
2. principles of adult learning;
3. roles of student teachers, clinical faculty, and college/university supervisors;
4. preparing for and orienting student teachers;
5. specific observation strategies; critical communication skills;
6. pre- and post-conferencing techniques;
7. coaching and formative feedback strategies;
8. reflective teaching;
9. co-teaching;
10. working with "at-risk" and excellent student teachers;
11. writing evaluations and recommendations;
12. professionalism; and legal issues related to student teaching.

At the completion of each day of the Clinical Faculty Workshop, participants submit anonymous evaluative feedback, as well as personal reflection and goal setting at the conclusion (see Appendix H). The MCET reviews the data to and adjusts the training to meet the needs of the participants. This includes adjustments to the training as well as refining the overall curriculum. Ongoing program evaluation supports continuous changes made to the curriculum to include current research and evidence-based practices.

Upon successful completion of the professional development workshop, participants are appointed as Clinical Faculty for a three-year term and are provided a certificate of participation. Clinical Faculty receive an increased honorarium for mentoring student teachers.
On July 1 of the year they are trained, participants receive an appointment letter via email (see Appendix I). To maintain clinical faculty status, they must participate in at least one refresher workshop during their three-year appointment. On July 1 of the year they end their three-year appointment, they are sent a reappointment letter if they participated in at least one refresher workshop during their three-year appointment (see Appendix J). If Clinical Faculty do not maintain their status (see non-reappointment letter, Appendix K), they may retroactively regain their status by attending two refreshers in the next three-year cycle. However, if too much time goes by to warrant a retroactive appointment (i.e. more than four years after non-reappointment letter) they can attend day one only of the Clinical Faculty Workshop to restart their appointment cycle.

**Refresher Workshops**

All clinical faculty must attend at least one refresher workshop during their three-year term in order to be eligible for reappointment. Four refresher workshops are held at various locations throughout the consortium school divisions each year. A relevant theme for the year is identified, developed, and facilitated by the MCET. Each fall the MCET liaison notifies active Clinical Faculty of the workshop schedule for the year through electronic communication. Pre-registration is requested but not required. Workshop topics over the last several years have included:

- performance-based assessment of student teachers;
- using clinical faculty skills for school improvement; and
- co-teaching with student teachers.

**Determining and Reviewing Student Teaching Placements**

School divisions select their strongest mentors to be trained as Clinical Faculty. The IHEs request placements with active Clinical Faculty whenever possible, requesting teachers who would be the best match for a prospective student teacher. In the spring, prior to the expected placement year, the IHEs meet to review active clinical faculty in order to collaboratively request placements for each of the local student teachers to try to prevent asking for the same placements in an effort to help school divisions with the placement requests. All IHEs agree to submit requests for only those student teachers who the IHE anticipates will be eligible to student teach. IHEs submit requests to the local school divisions for the entire following school year, whenever possible.

School divisions match requests with eligible Clinical Faculty. If eligible Clinical Faculty teachers are not available, the school division will match student teachers to cooperating teachers who meet the minimum requirements to host a student teacher as outlined in the student teaching placement request.
Once a school division provides the IHE with a list of confirmed placements, confirmation is sent to the student teacher and to the cooperating teacher.

Concerns about a student teacher and/or university supervisor expressed by a cooperating teacher and/or other school division personnel will be directed to the appropriate IHE contact. A plan of action is developed collaboratively to address the identified concern.

Cooperating Teacher and Clinical Faculty Evaluations

Each IHE conducts cooperating teachers/clinical faculty evaluations from the student teacher and the university consultant. These data are collated and analyzed within the IHE. In order to maintain confidentiality of respondents, data results are not released to cooperating teachers/clinical faculty as these teachers might someday become colleagues of the student teacher. When concerns arise in the data that warrant action by the school division, the MVC IHE representative will reach out to the point of contact as identified by each LEA.

Clinical Faculty Mentor Application Process

The MidValley Consortium trains and supports clinical faculty mentors who mentor new teachers. Qualified clinical faculty submit an application via their school-based administrator who approves and submits their application to their Advisory Council representative. The Advisory Council representatives submit approved applications to the MCET for their review. Seven applications are requested from each school division. The MCET liaison will contact the Advisory Council representatives if additional space is available. Approved applicants are then extended invitations to the annual training, and the Advisory Council representative is copied on the invitation. If applicants are not approved, they will be notified by their Advisory Council representative.

The qualifications and responsibilities of a clinical faculty mentor are outlined on the clinical faculty mentor application (see Appendix L).

Clinical Faculty Mentor Workshop

Approved applicants complete two days of high-quality professional development for mentoring new teachers. School divisions provide the substitutes for the teachers who participate.

The MCET reviews, revises, and facilitates the two-day Clinical Faculty Mentor workshop which focuses on types of feedback, approaches to mentoring, the role of personality in communicating with others, the difference between coaching and mentoring, and building relationships. The workshop curriculum has been aligned with
current CAEP, InTASC, and Virginia Teacher Performance Standards and includes the following topics:

1. the unique characteristics, development, and challenges of new teachers;
2. principles of mentorship;
3. building trust and sustaining relationships;
4. coaching and mentoring conversations;
5. observation strategies;
6. data driven conversations;
7. video observations and coaching; and
8. establishing an electronic community of practice.

This professional development workshop replaces the need for a refresher workshop within the participant’s three-year clinical faculty appointment. For additional mentorship support, in 2016 the MVC developed the Mentor+Mentee Workshop as a continuation of professional development for the school divisions to implement as appropriate.

At the completion of each day of the Clinical Faculty Mentor Workshop, participants submit anonymous evaluative feedback, as well as personal reflection and goal setting (see Appendix M). The MCET reviews the data and adjusts the training to meet the needs of the participants. This includes adjustments to the training as well as refining the overall curriculum. Ongoing program evaluation supports continuous changes made to the curriculum to include current research and evidence-based practices.

**Evaluation of the MVC**

The Advisory Council reviews the operations of the MVC during an annual meeting. This review may include surveys, focus groups, and an opportunity for discussion and questions at the MVC annual meeting. Upon completion of the review, the data will be used to set goals for the MVC and adjust operations as necessary. The IHEs will support an external review of the MVC at least every 5 years to provide additional insight for continual review and progress.

Any changes to the handbook, policies, or procedures related to the MVC are co-reviewed, developed, and approved by the Advisory Council, MCET, and any Ad Hoc committees.

Throughout the year, if any member of the MVC has concerns regarding the partnership, policy, or procedures, the Advisory Council representative or MCET liaison can be notified and will then contact the appropriate parties to address the concern(s).
Appendices

Appendix A: Responsibilities of the Student Teacher

Prior to the Student Teaching Experience, the student teacher is responsible for:
1. Contacting the cooperating teacher/clinical faculty to get acquainted in a person-to-person setting and to provide pertinent background information.
2. Obtaining school-wide instructional goals, curriculum guides and outlines, and course objectives for the classes with which he or she will be working.
3. Arranging to obtain and become acquainted with faculty and student handbooks.
4. Participating in orientation programs scheduled by the school division and consortium personnel.
5. Providing transportation to and from assigned school including all professional responsibilities such as teachers' meetings, workshops, etc.
6. Becoming familiar with the student teacher expectations, procedures, guidelines and evaluations requested by the consortium and the school division in which he or she is assigned.

During student teaching, the student teacher is responsible for:
1. Planning & Instruction:
   a. Making necessary arrangements to work with before and after school and during the cooperating teacher’s planning period. The student teacher should make arrangements to attend all school functions such as PTA meetings, faculty meetings, and other events that teachers are normally expected to attend.
   b. Planning units and daily lessons in advance of the teaching assignments. All plans should be approved by the cooperating teacher. Arrangements should be made to discuss and review teaching ideas and plans to be used the following week.
   c. Providing lesson plans for the class when absent from school due to illness or emergency. The student teacher must notify the cooperating teacher and make arrangements to provide a copy of the lesson plans and supplemental materials.
2. Classroom and Instruction Responsibilities:
   a. Being thoroughly familiar with effective classroom management techniques and skills and how to incorporate them into the teaching responsibilities.
   b. Becoming familiar with a variety of teaching strategies suitable for all students in the assigned class.
   c. Being familiar with all school policies and the procedures for reporting all infractions to appropriate school personnel. This is one responsibility expected of all school personnel and you must assume this responsibility.
   d. Establishing a climate of mutual respect, where students address you as Mr., Mrs., Miss, or Ms.
   e. Being organized and prepared to start each class on time.
   f. Making sure that each instructional group clearly understands the expectations, the materials and equipment to be used for each activity.
   g. Becoming familiar with the school's grading and evaluation guidelines.
h. Expressing acceptance or non-acceptance of inappropriate behavior to students both verbally and non-verbally as the situation requires. Positive feedback should be encouraged.

i. Seeking guidance, assistance and feedback during the student teaching experience in dealing with established policies and practices.

j. Observing your cooperating teacher and other teachers in the school. Attention should be focused specifically on the teacher’s use of lesson design, methods and materials, and classroom management techniques. Be prepared to ask questions and discuss your perceptions of these techniques with the teachers following an observation lesson.

k. Taking the initiative in seeking help from your cooperating teacher.

l. Becoming familiar with materials available outside your classroom that can assist you in your planning and teaching responsibilities.

m. Creating new materials and activities with the assistance of the cooperating teacher in carrying out your teaching responsibilities.

n. Being flexible in adjusting teaching plans to deal with unexpected interruptions.

3. Demonstrating Professionalism:

a. Reporting for school duties when expected and being on-time each day. The length of the student teacher’s day will correspond to that of the clinical faculty member.

b. Meeting the standards of dress, personal appearance, professional behavior and performance expected of the school staff to which you are assigned. Remember that you are now a professional and students and teachers will be observing and modeling your actions.

c. Placing school duties ahead of personal wishes and accepting responsibilities which are a necessary part of the profession. The student teacher cannot expect to enroll in additional coursework, outside work or to participate in excessive extra-curricular activities during the student teaching experience. Only in exceptional cases will additional coursework, outside work, etc. be approved during the student teaching experience. Prior written approval is required.

d. Refraining from administering corporal punishment. Student teachers are not to use abusive language, profane or otherwise, even in jest.

e. Attending professional meetings, such as PTA meetings, faculty meetings, district-wide meetings, etc. Student teachers are expected to take an active part in extra-curricular activities of the school to which they are assigned. The student teacher is expected to participate in all teacher work days, parent conference days, class trips, etc. in which the clinical faculty member participates. These activities are an important part of your professional development program.

f. Following the holiday and vacation schedule of the public school to which you are assigned. Follow the school policy for teachers in dealing with inclement weather incidents.

g. Notifying the clinical faculty member and the consortium consultant in case an emergency or illness occurs. The student teacher should have all emergency numbers readily available.

h. Safeguarding all personal and confidential information and using it for professional purposes only. The student teacher is expected to avoid unfavorable
criticism of the participating school, the clinical faculty member, and the community. The student teacher is not to talk with students about other students or about staff members.

i. Completing all forms as required.
Appendix B: MVC Budget

**Operating Budget: $4850**

- Printing and supplies: 1150
- Food service: 3600
- Miscellaneous: 100

**Recommendation:**

1. That all facilitator costs continue to be provided by the college/university as in-kind contributions.
2. That each school division continues to support its own substitute teacher costs.
3. That JMU continue to provide in-kind support through coordination of activities and clerical, database and Web support in lieu of monetary contribution for support of Consortium activities.
4. That BC continue to provide accounting support as in-kind contribution, with an appropriate adjustment to its monetary contribution for support of Consortium activities.
5. That college/university and school division contributions toward the Consortium operating budget be pro-rated as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater College</td>
<td>350</td>
</tr>
<tr>
<td>Eastern Mennonite University</td>
<td>500</td>
</tr>
<tr>
<td>Mary Baldwin University</td>
<td>500</td>
</tr>
<tr>
<td>Augusta</td>
<td>500</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>500</td>
</tr>
<tr>
<td>Page</td>
<td>500</td>
</tr>
<tr>
<td>Rockingham</td>
<td>500</td>
</tr>
<tr>
<td>Shenandoah</td>
<td>500</td>
</tr>
<tr>
<td>Staunton</td>
<td>500</td>
</tr>
<tr>
<td>Waynesboro</td>
<td>500</td>
</tr>
<tr>
<td>Total</td>
<td>4,850</td>
</tr>
</tbody>
</table>
Appendix C

MidValley Consortium for Teacher Education
Bridgewater College Eastern Mennonite University James Madison University
Mary Baldwin University Augusta County Schools Harrisonburg City Schools
Page County Schools Rockingham County Schools Staunton City Schools
Shenandoah County Schools Waynesboro City Schools

Practicum Student Information Form

All applications must be filled out completely, or they will not be processed. Please return this completed form to the field placement coordinator at your university. Questions regarding the practicum policy can be directed to the Director of Teacher Education or designated contact.

Name: ____________________________
Mr. __________ Ms. __________ First __________ Middle _______ Last

Student Address: ____________________________________________________________

Phone Number: (Cell) ___________________ (Permanent Home) ______________ Email: _______________________________

Do you have a valid driver’s license? ___ Yes ___ No License I.D. number __________________ Expiration date ____________ Isuing state ___________

Practicum Course(s) (& placement(s) if known)

Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony anywhere in the United States or a criminal offense in another country or a U.S. territory? ___ Yes ___ No

Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving children (minor) and/or involving drugs (not alcohol)? ___ Yes ___ No

Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency? ___ Yes ___ No

If yes, please explain, and give dates of conviction, type of conviction, and jurisdiction where convicted. ____________________________________________________________

(Use additional sheet if necessary)

If you answered “Yes” to any of the above questions contact the Director of Teacher Education or designee below.

A practicum/clinical field experience is defined as a field experience for teacher candidates to develop and demonstrate their knowledge, skills, and professional dispositions in a variety of settings that are appropriate to the content and level of their program. Teacher candidates can develop proficiencies through observation, instruction, tutoring, and active participation in their assigned placement. The safety and security of the school community is a top priority of the MidValley Consortium. Anyone convicted of a misdemeanor or felony offense, especially an offense against a minor, may be disqualified from volunteering depending upon the nature of the offense and/or volunteer activity.

The statements made by me in this application are true and complete to the best of my knowledge. I understand that any willful misstatements or material omission on this application will be considered sufficient cause to disqualify me for volunteer opportunities. During such times as I am a participant in a field experience, I agree to assume full responsibility for such participation and release the school division from any damages which I may sustain thereby. I fully understand that if services are no longer needed, or my performance is not acceptable, the school or division and/or my college/university has the right to terminate my services as required and without notice.

Signature __________________________ Date ____________

FOR DIRECTOR OF TEACHER EDUCATION or Designee (If student checked “yes” to questions) Approve for practicum experience? ___ Yes ___ No

Reason: _________________________________________________________________

If approved, contact the School Division Central Office to confirm (include name and date of contact): __________________________ Date ____________

Signature __________________________ Date ____________

FOR DIRECTOR OF TEACHER EDUCATION or Designee (If student checked “yes” to questions) Approve for practicum experience? ___ Yes ___ No

Reason: _________________________________________________________________

If approved, contact the School Division Central Office to confirm (include name and date of contact): __________________________ Date ____________

Signature __________________________ Date ____________
Appendix D: PARTNERSHIP MEMORANDUM OF UNDERSTANDING (MOU)

2019-2021

The MidValley Consortium (MVC) for Teacher Education is a collaborative effort of four colleges and universities and seven school divisions in the Shenandoah Valley. In an effort to formalize this partnership and to establish procedures for on-going communication through input and shared decision-making, this MOU serves to articulate the responsibilities and expectations of members of the consortium.

The goals of the MVC are to foster collaborative partnerships in order to:

1. Develop a cadre of trained clinical faculty who are exemplary models of effective teaching and strong mentors for their student teachers
2. Develop and nurture leadership and mentoring skills and abilities of clinical faculty, to support their work with pre-service and novice teachers
3. Respond to the needs of the consortium members on matters of mutual benefit, including accreditation standards related to clinical partnerships, identification and training of clinical faculty, streamlining procedures related to fieldwork, and other identified areas of need
4. Facilitate greater cooperation and communication among consortium members

The MVC shall include two standing subgroups that engage in collaborative practices for meeting the above goals:

1. The MVC Advisory Council shall be made up of at least one institutional representative from each of the four colleges and universities, and at least one administrative representative from each of the seven school divisions, with one partnership vote for each of the eleven Consortium Members. The purpose of this group is to review policies and procedures of the MVC, to ensure open communication and responsiveness, and to commit resources to the work of the MVC. This group may appoint additional committees to address identified needs. (Furthermore, the deans/directors of the respective colleges and universities shall meet on an ongoing basis for discussion, evaluation, and goal-setting.)
2. The MVC Mentorship and Clinical Experience Team shall be made up of at least one representative from the colleges and universities. All Local Education Agencies (LEAs) will be invited to be represented. The purpose of this committee is to co-identify and co-train new and established clinical faculty for the important work of mentoring and supporting student teachers. Additionally, this team also provides further professional development to clinical faculty in the area of mentoring new teachers and other projects related to the MVC mission.
Roles and Responsibilities of the Institutions of Higher Education (IHEs)

- The IHEs in the MVC shall include Bridgewater College, Eastern Mennonite University, James Madison University, and Mary Baldwin University.
- The IHEs will appoint members to each MVC committee.
- The IHEs shall work with school division personnel for the placement of practicum students and student teachers, providing requests with sufficient notice.
- The IHEs shall work with school division administrators and clinical faculty to provide mentorship and supervision to student teachers, and shall be responsive to addressing matters of concern.
- The IHEs shall provide stipends/honorariums to school division personnel (teachers) who host student teachers. These stipends/honorariums are allocated from each IHE’s operating budget and are separate from the consortium budget.
- The IHEs shall support the work of the MVC Mentorship and Clinical Experience Team to train clinical faculty.
- The IHEs shall also support the work of the MVC Mentorship and Clinical Experience Team in their efforts to provide professional development for clinical faculty serving as mentors for new teachers.
- The IHEs shall solicit feedback and input from the school divisions at regular intervals and work, through their role on the MVC Advisory Council, to offer responsive solutions for furthering collaboration to support mutually beneficial practices.
- One of the IHEs shall manage bookkeeping for the budget of the MVC.
- One of the IHEs shall handle administration/coordination of scheduling and other administrative tasks of the MVC.
- One of the IHE institutional representatives shall co-chair the MVC Advisory Council with an LEA representative as co-chair.

Roles and Responsibilities of the School Divisions/Local Education Agencies (LEAs)

- The LEAs in the MVC shall include the counties of Augusta, Page, Rockingham, and Shenandoah, and the cities of Harrisonburg, Staunton, and Waynesboro.
- The LEAs will appoint members to each MVC committee.
- The LEAs shall work with the IHEs to place practicum students and student teachers within their school division, giving priority to placing student teachers with clinical faculty who have demonstrated effectiveness in the classroom as indicated by a proficient or exemplary evaluation rating.
- The LEAs shall communicate confirmation of such placements with the IHEs in a timely manner.
- The LEAs shall work with IHEs to co-select clinical faculty through a process of recommendations and solicitation of interest.
- The LEAs shall work with IHEs to evaluate the effectiveness of clinical faculty.
- The LEAs shall work with the IHEs to maintain a current list of active clinical faculty.
- The LEAs shall support the work of the MVC Mentorship and Clinical Experience Team to train clinical faculty, and shall allow professional leave and cover the cost of substitutes for teachers attending such trainings.
- The LEAs shall support the additional work of the MVC Mentorship and Clinical Experience Team in their efforts to provide professional development for clinical faculty serving as mentors for novice teachers, and shall allow professional leave and cover the cost of substitutes for teachers attending such trainings.
- The LEAs shall provide regular feedback to the IHEs regarding any matters of mutual concern including, but not limited to: the teacher preparation program, particular needs related to hard-to-fill vacancies, the fieldwork/placement request process, and the communication process.
- The LEAs shall support the IHEs in their work to collect data regarding the effectiveness of completers, for the purposes of accreditation, by co-establishing agreeable procedures.
- One of the LEA representatives shall co-chair the MVC Advisory Council with an IHE institutional representative as co-chair.

The undersigned, as representatives of their IHEs or LEAs, agree to the above expectations and responsibilities of the MVC. This agreement shall be reviewed biennially.

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<thead>
<tr>
<th>IHE or LEA</th>
<th>Name of Representative (Printed)</th>
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<td>Waynesboro City Schools</td>
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Appendix E: MidValley Consortium Organizational Chart

MidValley Consortium Advisory Council

IHE Deans and Directors plus one representative each from:
Augusta County Schools
Harrisonburg City Schools
Page County Schools
Rockingham County Schools

Shenandoah County Schools
Staunton City Schools
Waynesboro City Schools

IHE Dean / Director serves as Co-Chair
LEA Representative serves as Co-Chair

MVC Mentorship and Clinical Experience Team

Purpose:
1. Co-identify and co-train new and established clinical faculty for the important work of mentoring and supporting student teachers.
2. Provide further professional development to clinical faculty in the area of mentoring novice teachers and to support collaborative learning experiences for mentor-mentee teams.

Membership: representatives from each of the 4 IHEs and representatives from each of the 7 school divisions

Ad Hoc Committee(s)

Purpose: to address identified needs by both the IHEs and the member school divisions.
Appendix F: MVC Mentorship and Clinical Experience
Team Membership Responsibilities

The MidValley Consortium Advisory Council, with representatives from seven school divisions and four institutions of higher education, support and direct the activities of the MVC Mentorship and Clinical Experience Team.

Members of the MVC Mentorship and Clinical Experience Team are nominated by their respective representative(s) because of their knowledge and experience with:

(a) the MVC clinical faculty program; and/or
(b) preservice teacher preparation and clinical experiences; and/or
(c) mentoring preservice and/or beginning new teachers.

Team members are a work group, collaborating to plan, develop, and facilitate consortium programs and projects as directed by the Advisory Council.

Team members participate in meetings, refresher workshops, and full-day clinical faculty and mentor workshops, which generally take place on Wednesdays. Team members are asked to commit to attending the following each year:

1. Monthly committee meeting 4:15-5:30 at Bridgewater College.
2. At least one refresher workshop 4:15-5:30 in schools around the consortium area.
3. At least two of the four workshop days per year.

One or two meetings are held with the Advisory Council each year, with other additional meetings scheduled on an ad hoc basis, and team members may be asked to participate if their schedule permits.

Team members are active participants in all meetings they attend, willing to share their ideas, insights, and perspectives. Team members help to co-construct the programs and projects they are working on.

Team members facilitate workshops and actively participate in workshop discussions, as well as help to evaluate the program for revision.

Additionally, although meeting minutes are shared with the advisory council, team members will remain in communication with their advisory council representation regarding information discussed at meetings.

Stability in the team is important for workshop facilitation. Therefore, team members are asked to commit to serve for at least one full three-year term, which can be renewed by their advisory council representative. Team members may be asked to stay for an additional partial term (e.g. one or two years) to help prevent too many changes in membership in any given year.
Appendix G: Application for Clinical Faculty Appointment

(Please return this application directly to your building principal by the date determined by your school division — do not mail it directly to the MidValley Consortium)

PART A. TO BE COMPLETED BY TEACHER

Name _______________________________  Preferred name _______________________________

Date _______________  Last 4 digits SSN ____________

E-mail _______________________________

School Division ___________________________  School ___________________________

Home Address ______________________________

Please read the attached description of Clinical Faculty responsibilities and qualifications and then complete the following:

_____ I wish to apply for the Clinical Faculty program. I understand that:

a. I must attend the equivalent of a two-day training session, which may be scheduled in differing formats (all-day with substitute, half-day during teacher workday, after-school, etc.), depending on school division or college/university calendars.

b. after successfully completing this training session, I will receive a three-year Clinical Faculty appointment. As part of this appointment I will agree to supervise one student teacher per year (if needed) and will attend at least one of the refresher sessions every 3 year cycle of appointment. I also understand that I will begin receiving a $30/week stipend/honorarium for supervising student teachers after completing the training session.

Current teaching assignment [grade/subject area(s)] _______________________________

Under continuing contract in division:  ____Yes  ____No

Number of years in current teaching assignment __________

Total number of years teaching ______

Licensure area(s) _______________________________

Type of license held _______________________

Highest degree earned _______________________

Please indicate the name of the institution of higher education that you attended:
Undergraduate Institution

Graduate Institution

Licensure Institution (if different than above)

List the major professional growth and in-service activities in which you have been involved during the last three years:

What recent experience do you have in working with adults and/or student teachers?

What are your areas of special professional expertise? Would you be willing to share ideas with others, such as university classes or with peers?
PART B. TO BE COMPLETED BY PRINCIPAL

____ Yes ____ No Does this teacher hold a valid Virginia license with proper endorsement for the teaching assignment?
____ Yes ____ No Does this teacher either have a continuing contract or has this teacher completed a minimum of three years of teaching and at least one year of experience in their present teaching assignment?
____ Yes ____ No Does this teacher show expertise in subject matter knowledge and delivery?
____ Yes ____ No Does the teacher demonstrate effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating?
____ Yes ____ No Does this teacher show a desire, willingness, and ability to work cooperatively with colleagues and student teachers?
____ Yes ____ No Does this teacher have strong oral and written skills?
____ Yes ____ No Does this teacher have excellent human relations skills?
____ Yes ____ No Does this teacher have strong organizational skills?
____ Yes ____ No Does this teacher have knowledge of school/community resources?
____ Yes ____ No Does this teacher have skill in effective classroom management techniques?

____ Yes I recommend this teacher for the Clinical Faculty program.
____ No I do not recommend this teacher for the Clinical Faculty program.

Comments:

Name ________________________________

Signature ________________________________

PART C. TO BE COMPLETED BY CENTRAL OFFICE PERSONNEL

____ Yes I recommend this teacher for the Clinical Faculty program.
____ No I do not recommend this teacher for the Clinical Faculty program.

Comments:

Name ________________________________

Signature ________________________________
PART D. TO BE COMPLETED BY MIDVALLEY MENTORSHIP AND CLINICAL EXPERIENCE TEAM

_____ Yes We recommend this teacher for the Clinical Faculty program.
_____ No We do not recommend this teacher for the Clinical Faculty program.

Comments:

Notification sent________________ Date of Appointment ______________________

Responsibilities of Clinical Faculty

The following Clinical Faculty responsibilities have been organized in a format consistent with the teaching/learning process and the major categories of the performance assessment instrument.

1. Planning and the Student Teaching Experience
   a. Plan and provide the student teacher with an initial orientation to the assigned school and the classroom.
   b. Meet with the student teacher to provide and discuss basic instructional materials, faculty and student handbooks; to share an overview of the school faculty and the working relationships in the school; and to make plans and review expectations for class(es).
   c. Orient the student teacher to the school planning process; help the student teacher establish objectives for the pupils; and provide specific expectations and deadlines for daily lesson plans, unit plans, and student evaluation.
   d. Plan with the student teacher and the college/university supervisor for the student teacher’s early induction into the teaching process and gradual assumption of full responsibility for classroom instruction.
   e. Plan with the college/university supervisor to provide a continuous evaluation of the student teacher’s performance in all phases of teaching and to meet all Consortium evaluation requirements.

2. Climate and the Student Teaching Experience
   a. Develop and provide a teaching/learning atmosphere that supports dialogue and discussion, shares advice and constructive feedback, and encourages open communication for the student teacher’s self-reflection and professional growth.
   b. Establish a teaching/learning climate that is conducive to student learning and that allows the student teacher to develop skills in planning and
provides opportunities for him/her to test theory and practice in the classroom.

c. Develop a building-level support team of Clinical Faculty.

3. **Teaching and the Student Teaching Experience**
   a. Review and provide feedback on the student teacher’s lesson plans prior to their being taught.
   b. Observe the student teacher informally each day and provide oral feedback on both classroom management skills and at least one lesson or activity.
   c. Observe the student teacher formally once a week except for the first and last week of their placement. Review and discuss the student teacher’s lesson plan in relation to overall instructional objectives prior to observing the lesson. Provide written feedback, using the Consortium observation form, after the observation.
   d. Serve as a resource person to the student teacher regarding the teaching process, supplies, equipment and curriculum responsibilities.
   e. Work cooperatively with the college/university supervisor to see that the student teacher is meeting college/university goals and expectations.
   f. Work cooperatively with the college/university supervisor to monitor the student teacher’s readiness to assume increased classroom teaching responsibilities and to provide those additional opportunities as appropriate.
   g. Provide increasing feedback and support as the student teacher assumes full responsibility for classroom instruction.
   h. Use co-teaching techniques as outlined in the *Co-Teaching Resource Handbook.*

4. **Reflection, Collaboration, and Communication and the Student Teaching Experience**
   a. Keep the student teacher apprised of his/her progress at all times and revise goals and expectations as necessary.
   b. Meet formally with the student teacher at least once a week to discuss his/her progress, review short- and long-term instructional plans, and identify specific objectives to work on the following week. Complete the written Consortium evaluation form with the student teacher during this conference.
   c. Keep the college/university supervisor and the building principal informed of the student teacher’s progress on a regular basis.
   d. Complete written mid-point and final student teacher evaluations in cooperation with the college/university supervisor.
   e. Provide the student teacher with opportunities for professional growth by encouraging observations of other educators, attending professional meetings, and participating in the entire school's program.
Qualifications of Clinical Faculty

1. A valid Virginia Collegiate Professional License with proper endorsement for the teaching assignment.
2. Three (3) years (minimum) experience as a successful classroom teacher.
3. Advanced work in education. (Commitment to life-long learning as evidenced by work towards a master's degree, workshops, college credits, or other types of activities that assist the teacher in increasing his or her knowledge and performance related to the teaching profession.)
4. Recognized expertise in subject matter knowledge and current and varied instructional strategies for the classroom.
5. Demonstrated effectiveness in the classroom, as indicated by a proficient or exemplary evaluation rating.
6. Skill in effective classroom management techniques
7. Knowledge of school/community relations
8. Strong oral and written communication skills.
9. Strong organizational skills.
10. Excellent human relations skills.
11. Experience in working with adults and/or student teachers.
12. A desire, willingness, and ability to work cooperatively with colleagues and student teachers.
13. Willingness to assume a three-year term as a Clinical Faculty, with regular review by the cooperating school divisions and the MidValley Mentorship and Clinical Experience Team.
13. Willingness to accept one student teacher per year and to attend one or more “refresher” workshops during his/her three-year term.
Appendix H: Three-Year Appointment Letter

MidValley Consortium for Teacher Education

Bridgewater College
James Madison University
Augusta County Schools
Page County Schools
Shenandoah County Schools
Waynesboro City Schools

Eastern Mennonite University
Mary Baldwin University
Harrisonburg City Schools
Rockingham County Schools
Staunton City Schools

July 1, 2019

Dear:

The MidValley Consortium (MVC) for Teacher Education is pleased to provide official confirmation of your three-year appointment as a clinical faculty member, effective July 1, 2019 through June 30, 2022. We appreciate the commitment that you made to complete clinical faculty training this year and look forward to working with you over the next three years!

As you know, you may be asked to mentor one student teacher each year (depending upon specific college or university need, geographic location, etc.). We will also provide four after-school “refresher workshops” each year and request that you plan to attend at least one of these sessions during your three-year appointment. Finally, we will provide you with an increased stipend/honorarium of $30/week for supervising our student teachers.

Near the end of your three-year appointment, you will be given an opportunity to express your interest in continuing as part of the clinical faculty program. Reappointment will be based on your expression of interest, your attendance at a refresher workshop, continued recommendation from your school division, and review by the MVC Mentorship and Clinical Experience Team (MCET).

Thank you again for your willingness to continue mentoring new teachers into your profession. As so many of you have said during this year’s training, supervising student teachers is also an exciting professional growth opportunity for clinical faculty. Please do not hesitate to contact any of the MCET members listed below if you have any questions about the clinical faculty program.

Augusta County Schools
Jessica Wilkerson
jwcolvin@augusta.k12.va.us

Bridgewater College
Beth Lehman
blehman@bridgewater.edu

Eastern Mennonite University
Ron Shultz
ronald.shultz@emu.edu

Harrisonburg City Schools
Ann Conners
aconners@harrisonburg.k12.va.us

James Madison University
Dara Hall
halldm@jmu.edu

Mary Baldwin University
Lori Wall
lwall@marybaldwin.edu

Page County Schools
Cathy Marston
cmarston@pagecounty.k12.va.us

Rockingham County Schools
Larry Shifflett
lfshifflett@rockingham.k12.va.us

Shenandoah County Schools
Jen Jones
jhaas@shenandoah.k12.va.us

Staunton City Schools
Amy Bradley
abradley@staunton.k12.va.us

Waynesboro City Schools
Alison Cornish
acornish@waynesboro.k12.va.us

Sincerely,

Dara Hall
On behalf of the MVC MCET

NOTE: Be sure to check out our website for helpful information about the MVC and the clinical faculty program! http://www.jmu.edu/coe/esc/consortium.shtml
Appendix I: Three-Year Reappointment Letter

Dear:

The MidValley Consortium (MVC) for Teacher Education is pleased to provide official confirmation of your three-year reappointment as a clinical faculty member, effective July 1, 2019 through June 30, 2022. We appreciate the commitment that you have made in the past to mentor our student teachers and to attend clinical faculty refresher workshops, and we look forward to working with you for another three years!

As in the past, you may be asked to mentor one student teacher each year (depending upon specific college or university need, geographic location, etc.). We will also provide “refresher workshops” each year and request that you plan to attend at least one of these sessions during your new three-year appointment. Finally, we will continue to provide you with a stipend/honorarium of $30/week for supervising our student teachers.

Near the end of your three-year reappointment, you will be given an opportunity to express your interest in continuing as part of the clinical faculty program. Reappointment will be based on your expression of interest, your attendance at a refresher workshop, continued recommendation from your school division, and review by the MVC Mentorship and Clinical Experience Team (MCET).

Thank you again for your willingness to continue mentoring new teachers into your profession. Please do not hesitate to contact any of the MCET members listed below if you have any questions about the clinical faculty program.

Augusta County Schools
Jessica Wilkerson
jwcolvin@augusta.k12.va.us

Bridgewater College
Beth Lehman
blehman@bridgewater.edu

Eastern Mennonite University
Ron Shultz
ronald.shultz@emu.edu

Harrisonburg City Schools
Ann Conners
aconners@harrisonburg.k12.va.us

James Madison University
Dara Hall
halldm@jmu.edu

Mary Baldwin University
Lori Wall
lwall@marybaldwin.edu

Page County Schools
Cathy Marston
cmarston@pagecounty.k12.va.us

Rockingham County Schools
Larry Shifflett
lfshifflett@rockingham.k12.va.us

Shenandoah County Schools
Jen Jones
jhaas@shenandoah.k12.va.us

Staunton City Schools
Amy Bradley
abradley@staunton.k12.va.us

Waynesboro City Schools
Alison Cornish
acornish@waynesboro.k12.va.us

Sincerely,

Dara Hall
On behalf of the MVC MCET

NOTE: Be sure to check out our website for helpful information about the MVC and the clinical faculty program! http://www.jmu.edu/coe/esc/consortium.shtml
Dear :

The MidValley Consortium (MVC) for Teacher Education wishes to thank you for your professional commitment to mentor student teachers through our clinical faculty program over the last three years. Our records indicate that you were appointed to a term that began on July 1, 2019 and ended on June 30, 2022. A number of clinical faculty in this group have since retired, moved out of the area, assumed administrative positions, or, for a variety of reasons, have not met the requirement to attend at least one refresher workshop during the last three years. You appear to be in this category and therefore are not eligible for re-appointment.

You may retroactively renew your appointment by attending a refresher workshop in the fall. If you wish to continue your appointment for a new three-year term, please check back in September at the calendar on the website below for dates and location of refresher workshops. You will no longer receive reminder emails for the refresher workshops. If you have any questions about renewing your appointment, please contact Dara Hall in the Education Support Center halldm@jmu.edu or at 540-568-2996.

PLEASE NOTE: If our records are not correct, contact Dara Hall or one of the members of the MVC Mentorship and Clinical Experience Team (MCET) listed below as soon as possible. Again, we thank you for your valued service, and hope that you are still interested in working with our student teachers as a regular cooperating teacher when opportunities arise.

Sincerely,

Dara Hall
On behalf of the MVC MCET

NOTE: Be sure to check out our website for helpful information about the MVC and the clinical faculty program! http://www.jmu.edu/coe/esc/consortium.shtml
Appendix K: MidValley Consortium for Teacher Education Clinical Faculty Training

Session One
___ Fall   ___ Spring  20___

School Division ________________  ___ High School  ___ Middle School
___ Elementary  ___ Other ______________

Please help us evaluate the first day of your Clinical Faculty training by giving us your comments and suggestions.

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1. **Process** (activities, variety, pacing, etc.)

   **Comments:**

2. **Morning Session**: Characteristics of Student Teachers & Adult Learners; Framework for Mentoring; Professional Knowledge, Assessing Student Learning and Planning

   **Comments:**

3. **Afternoon Session**: Using Assessment for Instructional Planning & Co-planning; Conducting Pre-observation Conferences; Co-Teaching Techniques, Learning Environment, & Instructional Delivery; Observation Strategies

   **Comments:**
4. The most valuable part of today’s training for me was:

5. I wish that the following topics had been covered:
Please help us evaluate the second day of your Clinical Faculty training by giving us your comments and suggestions.

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1. **Process** (activities, variety, pacing, etc.)

   *Comments:*

2. **Morning Session**: Welcoming Your Student Teacher; College/University Expectations; Coaching; Giving Feedback; Observation Techniques; Impact on Student Learning; Conducting Post-Observation Conferences

   *Comments:*

3. **Afternoon Session**: Framework for Effective Mentoring; Professionalism; Problem-Solving for Student Teacher Growth; Writing Recommendations; Differentiating Cooperating Teachers and Clinical Faculty; Paperwork
4. Suggestions for future refresher workshops:
Reflect on the two days of clinical faculty training you have just completed.

Three important ideas I learned during the two days of training:

Two things that facilitated my learning:

One thing I plan to do with this new information:

The following resources or support would help me to be an effective clinical faculty/mentor:

As a clinical faculty/mentor, I would personally like to accomplish the following by the end of the next school year:
Appendix L: MidValley Mentor Program Application for Clinical Faculty Mentor Appointment

(Please return this application directly to your building principal by the date determined by your school division — do not mail it directly to the MidValley Consortium)

PART A. TO BE COMPLETED BY TEACHER

Name ___________________________  Preferred name ___________________________

Date _______________  Last 4 digits SSN_____________  E-mail_____________________

School Division____________________________  School_________________________

Home Address_________________________________________________________________

Please read the attached description of Clinical Faculty Mentor responsibilities and qualifications and then complete the following:

_____  I am Clinical Faculty in good standing. I meet the qualifications listed below. I understand that:

Initial

I must attend the equivalent of a two-day training session, which may be scheduled in differing formats (all-day with substitute, half-day during teacher workday, after-school, etc.), depending on school division or college/university calendars.

Current teaching assignment [grade/subject area(s)]______________________________

Under continuing contract in division: _____Yes _____No  Number of years in current teaching assignment________

Total number of years teaching_______  Licensure area(s)________________________

Type of license held ______________________  Highest degree earned______________

Please indicate the name of the institution of higher education that you attended:

Undergraduate Institution_____________________________________________________

______________________________

Graduate Institution_________________________________________________________


Licensure Institution (if different than above)__________________________________________

List the major professional growth and in-service activities in which you have been involved during the last year:

What recent experience do you have working as a mentor teacher?

Name ________________________________________________________________

Signature _________________________________
PART B. TO BE COMPLETED BY PRINCIPAL

___ Yes ___ No Does this teacher show a willingness and ability to work cooperatively with colleagues?

___ Yes ___ No Has this teacher demonstrated a desire to mentor colleagues?

___ Yes ___ No Does this teacher communicate effectively using strong oral and written skills?

___ Yes ___ No Does this teacher have excellent human relations skills?

___ Yes ___ No Does this teacher have strong organizational skills?

___ Yes ___ No Does this teacher have knowledge of school/community resources?

___ Yes ___ No Does this teacher have skill in reflective practice?

___ Yes ___ No Has this teacher demonstrated a willingness to tackle challenges?

___ Yes I recommend this teacher for the MidValley Mentor program.

___ No I do not recommend this teacher for the MidValley Mentor program.

Comments:

Name _____________________________________

Signature __________________________________

PART C. TO BE COMPLETED BY CENTRAL OFFICE PERSONNEL

___ Yes I recommend this teacher for the MidValley Mentor program.

___ No I do not recommend this teacher for the MidValley Mentor program.

Comments:

Name _____________________________________

Signature __________________________________
PART D. TO BE COMPLETED BY MIDVALLEY MENTORSHIP AND CLINICAL EXPERIENCE TEAM

____ Yes  We recommend this teacher for the MidValley Mentor program.
____ No  We do not recommend this teacher for the MidValley Mentor program.

Comments:

Notification sent__________________ Date of Appointment____________________

Qualifications of Mentor

1. Current, active Clinical Faculty.
2. Advanced work in education. (Commitment to life-long learning as evidenced by work towards a master's degree, workshops, college credits, or other types of activities that assist the teacher in increasing his or her knowledge and performance related to the teaching profession.)
3. Recognized expertise in subject matter knowledge and current and varied instructional strategies for the classroom.
4. Skill in effective classroom management techniques.
5. Knowledge of school/community relations.
6. Strong oral and written communication skills.
7. Strong organizational skills.
8. Excellent human relations skills.
9. Experience in working with adults and/or student teachers.
10. A desire, willingness, and ability to work cooperatively with colleagues and student teachers.
11. **Willingness to accept one mentee and/or student teacher per year.** The consortium does not expect a CF to work with both a mentee and ST unless desired by the mentor and their administration.
12. Willingness to maintain clinical faculty status by attending one or more "refresher" workshops during his/her three-year term.
Appendix M: MidValley Consortium for Teacher Education Clinical Faculty Mentor Workshop

Session One

School Division ________________  __ High School  __ Middle School  __ Elementary  __ Other ______________

Please help us evaluate the first day of your Clinical Faculty training by giving us your comments and suggestions.

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1. Process (activities, variety, pacing, etc.)

Comments:

2. Morning Session: Clinical Faculty Member Defined, The New Teacher Experience, Mentoring Relationships

Comments:

3. Afternoon Session: Mentoring Relationships, Mentoring Conversations, Feedback

Comments:
4. The most valuable part of today’s training for me was:

5. I wish that the following topics had been covered:
Appendix N: MidValley Consortium for Teacher Education Clinical Faculty Mentor Workshop

Session Two

School Division ___________________ ___ High School ___ Middle School ___ Elementary ___ Other ______________

Please help us evaluate the second day of your Clinical Faculty training by giving us your comments and suggestions.

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<td>2. Morning Session: Instructional Coaching, Data Analysis, and Video Observation</td>
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<td>3. Afternoon Session: Video Coaching, Sustaining the Mentor – Mentee Relationship, Clinical Faculty Mentor Re-Defined, Electronic Community of Practice – E-Mentoring Network</td>
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5. Suggestions for future refresher workshops:
Appendix P: MidValley Consortium for Teacher Education MidValley Mentor Workshop Reflection and Goal Setting

Reflect on the two days of the mentor workshop you have just completed.

1. Three important ideas I learned during the two days:

2. Two things that facilitated my learning:

3. One thing I plan to do with this new information:

4. The following resources or support would help me to be an effective mentor:

5. As a clinical faculty mentor, I would personally like to accomplish the following by the end of the next school year:

6. These are the questions that I have for my administrator in order to become an effective mentor: