

West Virginia University at Parkersburg

# Cooperating Teacher Handbook

Revised August Fall 2004



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## Architects of the Future

The knowledge and skills expected of graduates from the West Virginia University Parkersburg elementary education program are expressed in the unit's conceptual framework: Architects of the Future. This model envisions teachers who use their skills and knowledge to shape and construct the future by educating tomorrow's leaders . . . today's children. The overarching concept, Architects of the Future, and the six components which undergird it provide the framework for curriculum and instructional development in the teacher education program at WVU Parkersburg.

Candidates are assessed in each area of the conceptual framework beginning with the first professional education course and its co-requisite field experience. This process includes student self-assessment of their growth in each area of the framework and performance assessment by their cooperating teachers and professional education instructors. Student teaching and subsequent program evaluation represent the culmination of this process within the program.

**Planning** - Planning for instruction refers to decisions that teachers make about organizing, implementing, and evaluating instruction. The planning process, which is fundamental to effective instruction, involves five successive, systematic steps:

1. Formation of goals
2. Specification of objectives
3. Assessment of student needs with regard to identified goals
4. Development of instructional strategies and techniques which form learning activities to aid student mastery of stated objectives and
5. Evaluation of student performance relative to the specified objective

In this model, planning is seen as a dynamic process in that data generated in one phase leads to changes in the other phases.

Candidates begin their development of planning skills by demonstrating the ability to plan their time, class, and field experience schedules to meet program expectations. The level of planning increases as candidates work with advisors, cooperating teachers and university supervisors to ensure the successful completion of their program. Professional education and instructional strategies courses require bulletin board plans, management plans, tutoring plans, and plans for teaching individuals and groups. Student teaching is the opportunity to demonstrate mastery of the complete planning process from establishing goals and objectives to meet the needs of a diverse student population, to the process of evaluation. Candidates must plan to meet state established goals, prepare appropriate objectives, match instructional strategies with the needs of a diverse student population, plan for assessment and prepare a plan for their own professional development.

**Teaching Skills** - Organizing and conducting an effective lesson requires appropriate planning and knowledge of a variety of strategies for the delivery of instruction. The beginning of a lesson must capture the students' attention, stimulate recall of prerequisites, introduce the lesson objectives, and orient students to the lesson. Actions taken by teachers in the middle of a lesson

must establish and maintain an effective learning environment. Closure and a summary of key concepts need to be provided at the end of a lesson. Teachers also need to give attention to time on task, wait time, clarity, and enthusiasm in presenting lessons.

Through a systematic progression of field experiences and classroom activities, candidates have many opportunities to observe, practice, and refine teaching skills and a variety of instructional strategies. Performance assessment which is required in each field experience provides candidates with information necessary to develop their teaching skills.

The opportunity to demonstrate mastery of teaching skills comes in student teaching. Discipline specific approaches to instruction from instructional strategies courses combine with general methods like cooperative learning from the Professional Development School experience to compose a broad instructional repertoire. Regular feedback from university supervisors and cooperating teachers nurture teaching skills.

**Interpersonal Skills** - Interpersonal skills are at the heart of teaching. The teacher is expected to interact effectively with different people in multiple environments that characterize the school climate and culture. Successful educators must be capable of communicating with students, peers, parents, administrators, and other professional personnel. Interpersonal skills are essential in today's schools where decision-making is shared and trust is built through collaborative working relationships among peers, principals, and parents.

Progress through the program provides candidates with frequent opportunities to interact with administrators, teachers, and other professional staff. Classroom experience in cooperative learning increases skill in perspective-taking and helps to develop other social skills necessary for effective communication.

Experience during student teaching in IEP conferences and SBAT experiences underscore the importance of professional interaction with peers and team members. Interpersonal skills are encouraged by peer tutoring which occurs during the Student Teaching Seminar. Interviewing skills are honed during the seminar and practiced at Education Expo during interviews with potential employers.

**Decision-Making Skills** - Teachers make decisions as they plan, implement, and evaluate instruction. The process of decision-making involves choices to arrive at solutions which end uncertainty. The linear-rational approach to planning is, in fact, a decision-making process. Decisions made at each point lay the foundation for decisions-making on subsequent issues.

As teachers become more experienced, they rely less on a linear approach to decision-making and more on the process of reflection. In this process, teachers reflect upon and evaluate the success of past decisions in an effort to make better decisions in the future. John Dewey is often cited as a supporter of the reflection model of decision-making which involves active, persistent, and careful consideration of classroom practices. Being a reflective decision-maker involves constant self-analysis of one's traits and behaviors in relation to the events that take place in the classroom.

Candidates are involved in a wide variety of field experiences as they move through the program. Reflective journals kept during these experiences aid candidates in assessing their own decision-making and the decisions made by others. Journals, along with other reflective classroom activities, encourage the growth of decision-making.

**Professional Commitment** - A deep and lasting commitment to students, to learning, to the discipline taught, and to professional practice is characteristic of the professional teacher. The committed professional adopts a high standard of professional ethics and models behaviors that are consistent with that code of ethics. Commitment to the profession is demonstrated by the teacher's continued professional growth and development and serious pursuit of improving his/her professional practice.

Commitment is assessed and nurtured as candidates advance toward program completion. Practica in Professional Development Schools is demanding and requires much commitment on the part of the candidate. These experiences give candidates access to student information which requires good judgment in its use. Joint professional development in these experiences give candidates the opportunity to experience the professional commitment required in the profession. College organizations and activities as well as field experiences provide opportunities to understand and accept the commitment demanded of the professional educator.

**Diversity** - Student enrollment from diverse backgrounds continues to increase in today's public schools. This makes it imperative for today's teachers to have knowledge and understanding of multicultural forces that affect teaching and learning. Teachers must be able to plan and implement a multicultural education program that integrates cultural diversity into all teaching and learning situations. Such a program must include awareness, understanding, and acceptance of cultural differences.

The many faces of diversity include developmental, linguistic, cultural, racial, ethnic and gender differences. Experiences with diversity both in the classroom and through field placements are designed to increase understanding of the array of differences which exist in the public school environment and of one's own cultural background and biases. This understanding is expressed through the preparation and teaching of lessons intended to meet the needs of all students.

**TO:** Cooperating Teachers

**FROM:** Cynthia L. Gissy  
Coordinator of Field Experiences

**DATE:** August 23, 2004

**RE:** Cooperating Teacher Handbook

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I would like to take this opportunity to thank you for taking part in the teacher preparation program at West Virginia University at Parkersburg. The role cooperating teachers play in the training and instruction of preservice teachers is vital to the success and effectiveness of the teacher education program.

The purpose of this handbook is to outline the objectives and responsibilities of all parties that take part in field experiences for education courses. While we strive to stay in close contact with the schools in our service area, it is at times difficult to communicate the goals and objectives of each course. This handbook will prove to be useful in this capacity. Not only will it offer a guide for teachers to use within the school, but it will also promote consistency and continuity within the entire education program.

As I have already met and spoken with many of you, I look forward to my continued work in the field and with you personally. I also hope that you will feel free to contact me at any time you need assistance or a concern arises. Again, thank you for your support of our program.

## WEST VIRGINIA UNIVERSITY AT PARKERSBURG TELEPHONE LISTINGS

Listed below are telephone numbers that may be useful to you while West Virginia University Parkersburg students are involved in field experiences in your school. Please feel free to contact the University if any questions or concerns arise.

**WEST VIRGINIA UNIVERSITY PARKERSBURG MAIN SWITCHBOARD** 424-8000

**TOLL FREE NUMBER** .....1-800-982-WVUP

**EDUCATION DIVISION** .....424-8314  
Cynthia S. Kelley - Chairman .....424-8345  
    E-Mail Address .....Cindy.Kelley@mail.wvu.edu  
Cynthia L. Gissy - Coordinator Field Experiences .....424-8259  
    E-Mail Address .....Cindy.Gissy@mail.wvu.edu  
Larry Keaton - Professor .....424-8314  
    E-Mail Address .....Larry.Keaton@mail.wvu.edu  
David Lancaster - Instructor .....424-8346  
    E-Mail Address .....Dave.Lancaster@mail.wvu.edu  
Claudia Aman - Instructor .....424-8316  
    E-Mail Address .....Claudia.Aman@mail.wvu.edu  
Denise Honaker - Certification Analyst .....424-8314  
    E-Mail Address .....Denise.Honaker@mail.wvu.edu

### **DIVISION OF NATURAL SCIENCES & MATHEMATICS**

Science 301 .....424-8299  
Mathematics 301 .....424-8299

### **HUMANITIES DIVISION**

Art 315 .....424-8301  
Music 315 .....424-8301  
Reading 401 .....424-8301

### **SOCIAL SCIENCES DIVISION**

HPER 315 .....424-8253  
SOST 315 .....424-8253

## **WEST VIRGINIA UNIVERSITY AT PARKERSBURG MISSION**

West Virginia University at Parkersburg is an independently accredited regional campus of West Virginia University, dedicated primarily to anticipating and responding to the higher education needs of its service area and to facilitate access for residents in the region. The mission of West Virginia University at Parkersburg is to provide appropriate community-based educational programs that offer area residents opportunity in pursuing a broad range of educational goals, including life-long learning. A cornerstone of the campus mission is the creation of elements of value for individuals as well as society.

Under the direction of the Higher Education Policy Commission and President of WVU, West Virginia University at Parkersburg participates in the achievement of the comprehensive statewide mission of West Virginia University. Thus, West Virginia University at Parkersburg is a regional campus of West Virginia University and has a direct administrative responsibility to the University on academic, administrative and budgetary matters. This relationship with West Virginia University involves academic and administrative coordination and maximum practical transferability of credits.

To fulfill its role, WVU at Parkersburg offers programs in developmental studies, general education, and specialized and technical training. It provides selected baccalaureate programs (Business Administration, Elementary Education, Nursing, Applied Technology, and WVU Regents Bachelor of Arts). The campus, in cooperation with WVU's other campuses, makes available customized, post-employment training and services to area business and industry. It maintains a cooperative and articulated relationship with the region's area vocational schools.

West Virginia University at Parkersburg also serves as a higher education center to meet the educational needs of its service area. The campus administration seeks to combine the scope of its undergraduate programs with articulation, coordination and delivery of other programs from cooperating institutions.

To ensure educational opportunities and geographic accessibility, the campus's Jackson County Center serves the higher education needs of area residents in Jackson, Roane, and surrounding counties.

West Virginia University at Parkersburg, as an integral part of its mission, provides a broad base of services and resources to students to assure their success in achieving educational objectives and individual potential. As a secondary mission, the campus also offers opportunities for cultural, intellectual, and personal enrichment for the service area.

## **PROFESSIONAL EDUCATION UNIT MISSION**

The professional education unit at West Virginia University Parkersburg has as its mission the preparation of teachers who will meet the varying needs of public school children within modern society. This goal is in accordance with the general mission statement of the institution in that it strives to recognize and meet the needs of the service area.

In fulfilling this mission, the unit ensures that teacher candidates experience strong liberal arts and subject area training, obtain understanding of human development, develop awareness of professional and ethical responsibilities, have various opportunities to observe and take part in practical field experiences throughout the program and form an awareness of the multicultural forces that affect learning. It is in this manner that the program prepares teachers who will encourage academic and personal growth in their students and themselves.

## **WEST VIRGINIA UNIVERSITY AT PARKERSBURG PROFESSIONAL EDUCATION UNIT GOALS**

The curriculum for the teacher education program at West Virginia University Parkersburg is a product of the cooperative efforts of faculty, students, and practitioners. These groups have engaged in systematic efforts to develop a teacher education program consistent with the mission of the college, the requirements of the West Virginia Department of Education, and the recommendations of professional organizations and learned societies.

The professional education unit of WVU Parkersburg is dedicated to achieving the following goals which form the program's conceptual framework.

1. To help students develop appropriate planning skills.
2. To help students become effective teachers.
3. To assist students in the development of interpersonal skills.
4. To help students become capable decision-makers.
5. To foster in students a sense of commitment to their students, their discipline, their profession, their community.
6. To help students understand multicultural and diverse forces which affect education, learning and teaching.

## **FIELD EXPERIENCE AND STRATEGIES PLACEMENT**

Placement of students for all professional education field experiences including student teaching will be arranged by the Coordinator of Field Experiences. Students are not to contact schools or teachers attempting to arrange field experiences on their own.

### **Board of Education Approval**

The Coordinator of Field Experiences receives formal approval from the county board of education before students are sent to their school. Students must present evidence of a negative TB test and proof of enrollment in professional education and strategies courses requiring field placement prior to Board approval.

### **Documentation**

Students are required to present to the principal or designated teacher a field experience placement card to be signed by the principal or designated teacher and returned by the student to the Coordinator of Field Experiences.

While students are participating in their field experiences they are required to keep a reflective journal. This journal is submitted to the approved college professor and becomes part of the students professional portfolio.

The cooperating teacher will be presented with a time sheet and an assessment form. These are to be completed, signed and returned to the university through the student.

### **Identification**

Students are required to obtain a West Virginia University Parkersburg student identification badge. This is to be updated each semester and be current at all times. The identification badge is to be worn when students are visiting schools during field placements.

**CONTRACTUAL AGREEMENTS  
AND  
HONORARIUM PAYMENTS**

West Virginia University at Parkersburg maintains a standing contract (see page 17) with each county that participates in the field experiences associated with Education courses. This contract outlines the responsibilities of both the University and the county. It is for this reason that names of students taking part in field experiences must be approved by county Boards of Education before the Education Department makes contact with school administrators. Once the Coordinator of Field Experiences receives Board approval, arrangements are made with building principals and teachers for pre-service students and student teachers to begin their field experiences.

The University also offers an honorarium payment to teachers who work with our preservice students and student teachers. Receipt of this honorarium will require the completion of the three forms that follow. These forms will be forwarded to school principals each semester. The forms must be completed and returned to the Field Experience Coordinator for payment to be received.

*Please complete name and home address at the top of the form. Sign the form at the bottom with your social security number and the date. These are the only items that need to be completed.*

State of West Virginia  
Purchasing Division

WV-48 (rev. 07/96)

# AGREEMENT

Purchase Order # \_\_\_\_\_

WVFIMS Account # \_\_\_\_\_

TEAM Vendor # \_\_\_\_\_

WVFIMS Vendor # \_\_\_\_\_

I, \_\_\_\_\_, agree to perform the following  
(Name and address)

services for West Virginia University at Parkersburg at 300 Campus Drive, Parkersburg, WV 26104

(Agency)

(Location)

To supervise students observing for Education 100, 200, 300, 330, 401, Math 301, or \_\_\_\_\_

(Detailed description of services to be performed)

Reading 401 \_\_\_\_\_

Date(s) of Service: from \_\_\_\_\_ to \_\_\_\_\_

The rate of pay shall be \$20.00 per student

not to exceed \$ 20.00 for the entire term of contract.

**NOTE: Any anticipated travel must be incorporated into the vendor's fee. No travel will be reimbursed by the State and is the sole responsibility of the vendor. The following certification must be completed and signed if the vendor is a full-time employee of the State of West Virginia.**

Please check the appropriate box below:

- I am not currently a full-time employee of the State of West Virginia.  
 I am currently a full-time employee of the State of West Virginia. (complete certification).

It is hereby certified that the services to be performed under this agreement will not interfere with or detract from the full-time duties of the employee and the amount of annual compensation received by \_\_\_\_\_ (above named vendor) from the State of West Virginia for full-time employment during the current fiscal year will be \$\_\_\_\_\_.

The vendor serves as \_\_\_\_\_ with the title of \_\_\_\_\_, certified by \_\_\_\_\_.

**APPROVED BY:**

Agency \_\_\_\_\_

Vendor \_\_\_\_\_

\_\_\_\_\_  
(Authorized Signature of Agency)

\_\_\_\_\_  
(Vendor's Signature)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Social Security or FEIN)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Date)

You must complete both the agreement and vendor's invoice to receive full payment. Please complete your name, home address, and name of student and sign this form at the bottom to receive payment without delay. Return to WVU at Parkersburg, Attention Education Division, 300 Campus Drive, Parkersburg, WV 26104.

# VENDOR'S INVOICE

Department \_\_\_\_\_  
Or Institution West Virginia University @ Parkersburg  
Address 300 Campus Drive, Parkersburg, WV 26104  
Name of Vendor \_\_\_\_\_  
Address \_\_\_\_\_

Purchase Order No. _____
Date of Invoice _____
Date Shipped _____
How Shipped _____
Terms _____

Fund \_\_\_\_\_ Acct No. \_\_\_\_\_ Voucher No. \_\_\_\_\_ Check No. \_\_\_\_\_

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## STATEMENT OF VENDOR'S ACCOUNT

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To invoice per attached agreement \$20.00 per student. Not to exceed \$20.00.

Name of Student \_\_\_\_\_  
Placement \_\_\_\_\_  
Dates of Service \_\_\_\_\_

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I hereby certify that the above is just, due and owing.

(BO-V-1)

\_\_\_\_\_  
Vendor's Signature  
Per \_\_\_\_\_

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
EDUCATION DEPARTMENT  
"ARCHITECTS OF THE FUTURE"**

**COOPERATING TEACHER DATA SHEET**

**Name** \_\_\_\_\_

**School Address** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**County** \_\_\_\_\_

**Degree Held** \_\_\_\_\_

**Institution Granting Degree** \_\_\_\_\_

**Certification(s)** \_\_\_\_\_

**Years Teaching Experience** \_\_\_\_\_

**Years in Present Position** \_\_\_\_\_

County and Institution of Higher Education  
Articles of Agreement  
For College Student Pre-Service and Student Teachers

This agreement made on the \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_ by and between \_\_\_\_\_ and the \_\_\_\_\_ County Board of Education is for the purpose of setting forth the responsibilities of the Institution of Higher Education and the County Board of Education, and shall be a continuing agreement between both parties until dissolved by mutual consent of both parties.

I. The Institution of Higher Education

- A. Affirms that all students are bonafide students of the Institution requesting placement in the county.
- B. Affirms that all students will be placed at teaching stations by following the county's procedure for securing proper placement and selection of professionally certified cooperating teachers where practical.
- C. Affirms that all students placed have met the minimum course work required at the level appropriate for pre-service or student teaching experience(s).
- D. Affirms that the students will be properly supervised by Institution of Higher Education personnel.
- E. Affirms that Institution of Higher Education personnel will consult with proper county school administrators and teachers on the progress or lack of progress of pre-service or student teachers.
- F. Affirms that any honorarium or tuition waiver for principals and/or teachers of cooperating schools is consistent throughout the county.

II. The County Board of Education

- A. Affirms that it will permit student teachers to practice teach and become involved in other educational activities in the county to permit broadening the students' experience.
- B. Affirms that it will place all pre-service and student teachers on the Board's agenda and make their presence and assignment(s) in the county a part of the Board minutes, thereby recognizing their official acceptance in the county as being placed.
- C. Provide adequate counseling/in-service for pre-service and student teachers by addressing county and building policy to enhance the students' knowledge of the system and the rules and regulations under which all employees must comply in carrying out their regular duties.
- D. Affirms that it will cooperate with personnel from the Institution of Higher Education in the selection of the site(s) and station(s) for the pre-service and student teaching experiences.
- E. Affirms that if a conflict shall arise during the student's practice teaching experience, that appropriate Institution of Higher Education personnel will be contacted to resolve said problem in an amenable manner, with minimal trauma to students, the student teacher and staff members.

This agreement is signed by both parties and shall become effected as dated below:

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

County \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

## **ADMISSION AND RETENTION IN TEACHER EDUCATION**

Students seeking admission to the Bachelor of Arts in Elementary Education Degree program may declare an intention to enter the program at any time prior to earning fifty-eight hours of college credit. This may be accomplished by indicating “BA/Education” as a degree objective on the college’s Application for Admission Form. If a student decides at a later date to change from any other declared major to the baccalaureate degree in elementary education, it will be necessary to make that change at the Records Office. Pre-Education status does not imply full admission to program, however, or candidacy for earning a degree.

### **General Requirements for Admission into Teacher Education**

Students must apply for full admission to program. Applications are due by March 31 for fall admission and October 31 for spring admission. Application forms are available in the office of the Education Division, and the following requirements must be met:

1. Complete at least 58 hours of credit in approved courses. (This does not include any credit in foundation courses.)
2. Maintain a minimum 2.75 grade-point average (GPA) computed on all required work attempted, with no grade below a “C” on all required work.
3. Complete Education 100, 200 and 300 with a grade of “C” or better and a 2.75 GPA for these courses. Education 300 is to be taken the semester in which the student applies for admission to program.
4. Pass, at an acceptable level, all portions of the Pre-Professional Skills Test.
5. Meet computer competencies by achieving a grade of “C” or better in CS 108, Instructional Technology. Meet speech and listening competencies by achieving a grade of “C” or better in Speech 111, Fundamentals of Speech. Pass with a grade of “C” or better English 101, English 102, and Psychology 241.
6. Successful completion of Math 114 (with a grade of C or better) or appropriate score on math placement test is required for admission to program.
7. Students who complete the equivalent of EDUC 100, EDUC 200 and/or EDUC 300 at another institution must document the satisfactory completion of required field experiences.
8. Students must submit a formal letter of application for admission along with an electronic curriculum portfolio.
9. Students must document a minimum of 75 hours of service learning activities.
10. Be recommended for admission by the Teacher Education Review Panel.

### **Technical Standards**

In addition to the academic standards required for admission and retention in teacher education, technical standards must also be met. Technical standards as distinguished from academic standards refer to those physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the elementary education program and the development of professional dispositions required of all candidates at graduation. The essential abilities required by the program are in the areas of communication, professional commitment, and intellectual, behavioral and social aspects of teacher performance. These areas grow from the unit’s conceptual framework.

The candidate must have the ability to master, assimilate and apply complex information in the form of lectures, small group work, written materials, and field experience. The student must be able to reason and make decisions appropriate for a classroom teacher at a level determined by the faculty.

The candidate must be able to communicate effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as faculty, students, parents, administration and other staff. The candidate must be able to develop listening skills to understand different perspectives represented in diverse classrooms. Appropriate communication skills will also be essential to the candidate's ability to seek assistance and follow supervision in a timely manner and to work collaboratively with peers, supervisors and other professionals.

The candidate must have emotional stability required to maximize utilization of intellectual abilities. Candidates must be able to work calmly and demonstrate flexibility under stress, e.g., work under time constraints, concentrate in distracting situations, make subjective judgments, ensure safety in emergencies and accept constructive review of their work from supervisors.

The candidate must have the physical stamina to work a teacher's contracted day and perform extended and additional duties of a classroom teacher such as parent conferences, Open Houses and other assigned duties.

The candidate must be able to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.

The candidate must possess attitudes of integrity, responsibility and tolerance. Candidates must show respect for self and others, and project an image of professionalism.

The candidate must satisfactorily complete all required courses in the program at a level deemed appropriate by the faculty.

These technical standards identify the requirements for admission, retention and graduation of candidates in the elementary education program.

### **Pre-Professional Skills Test**

All students seeking the Bachelor of Arts in Elementary Education Degree must pass all parts of the Pre-Professional Skills Test before being officially admitted to program. The test is in three sections -- reading, writing, and mathematics -- and is given two times per year on campus at pre-announced dates. Satisfactory completion of the test is mandated by the West Virginia Department of Education, and portions of the test not passed on first taking may be repeated. There is a fee for taking this test. Students who received a 26 or higher on the Enhanced ACT, or a 1035 on the SAT, or an 1125 on the recentered SAT (effective April 1995), are exempt from this requirement.

## **Test Preparation and Remediation Options**

A computerized preparation program covering each area of the Pre-Professional Skills Test is available to students who wish to prepare for the test. This program is also available to students who do not meet required skill levels on the test and who wish assistance before retaking the test. There is a fee for this service and students should check with the Education Division for complete information. The Learning Center offers tutoring at no cost in reading, math and English; the areas covered on the test.

## **Retention Requirements**

Students admitted to the Teacher Education Program must maintain an overall 2.75 GPA in area of specialization, a 2.75 GPA in professional education, and a 2.75 GPA with no grade below a “C” in all work completed in professional education courses.

Students are responsible for requesting an 80 hour evaluation of their progress in the program at the appropriate time.

## **Student Teaching**

During one semester of the senior year, all teacher education students must apply for Admission to Student Teaching. The following requirements must be met:

1. An Application for Admission to Student Teaching must be filed with the Chairperson of the Education Division by March 1 to participate in the following Fall Semester or by October 1 to participate in the following Spring Semester. Application forms are available in the Education Division office.
2. Admission to Student Teaching is governed by the following requirements:
  - a. Completion of all general education courses.
  - b. Minimum 2.75 GPA in all work required with no grade below a “C”.
  - c. Completion of all professional education courses with a minimum GPA of 2.75. A grade of “C” or better is required in each professional education course.
  - d. Completion of all instructional strategies courses with a minimum GPA of 2.75. A grade of “C” or better is required in each instructional strategies course.
  - e. If completing a middle school endorsement, completion of all endorsement courses with a minimum GPA of 2.75. A grade of “C” or better is required in each endorsement area.
  - f. Education 401 is to be taken the semester in which the student applies for admission to student teaching.
  - g. Passing score(s) on the State-Required Praxis II and the PLT Exam, and specialty area exams as needed.
  - h. Submit a formal letter of application for admission along with the electronic curriculum portfolio.
  - i. Adherence to WVU Parkersburg Code of Student Conduct.
  - j. 100 hours of service learning activities.
  - k. Recommendation for admission by the Teacher Education Review Panel.

## **Graduation/Certification Requirements**

To be eligible to earn the Bachelor of Arts in Elementary Education, students must:

1. Comply with the general regulations of WVU Parkersburg concerning entrance, full admission to program, classification, examinations, grades, grade-point average, and all other retention requirements.
2. Satisfy the following requirements:
  - a. Complete at least 16 of the last 32 hours before graduation, including Education 401, in residence. A request for an exemption from this requirement must be made in writing to the Chairperson of the Education Division and must be accompanied by appropriate recommendations and documentation from the transfer institution.
  - b. Complete a minimum of 128 semester hours of approved college credit with an overall GPA of 2.75 with no grade below a “C” in required coursework. At least 45 credit hours of the 128 total must be in upper division courses (numbered 300 and above).
  - c. Students are required to successfully complete the Praxis II, PLT Exam, and specialty area exams as one condition for completion of an approved program in teacher education. Passing scores are established by the West Virginia Board of Education.
  - d. Successfully complete a supervised student teaching experience at each programmatic level for which certification is being sought. Teaching skills will be assessed to verify that they are satisfactorily demonstrated prior to exit from student teaching.
  - e. Candidates must be at least 18 years of age, and be intellectually, emotionally, physically, and otherwise qualified to perform the duties of a teacher.
  - f. Candidates must file a timely application for graduation with the Registrar's Office.

## **CURRICULUM FOR BACHELOR OF ARTS IN ELEMENTARY EDUCATION**

This handbook pertains to Education courses that require field experiences. These courses are Education 100, 200, 300, 330, and 401 and are denoted by bold lettering in the curriculum.

Specialty area courses, such as Math, Science, or Reading, which require **field experiences are arranged and supervised through each respective department. Questions or concerns pertaining to these field experiences should be directed to the chairperson of that department.** Telephone numbers for each of these departments is listed at the front of this handbook.

**WEST VIRGINIA UNIVERSITY PARKERSBURG  
MULTI SUBJECTS (K-6) CURRICULUM**

The West Virginia University Parkersburg Elementary Education program is approved by the West Virginia Board of Education and The Association of Childhood Education International.  
The Professional Education Unit is NCATE accredited.

**Students must successfully pass the PPST before admission to program.**

<b><u>Freshman Year 1st Semester</u></b>		<b><u>Hours</u></b>
Art 101	Art Appreciation	3
English 101	English Composition I	3
Math 121	Introduction to Math	3
Speech 111	Fundamentals of Speech	3
History 152	U.S. History Through Civil War	3
*Education 100	Introduction to Teacher Education	2
<b><u>Freshman Year 2nd Semester</u></b>		
Psychology 241	Human Growth & Development	3
English 102	English Composition II	3
Math 126	College Algebra	3
History 153	U.S. History Reconstruction-Present	3
Biology 101	General Biology 1	3
Biology 103	Biology 1 Lab	1
<b><u>Sophomore Year 1st Semester</u></b>		
Music 170	Music Appreciation	3
English 131 or 132	Types of Literature I or II	3
Biology 102	General Biology 2	3
Biology 104	Biology 2 Lab	1
*Education 200	Introduction to Exceptional Children	3
Geography 102	World Geography	3
<b><u>Sophomore Year 2nd Semester</u></b>		
English 403	Children's Literature	3
Phys Science 111	Introduction to Physical Science 1 & Lab	4
HPER 172	First Aid	2
CS 108	Educational Technology	3
*Education 300	Theories of Learning ( <i>Must be taken the semester applying for admission to program</i> )	3
Philosophy 170 or 346	Introduction to Logic or Ethics	3

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Classes marked are those required for admission to Teacher Education.  
Complete Admission to Teacher Education - required prior to registration in any education course numbered above 301.

< Math 114 (with a grade of C or better) or Placement Test is required for admission to a program in teacher education.

\* Denotes field experience

<b><u>Junior Year 1st Semester</u></b>		<b><u>Hours</u></b>
Language Arts 301	English/Language Arts K-6	3
History 250	WV History	3
Sociology 360 <b>or</b> 235	Gender & Human Identity <b>or</b> Race Relations & Minority Groups	3
English 241 <b>or</b> 242	American Literature I <b>or</b> II	3
Physical Science 112	Introduction to Earth Science & Lab	4

<b><u>Junior Year 2nd Semester</u></b>		
*Reading 302	Teaching Reading K-6	3
*Math 301	Instructional Strategies in Math	3
*Science 301	Instructional Strategies in Science	3
Education 320	Educational Assessment	3
Education 330	Classroom Management	3
Education 330L	Classroom Management Practicum	0
*HPER 315	Instructional Strategies in Health/PE	3

<b><u>Senior Year 1st Semester</u></b>		
Art 315	Art Skills & Instructional Strategies	3
*Music 315	Music Skills & Instructional Strategies	3
*Reading 401	Diagnostic & Prescriptive Reading K-6	3
*Education 401	Early Childhood & Middle School Curriculum	3
Social Studies 315	Instructional Strategies in Social Studies	3

<p><b>PRAXIS II and PLT Examinations must be successfully completed prior to admission to student teaching</b></p>
--

<b><u>Senior Year 2nd Semester</u></b>		
*Education 404	Student Teaching K-3	5
*Education 408	Student Teaching 4-6	5
Education 410	Student Teaching Seminar	2

<b>TOTAL HOURS</b>	<b>128</b>
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**WEST VIRGINIA UNIVERSITY PARKERSBURG  
SPECIALIZATION CURRICULUM  
EDUCATION DIVISION**

**General Math through Algebra I Specialization+**

<b>Course Number and Title</b>	<b>Credit Hours</b>
*Math 126            College Algebra	3 hours
Math 128            College Trigonometry	3 hours
Math 150            Introduction to Calculus ( <i>Required Fall 2004</i> )	3 hours
Math 230            Introduction to Euclidean Geometry	3 hours
Math 315            Modern Algebra	3 hours
*Math 121            Introduction to Mathematics	3 hours
Math 211            Statistics	3 hours
**Math 301            Instructional Strategies in Mathematics (K-6)	3 hours
"Math 302            Math Strategies Grade 7 - Algebra 1	2 hours
"Education 406        Student Teaching in Middle School Math	5 hours
 TOTAL HOURS	 31 hours

TESTING REQUIREMENT FOR GENERAL MATH: All candidates completing this specialization are required to pass the Principles of Learning and Teaching Test for grades K-6 (test code 0522) and the PRAXIS II Exam Middle School Mathematics (test code 0069).

**General Science 5-9 Specialization+**

<b>Course Number and Title</b>	<b>Credit Hours</b>
*Biology 101 & 103    General Biology	4 hours
Biology 211 & 211L    Zoology	4 hours
Biology 212 & 212L    Botany	4 hours
Chemistry 115 & 115L    Fundamentals of Chemistry I	4 hours
Physics 103 & 103L    Introductory Physics	4 hours
Geology 101 & 101L    Physical Geology	4 hours
Astronomy 106 & 106L    Introduction to Astronomy	4 hours
**Science 301            Instructional Strategies in Science	3 hours
"Science 302            Science Strategies for Middle School	2 hours
"Education 405        Student Teaching Middle School Science	5 hours
 TOTAL HOURS	 38 hours

TESTING REQUIREMENT FOR GENERAL SCIENCE: All candidates completing this specialization are required to pass the Principles of Learning and Teaching Test for grades K-6 (test code 0522) and the PRAXIS II Exam Middle Childhood Science (test code 0439).

*\*Multi-Subject K-6 Curriculum Requirement  
+Concurrent enrollment in Elementary Education K-6 is required  
"Field experience is required*

## English 5-9 Specialization+

<b>Course Number and Title</b>	<b>Credit Hours</b>
English 221            World Literature I	3 hours
English 222            World Literature II	3 hours
*English 241 or 242    American Literature I or American Literature II	3 hours
*English 131 or 132    Types of Literature I or Types of Literature II	3 hours
English 251            Creative Writing	3 hours
English 404            Adolescent Literature	3 hours
English 350            Advanced Grammar and Writing for Teachers	3 hours
*LA 301                English/Language Arts K-6	3 hours
<b>"</b> Language Arts 302    Methods of Teaching Middle School English/LA	3 hours
Choose one of the following:	
English 261            English Literature I	3 hours
English 262            English Literature II	3 hours
English 263            Shakespeare	3 hours
English 285            Women in Literature	3 hours
English 356            Topics in Native American Literature	3 hours
<b>"</b> Education 407            Student Teaching in Middle School English	5 hours
<b>TOTAL HOURS</b>	<b>35 hours</b>

TESTING REQUIREMENTS FOR ENGLISH: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (test code 0522) and the Praxis II Exam Middle School English (test code 0049).

## Social Studies 5-9 Specialization+

<b>Course Number and Title</b>	<b>Credit Hours</b>
History 101            Western Civilization through the Reformation	3 hours
History 102            Western Civilization from the Reformation	3 hours
*American History 152    US History through the Civil War	3 hours
*American History 153    US History from Reconstruction to Present	3 hours
*History 250            West Virginia and the Appalachian Region	3 hours
*Geography 102            World Geography	3 hours
Geography 240            North American Geography	3 hours
Economics 201 or 202    Microeconomics or Macroeconomics	3 hours
Sociology 101            Introduction to Sociology	3 hours
Political Science 102      American Federal Government	3 hours
*Social Studies 315      Instructional Strategies in Social Studies	3 hours
Social Studies 316      Social Studies Strategies for Middle School	2 hours
<b>"</b> Education 409            Student Teaching in Middle School Social Studies	5 hours
<b>TOTAL HOURS</b>	<b>40 hours</b>

TESTING REQUIREMENTS FOR SOCIAL STUDIES: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (test code 0522) and the Praxis II Exam Middle School Social Studies (test code 0089).

*\*Multi-Subject K-6 Curriculum Requirement*

*+Concurrent enrollment in Elementary Education K-6 is required*

*"Field experience is required*

## **Due Process Plan for the Education Division**

### **Rationale for Due Process Policy:**

West Virginia University Parkersburg and the Education Division recognize the value of diversity. The faculty welcomes the opportunity to teach and assist students from diverse backgrounds. We are committed to a positive, helpful approach to enabling students to succeed in their program.

The Due Process Plan is designed to provide, prior to admission to Teacher Education or Student Teaching, a mechanism for identifying and assisting students who exhibit characteristics or behaviors that may impede success in teaching. It is unfair to students to allow them to progress without making them aware of characteristics that may prevent them from succeeding. The plan will make students aware of such characteristics or behaviors at the earliest possible point in the program and assist them in finding supports or remediation. In the semester immediately following such notification, the faculty member will meet the student and note their attempt at remediation.

### **Due Process Policy:**

Students who are identified by public school clinical supervisors or by faculty members as having any of the following characteristics, conditions or behaviors will be evaluated prior to Admission to Teacher Education or Student Teaching. Students who have been so identified may be asked to participate in an interview prior to admission, at which time they will be informed of:

1. The nature of the characteristics/conditions/behaviors identified and reasons these may impede success in teacher education as well as in teaching,
2. The realities of employment in the public schools, and
3. Recommendations or remedial procedures and/or sources of support or assistance that can help promote success.

### **Characteristics/conditions which may result in an interview or lead to intervention:**

1. Problem classroom performance or behaviors exhibited in Education 100, 200 or 300.
2. Poor evaluation by the instructor in Education 100, 200 or 300.
3. Negative (poor) evaluation on the Education 100, 200 or 300 field experience.
4. Lack of a demonstrated ability to use standard grammar in oral and written communication
5. Performance, characteristic, or behavior that indicates that the student may not be able to meet criteria for successful completion of student teaching and for certification.

### **Standards for Teacher Candidates:**

In addition to the already established criteria for admission to teacher education or student teaching (see current WVU Parkersburg Catalog), students identified for an interview will be assessed in relation to objective criteria which may indicate that they can succeed in teaching, given current West Virginia standards for certification. The "Professional Education Performance Appraisal" shall serve as job-relevant criteria and shall be a standard for all teacher candidates. Students will be assessed on the basis of the objective criteria which indicate that they will be able to meet those standards.

### **Interview Process**

Interviews will be scheduled by the Teacher Education Review Panel during the final month of each semester.

### **Interview Panel Recommendations:**

The following recommendations may be made by the panel interviewing students:

1. The student may be provisionally admitted to teacher education or student teaching at this time, but must successfully complete a prescribed remedial program aimed at qualifying for full admission.
2. The student is eligible for full admission.
3. The student is not eligible for admission.

### **Appeals Process:**

Should the student not agree with the decision of the interview panel, the following process of appeal may be followed:

Step 1: The student may appeal within 10 working days to the chair of the Education Division.

Step 2: Should the student not find satisfaction at the level of the Chair, he/she may appeal within 10 working days to the Academic Dean whose decision is final.

West Virginia University Parkersburg  
Education Division

Identification of Students Who May Need Special Assistance

Date \_\_\_\_\_

Student \_\_\_\_\_ Student ID \_\_\_\_\_

I have observed the above named student (or prospective student) in the Elementary Education program. I have noted the following factor(s) that may indicate that the student will require special assistance:

- \_\_\_\_ Failure to follow policies and/or procedures in \_\_\_\_\_.
- \_\_\_\_ Poor performance in the field experience for \_\_\_\_\_.
- \_\_\_\_ Performance, characteristics, or behavior that are incompatible with expectations for success as a teacher.
- \_\_\_\_ Lack of ability to use standard grammar
  - \_\_\_\_ in oral communication.
  - \_\_\_\_ in written communication.

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow Up Meeting Scheduled: \_\_\_\_\_

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Follow-Up:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Note: Student's signature signifies that the student has seen and has been given a copy of this form. It does not mean that the student agrees with the information on the form.

Students for whom such forms have been completed will be considered for interview by a panel of faculty prior to Admission to Teacher Education. The interview will be advisory in nature and will determine whether remedial steps should be taken.

White: Education Division      Yellow: Student      Pink: Faculty Member

# EDUCATION 100

INTRODUCTION TO TEACHER EDUCATION

WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
UNIFORM COURSE SYLLABUS

**Name of Course** Introduction to Teacher Education      **Course No.** Educ 100

**Department** Education      **Credit Hours** 2      **Instructor** Various

**Meeting Time** Various      **Meeting Days** Various

**Prerequisites:** English 091 or instructor's consent

**Corequisite:** 20 hr field experience

**Textbook(s):** Becoming a Teacher, Parkway & Hardcastle  
Field Experience: A Guide to Reflective Teaching, Posner, George

**Relationship to Conceptual Framework:** Planning skills are addressed through timely attendance in class and field experience activities. Case study analysis is designed to enhance decision-making skills. Teaching skills are examined through classroom discussion and through the field experience. Interpersonal skills are addressed through class discussions, group work, group presentations, and field experience activities. Professional commitment is assessed through field experience activity and class contribution. Diversity is viewed through the history of the profession and an examination of future student populations.

**Course Description:** Career opportunities in education; the nature of the school, the profession and teacher education.

I. **Course Objectives**

1. Identify the historical evolution and philosophical basis of public education in American Society.
2. Identify the legal basis of American public education.
3. Describe school organizational patterns.
4. Describe the school administrative hierarchy.
5. Describe the evolution of K-8 public school curriculum.
6. Identify professional organizations and their roles in public education.
7. Describe the process of education reform and its consequences.
8. Describe the objectives of multicultural education.
9. Describe the way public schools are financed.
10. Describe the control of public schools at the local, state and national levels.
11. Describe the educator's role in public education.
12. Identify personal qualifications of classroom educators.

13. Review professional opportunities and trends.
14. Identify requirements for admission to a program in teacher education.

## II. **Topics to Be Studied**

1. Class sessions will consist of lecture, video, role playing, problem solving and observation activities.
2. Students will observe and participate in public school classrooms collecting data on the school environment, the students, the teacher and student/teacher interactions.
3. Students will interview various personnel in the educational system and will learn their responsibilities.
4. Students will explore career opportunities in education.

## III. **Special Projects to Be Included in Course**

1. Students will complete 20 hours of field experience in a public school setting grades K-8 and complete a written summary of the experience. The student must verify TB testing before beginning field experience.
2. Students will write an autobiography that will later be placed into their teaching portfolio.
3. Students will complete a computer project that involves reviewing of teaching websites.
4. Students will attend and summarize a Board of Education meeting.

## IV. **Methods of Student Evaluation**

1. A minimum of three exams consisting of objective and essay items.
2. Class activities/group activities to cover reading assignments and/or quizzes over reading assignments.
3. A minimum of three written assignments.
4. A comprehensive final exam.
5. Twenty hours of field experience in a public school setting K-6.
6. Reflective journals (possibly electronic).

## V. **Assessment of Outcomes**

1. Students will be able to make an informed decision about continuing a career in education.
2. 90% of the students will pass the course with a grade of "C" or better.
3. Of those students who pass the class and choose to continue in education, 90% will achieve admission to program.
4. 90% of students will successfully complete the field experience.

## VI. **Other Information**

## **Bibliography**

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FIELD EXPERIENCE ACTIVITIES  
EDUCATION 100  
Introduction to Teacher Education

In order to enable the candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of Education 100 of West Virginia University Parkersburg's teacher preparation program has as one of its **primary objectives** providing students with school based activities and experiences that represent each of the six (6) roles educators are expected to play.

**1.0 FIELD EXPERIENCE OBJECTIVES:**

- 1.0 The candidate will identify and report examples of teacher behavior that represent: Director of Learning, counselor and guidance worker, member of the school community, mediator of the culture, liaison between school and community and member of the profession.
- 1.2 The candidate will identify organizational patterns of K-6 public schools.
- 1.3 The candidate will identify the administrative hierarchy of K-6 public schools.
- 1.4 The candidate will identify personal qualifications of K-6 public school teachers.

**2.0 STUDENT RESPONSIBILITIES:**

- 2.1 Observe both curricular and extra-curricular settings to identify examples of teacher behavior representing expected roles. Complete 20 hour field experience in a timely manner.
- 2.2 Conference with cooperating teacher relative to personal behavior, expectations, and completion requirements.
- 2.3 Perform activities appropriate for the candidate's novice status as assigned by the cooperating teacher.
- 2.4 Maintain a documentation folder for all reports or other verification data within the classroom.
- 2.5 The candidate will complete a written summary of the field experience.
- 2.6 The candidate is responsible for returning a completed time sheet and the field experience summary to the university supervisor in a timely manner.
- 2.7 Adhere to all school policies, rules, and regulations.
- 2.8 Interact positively with teachers, students, parents and other school personnel.

**3.0 COOPERATING TEACHER RESPONSIBILITIES:**

- 3.1 Welcome the candidate as a member of the educational community in a manner to enhance rapport.
- 3.2 Conference with the candidate concerning schedule, participation and other expectations.
- 3.3 Serve as a resource for the candidates exploration of the profession.
- 3.4 Endorse time sheets and activity report forms.

**4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:**

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience and complete field experience summary.
- 4.3 Maintain open communication with student pertaining to the field experience.

**5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:**

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.



**WEST VIRGINIA UNIVERSITY @ PARKERSBURG**  
**STUDENT DATA SHEET**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Home Address** \_\_\_\_\_

**Phone Number (Home)** \_\_\_\_\_ **(Work)** \_\_\_\_\_

**In what courses are you currently enrolled?** \_\_\_\_\_

\_\_\_\_\_

**Experience with Children** \_\_\_\_\_

\_\_\_\_\_

**Extra-Curricular Activities** \_\_\_\_\_

**Hobbies, Special Skills, Talents** \_\_\_\_\_

**High School Attended** \_\_\_\_\_

**Do you have a part-time or full-time job** \_\_\_\_\_

**What professional journals, magazines and/or newspapers do you read?** \_\_\_\_\_

**Brothers & Sisters?** \_\_\_\_\_

**Advisor** \_\_\_\_\_

**West Virginia University at Parkesburg**  
**Education 100**  
**Field Experience Summary**

*After completing your field experience in Education 100 you are to write a summary of the experience. In doing so and without violating principles of confidentiality, try to address the following:*

1. How did the field experience help in deciding if you want to continue to pursue a degree in teacher education?
  
  
  
  
  
  
  
  
  
  
2. Describe the organizational plan of the school in which you completed your field experience.
  
  
  
  
  
  
  
  
  
  
3. Describe the administrative hierarchy of the school in which you completed your field experience.
  
  
  
  
  
  
  
  
  
  
4. After completing your field experience, what would you identify as the personal qualities of effective teachers?
  
  
  
  
  
  
  
  
  
  
5. Describe examples of teacher behavior that illustrate the six areas of the conceptual framework.
  - a. Planning
  - b. Teaching Skills
  - c. Interpersonal Skills
  - d. Decision-Making Skills
  - e. Professional Commitment
  - f. Diversity
  
  
  
  
  
  
  
  
  
  
6. Elaborate on any other aspects of the field experience which you found interesting, beneficial, or unique.

**West Virginia University at Parkersburg**  
**Education 100**  
**Introduction to Teacher Education**  
**Student Assessment**

Student Name \_\_\_\_\_ School \_\_\_\_\_

Semester \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Please rate the student in each of the following areas. Mark the term that best describes the student in each area.

<b>Competencies</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Fair</b>	<b>Poor</b>	<b>No Opportunity to Observe</b>
Demonstrates effective planning and decision-making through punctuality and dependability.					
Exhibits interpersonal skills through positive interaction with students, teachers, parents, and other school personnel.					
Accepts direction from cooperating teacher.					
Is accepting of students who are culturally different.					
Demonstrates professional commitment through appropriate appearance.					
Demonstrates interest in and enthusiasm for the profession.					

Please add any additional comments or observation regarding the student.

# EDUCATION 200

INTRODUCTION TO EXCEPTIONAL CHILDREN

WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
UNIFORM COURSE SYLLABUS

**Name of Course** Introduction to Exceptional Children                      **Course No.** Educ 200

**Department** Education                      **Credit Hours** 3                      **Instructor** Various

**Meeting Time** Various                      **Meeting Day** Various

**Prerequisite(s):** Education 100 and Psychology 241 experience.

**Co-requisite:** 20 hour field experience

**Textbook(s):** Hallahan, Daniel P. and Kauffman, James M. Exceptional Learners: Introduction to Special Education, 9<sup>th</sup> edition.  
Posner, George J. Field Experience: A Guide to Reflective Teaching, 5<sup>th</sup> ed.

**Relationship to Conceptual Framework:** The course is designed to provide you with the opportunity to master the interpersonal and decision-making skills that are necessary prerequisites to working with and teaching diverse student populations. A knowledge base of the legal environment and requirements for learners with disabilities and/or ethnic variations will be emphasized.

**Course Description:** Exceptionalities of children; psychological, educational, and social characteristics; the gifted; mentally retarded; learning disabled; vision, hearing, speech, crippling and health disorders; emotional and behavioral disturbances.

I. **Course Objectives**

1. Identify those factors contributing to the growth of special education.
2. Identify the areas of exceptionality in terms of working definitions and eligibility criteria.
3. Examine the inter and intra individual characteristics of individual children.
4. Identify and research the various organizational structures utilized in service delivery for exceptional children.
5. Identify and discuss the funding of special programs.
6. Identify the legal regulations pertaining to exceptional students.
7. Identify the various public and private organizations which promote special education.
8. Comprehend the I.E.P. process.

## II. **Topics to Be Studied**

1. Identify those factors contributing to the growth of special education services.
2. Identify the areas of exceptionality by definition and eligibility criteria.
3. Examine the inter and intra individual characteristics of children.
4. Analyze the various organizational structures utilized in service delivery to exceptional children.
5. Identify and discuss funding of special programs.
6. Identify the legal regulations pertaining to exceptional students.
7. Identify the various public and private organizations which promote special education.
8. Identify the parts and characteristics of an I.E.P.

## III. **Special Projects to Be Included in Course**

1. Conduct qualitative survey of special education personnel relative to attitudinal variables.
2. Hands on activities with exceptional learners in a classroom setting.
3. Computer Module.

## IV. **Methods of Student Evaluation**

1. A minimum of four examinations consisting of objective and essay questions.
2. Observation of classroom activity in an area of exceptionality.
3. Submission of records of observation.
4. Review and critique relevant reading assignments.
5. Computer
6. Journal
7. Reflect on the efficacy of I.E.P.'s.

## V. **Assessment of Outcomes**

1. 90% of the students will pass the course with a grade of C or better.
2. Of those students, 90% will achieve admission to the program.
3. 90% of the students will successfully complete the field experience.

## VI. **Other Information**

Course content addresses the statistical population of a minimum of thirteen (13) percent of the public school population. The majority of this population encounters difficulties in one or more areas of development leading to successful participation in adult society.

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FIELD EXPERIENCE ACTIVITIES  
EDUCATION 200  
Introduction to Exceptional Children

Governmental and service agencies identify special education as "**an adjustment of the materials and techniques of instruction to meet the individual needs of the child.**" To prepare professional educators to dispatch this responsibility the following experiences are an integral part of Education 200 in the teacher preparation program at West Virginia University Parkersburg.

**1.0 OBJECTIVES:**

- 1.1 The candidate will identify examples of modifications to (a) placement options, and (b) materials utilized to implement instruction.
- 1.2 The candidate will observe methods of incorporating student characteristics into instructional plans.
- 1.3 The candidate will identify examples of classroom procedures and strategies to support a positive instructional environment.
- 1.4 The candidate will establish a positive rapport with all learners that is conducive to positive learning.
- 1.5 The candidate will demonstrate the interpersonal skills necessary to work with school committees (SBAT, MDAT).
- 1.6 The candidate will observe skills necessary to carry out non-teaching responsibilities.
- 1.7 The candidate will demonstrate professional commitment by following all school policies, rules, and regulations.

**2.0 STUDENT RESPONSIBILITIES:**

- 2.1 Conference with cooperating teacher relative to personal behavior, expectations, and completion requirements. Complete a 20 hour field experience in a timely manner.
- 2.2 Perform classroom activities as assigned by the cooperating teacher.
- 2.3 Monitor individual and/or small group assignments.
- 2.4 Maintain a reflective journal with dated entries.
- 2.5 The candidate will complete a written summary of the field experience.
- 2.6 The candidate is responsible for returning a completed journal, time sheet and the field experience summary to the university supervisor in a timely manner.
- 2.7 Interact positively with teachers, students, parents, and other school personnel.

**3.0 COOPERATING TEACHER RESPONSIBILITIES:**

- 3.1 Welcome the candidate as a member of the education community.
- 3.2 Conference with the candidate concerning schedule, participation and other expectations.
- 3.3 Serve as a resource for the candidates exploration of special education.
- 3.4 Establish a procedure with the candidate for dispatching documentation requirements appropriate for the candidate's novice status.
- 3.5 Endorse the time sheets and activity report form.

**4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:**

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience.
- 4.3 Maintain open communication with student pertaining to the field experience.

**5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:**

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.



**WEST VIRGINIA UNIVERSITY @ PARKERSBURG**  
**STUDENT DATA SHEET**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Home Address** \_\_\_\_\_

**Phone Number (Home)** \_\_\_\_\_ **(Work)** \_\_\_\_\_

**In what courses are you currently enrolled?** \_\_\_\_\_

\_\_\_\_\_

**Experience with Children** \_\_\_\_\_

\_\_\_\_\_

**Extra-Curricular Activities** \_\_\_\_\_

**Hobbies, Special Skills, Talents** \_\_\_\_\_

**High School Attended** \_\_\_\_\_

**Do you have a part-time or full-time job** \_\_\_\_\_

**What professional journals, magazines and/or newspapers do you read?** \_\_\_\_\_

**Brothers & Sisters?** \_\_\_\_\_

**Advisor** \_\_\_\_\_

**West Virginia University at Parkersburg**  
**Field Experience Observation Form**  
**Education 200**  
**(20 hours in a special class)**

**Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Signature of Teacher or Representative:**

**Type of Class Observed:**

\_\_\_\_\_ EMI                      \_\_\_\_\_ TMI  
\_\_\_\_\_ LD                              \_\_\_\_\_ BD  
\_\_\_\_\_ Other (Specify)

**Level of Class:**

\_\_\_\_\_ Primary              \_\_\_\_\_ Intermediate              \_\_\_\_\_ Vocational

**Type of Class Organization:**

\_\_\_\_\_ Resource Room              \_\_\_\_\_ Self-contained              \_\_\_\_\_ Integrated

**Description of and comments concerning your observation:**

**West Virginia University at Parkersburg**  
**Education 200**  
**Introduction to Exceptional Children**  
**Student Assessment**

Student Name \_\_\_\_\_ School \_\_\_\_\_

Semester \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

*Please rate the student in each of the following areas. Mark the term that best describes the student in each area. If you had no opportunity to observe the student in a particular area, mark no opportunity to observe.*

Competencies	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory
How would you rate the candidate's planning and decision-making as evidenced by punctuality?					
How would you rate the candidate's interpersonal skills with students?					
How would you rate the candidate's interpersonal skills with teachers and staff?					
How would you rate the candidate's confidentiality?					
How would you rate the candidate's acceptance of all students?					
How would you rate the candidate's overall performance during this activity?					

What area do you believe the candidate needs to develop most?

What do you believe is the candidate's strongest attribute?

# EDUCATION 300

THEORIES OF LEARNING

WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
UNIFORM COURSE SYLLABUS

**Name of Course:** Theories of Learning **Course No.:** Educ 300 **Department:** Education  
**Credit Hrs:** 3 **Instructor:** Various **Meeting Time:** Various

**Meeting Days** Various

**Prerequisites:** Education 100, Education 200, and Psychology 241

**Corequisite:** This course is to be taken the semester before student teaching.

**Relationship to Conceptual Framework:** This course offers students the opportunity to explore the theories and strategies related to developmental levels of and processes of learning. Students will gain an understanding of the importance of decision-making in determining appropriate teaching strategies in planning and carrying out lessons. Learning and cultural diversity will be emphasized through exploration of various learning styles and individual needs of students.

**Course Description:** Psychological principles and their classroom application; major learning theories; learning

**Textbook(s):** Posner, George J. Field Experience: A Guide to Reflective Teaching, 5<sup>th</sup> ed.  
Woolfolk, Anita E. Educational Psychology. 8th edition.

**I. Course Objectives**

1. Identify and analyze the major theories of learning.
2. Analyze the role of the affective domain in the acquisition of cognitive and psychomotor skills.
3. Evaluate the impact of student affective characteristics.
4. Identify other factors and their contributions to learning.
5. Improve techniques of communication that enhance learning.
6. Evaluate the theories of learning styles.
7. Identify factors relating to differences in learning, including environment and diversity.
8. Identify objectives of computer-related learning programs and incorporate into lesson plans.
9. Identify and use components of learning objectives and lesson plans.

**II. Topics to Be Studied**

**How will course objectives be met?**

1. Class sessions will consist of lecture, discussion, video and role playing with the integration of cooperative teaching, multiple intelligence, and character development.
2. Students will read, review and critique relevant literature.

3. Students will complete an electronic reflective journal regarding their field placement involving the application of learning theory.
4. Students will complete an interactive bulletin board project that will involve the use of multiple intelligences.
5. Students will incorporate internet resources in the design of lesson plans to be used in their classrooms.

**III. Special Projects to Be Included in Course**

<b>Research Papers</b>	<b>Reports</b>
<b>Surveys</b>	<b>Annotated bibliographies</b>
<b>Other</b>	

1. Tutoring project
2. Bulletin board project

**IV. Methods of Student Evaluation**

**Tests (how many? how often? what type?)**

**Quizzes**  
**Oral Presentations**  
**Written Papers**  
**Laboratory Activities**  
**Clinical Experiences**

1. Three examinations prepared by the instructor consisting of objective and essay items.
2. Students written reflective paper.
3. Participation in discussion.
4. Critiques of relevant literature.
5. Completion of performance projects.

**V. Assessment of Outcomes**

**What measurements will be used to demonstrate that outcomes have been reached? (refers to class as a whole, not individual students.)**

1. 90% of the class will pass the course with a grade of "C" better.
2. 90% of students who pass the class will be admitted to student teaching.

**VI. Other Information**

**What additional information will help to clarify the course?**

None

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- Driscoll, Marcy P. Psychology of Learning for Instruction. Boston: Allyn and Bacon, 1994.
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- Stevenson, Chris. Teaching Ten to Fourteen Years Olds, 3<sup>rd</sup> edition. Allyn and Bacon, 2002.
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- Tuckman, Bruce W. Educational Psychology From Theory to Application. Fort Worth: Harcourt Brace Jovanovich, 1992.
- Vail, Priscilla. Learning Styles: Food for Thought and 130 Practical Tips for Teacher K-4. Rosemont, NJ: Modern Learning Press, 1992.
- Woolfolk, Anita E. Educational Psychology. 8th edition. Boston: Allyn and Bacon, 2001.

FIELD EXPERIENCE ACTIVITIES  
EDUCATION 300  
Theories of Learning

This course focuses on learning principles and their classroom applications. Major classical and modern theories of learning are emphasized. An exploration of learning styles, metacognition, forms of problem solving, and diversity in learning is studied.

**1.0 FIELD EXPERIENCE OBJECTIVES:**

- 1.1 Identify characteristics of learning styles and learning modalities in a tutoring setting.
- 1.2 Collaborate with the director of the Boys and Girls Club of Parkersburg to arrange field experience schedule.
- 1.3 Tutor students in identified area(s) of need.
- 1.4 Develop strategies appropriate to level and needs of student being tutored.

**2.0 STUDENT RESPONSIBILITIES:**

- 2.1 Demonstrate planning, decision-making and interpersonal skills by conferencing with instructor and Boys and Girls Club director in planning activities for students.
- 2.2 Demonstrate interpersonal skills through positive interaction with Boys and Girls Club director, peers, and students.
- 2.3 Demonstrate tutoring skills by planning activities which meet the developmental needs of all students.
- 2.4 Candidate demonstrates acceptance of all students.
- 2.5 Maintain a reflective journal with dated entries for each tutoring session.
- 2.6 Demonstrate professional commitment by following all school policies, rules, and regulations.
- 2.7 The candidate is responsible for returning a completed evaluation form, journal and other reports to the university supervisor in a timely manner.

**3.0 BOYS AND GIRLS CLUB DIRECTOR RESPONSIBILITIES:**

- 3.1 Welcome the student as a tutor in the Boys and Girls Club of Parkersburg.
- 3.2 Conference with the candidate to establish a plan for meeting the requirements of the field experience.
- 3.3 Plan with the candidate in providing tutoring to meet needs of individual students.
- 3.4 Serve as a resource for the candidate.
- 3.5 Complete and endorse the Education 300 time sheet and evaluation.

**4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:**

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field.
- 4.3 Maintain open communication with student and Boys and Girls Club director pertaining to the field experience.

**5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:**

- 5.1 Submit student names to Boys and Girls Club director.
- 5.2 Initiate contact with Boys and Girls Club director.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division and the Boys and Girls Club director.
- 5.5 Maintain records of student field experience.



**WEST VIRGINIA UNIVERSITY @ PARKERSBURG**  
**STUDENT DATA SHEET**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Home Address** \_\_\_\_\_

**Phone Number (Home)** \_\_\_\_\_ **(Work)** \_\_\_\_\_

**In what courses are you currently enrolled?** \_\_\_\_\_

\_\_\_\_\_

**Experience with Children** \_\_\_\_\_

\_\_\_\_\_

**Extra-Curricular Activities** \_\_\_\_\_

**Hobbies, Special Skills, Talents** \_\_\_\_\_

**High School Attended** \_\_\_\_\_

**Do you have a part-time or full-time job** \_\_\_\_\_

**What professional journals, magazines and/or newspapers do you read?** \_\_\_\_\_

**Brothers & Sisters?** \_\_\_\_\_

**Advisor** \_\_\_\_\_

# EDUCATION 330 AND EDUCATION 330L

CLASSROOM MANAGEMENT AND  
CLASSROOM MANAGEMENT PRACTICUM

WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
UNIFORM COURSE SYLLABUS

Name of Course Classroom Management

Course No. Educ 330

Department Education

Credit Hrs 3

Instructor Cindy Kelley/David Lancaster

Meeting Time 12:45-2:00

Meeting Days Tuesday & Thursday

Prerequisite(s): Admission to Program

Corequisite: Education 330L

Textbook(s): Levin and Nolan. Principles of Classroom Management, 2nd ed.

Linda Albert. Cooperative Discipline.

Posner, George J.. Field Experience: A Guide to Reflective Teaching, 5<sup>th</sup> ed.

**Relationship to Conceptual Framework:** The Education 330 course and practicum incorporate all facets of the conceptual framework of *Architects of the Future*. Planning, teaching skills, and decision making skills are all integral parts of the teaching process, while interpersonal skills relate to working together in teams to complete projects and interacting with teachers and the instructor in critiques of the teaching process. Professional commitment and diversity are addressed in this course through the unique opportunity for students to interact with teachers and students at Fairplains School, which is targeted as a Title I school.

**Course Description:** Focus is on the major models of classroom management and the characteristics of positive classroom environments. Relationships between teacher behavior, teaching style, and effective and successful classroom management are also studied.

**I. Course Objectives**

1. Critically analyze the major models of classroom discipline.
2. Evaluate the characteristics of positive class environments.
3. Classify teacher behaviors in relation to the purpose of teaching and to teaching style.
4. Examine methods for altering unproductive student behavior.
5. Evaluate problem solving, behavioristic, and school-wide management program.
6. Practice integrating cooperative discipline techniques into instructional strategies.

**II. Topics to be Studied**

**How will course objectives be met?**

1. Assignment of classroom practicum..
2. Students will explore the major models of classroom management for grades K-9.

3. Students will identify characteristics of an effective learning environment.
4. Students will evaluate instructional and classroom management strategies for the K-9 environment.

### **III. Special Projects to be Included in Course**

<b>Research papers</b>	<b>Reports</b>
<b>Surveys</b>	<b>Annotated bibliographies</b>
<b>Other</b>	

1. Student will document practicum activities.
2. Evaluation of an effective learning environment and effective instructional strategies.
3. Evaluate the effectiveness of various management programs.
4. Performance portfolio.

### **IV. Methods of Student Evaluation**

**Tests (how many? how often? what type?)**

**Quizzes**

**Oral Presentations**

**Written Papers**

**Laboratory Activities**

**Clinical Experiences**

1. Evaluation of instructional strategies.
2. Evaluation of learning environments and management programs.
3. Successful completion of classroom practicum.
4. Evaluation of written papers.
5. Evaluation of performance portfolio.

### **V. Assessment of Outcomes**

**What measurements will be used to demonstrate that outcomes have been reached?  
(Refers to class as a whole, not individual students.)**

Minimal acceptable levels of performance are:

1. Mastery of graded projects at the 77% level.
2. 90% of students will be rated as effective in the classroom management section of the Professional Education Performance Assessment.
3. 90% of the students who successfully complete the course will be admitted to student teaching.

### **VI. Other Information**

## **Bibliography**

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- Tauber. Classroom Management From A to Z. Fort Worth: Holt, Rinehart and Winston, 1990.

WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
UNIFORM COURSE SYLLABUS

Name of Course: Classroom Management Practicum      Course No. Education 330L

Department: Education      Credit Hrs: 0      Instructor: Cindy Kelley/David Lancaster

Meeting Time: 7:45-11:00      Meeting Days: Friday

Prerequisites:      Education 300, Admission to Teacher Education Program

Corequisite:      Enrollment in Education 330

Textbook:      Linda Albert: Cooperative Discipline

**I.      Course Objectives**

1. Identify characteristics of a positive classroom setting.
2. Interact positively with individual students in a classroom setting.
3. Interact positively with groups of students while leading activities in a classroom setting.
4. Identify and analyze effectiveness of major models of classroom discipline.
5. Examine and report methods used to alter unproductive student behavior.
6. Identify and alter unproductive student behavior in a positive and effective manner.
7. Identify classroom management programs as they exist in the school.
8. Identify school-wide management programs as they exist in the school.
9. Effectively plan and execute lessons in the classroom setting.
10. Use collaborative planning and teaching skills to execute lessons in the classroom setting.

**II.      Topics to be Studied**

**How will course objectives be met?**

1. Observe teachers in classroom setting.
2. Plan and execute lessons in the classroom setting.
3. Collaborate to plan bulletin boards and lessons in the classroom setting.
4. Work with college and school faculty in managing and teaching students in the classroom setting.

**III.      Special Projects to be Included in Course**

Research papers	Reports
Surveys	Annotated bibliographies
Other	



FIELD EXPERIENCE ACTIVITIES  
EDUCATION 330L  
Classroom Management

This course focuses on individual and group dynamics, characteristics of positive classroom environments, and major models of classroom management. Students are exposed to and participate in the relationships between teacher behavior, teaching style and effective and successful classroom management.

**1.0 FIELD EXPERIENCE OBJECTIVES:**

- 1.1 Identify characteristics of a positive classroom setting.
- 1.2 Interact positively with all individual students in a classroom setting.
- 1.3 Interact effectively with groups of students while leading activities in a classroom setting.
- 1.4 Identify and analyze effectiveness of major models of classroom discipline.
- 1.5 Examine and report methods used to alter unproductive student behavior.
- 1.6 Identify and alter unproductive student behavior in a positive manner.
- 1.7 Identify classroom management programs as they exist in the school.
- 1.8 Identify school-wide management programs as they exist in the school.

**2.0 STUDENT RESPONSIBILITIES:**

- 2.1 Demonstrate planning, decision-making and interpersonal skills by conferencing with teacher and other personnel in planning to lead activities with children.
- 2.2 Observe models and techniques of classroom management uses in the field experience.
- 2.3 Demonstrate interpersonal skills through positive interaction with all teachers, students, parents and other school personnel.
- 2.4 Take leadership role in group activities with students.
- 2.5 Demonstrate teaching skills by using positive reinforcement and verbal praise when working with students.
- 2.6 Maintain a reflective journal with daily entries during the practicum.
- 2.7 The candidate is responsible for returning a completed evaluation form, journal and other reports to the university supervisor in a timely manner.
- 2.8 Demonstrate professional commitment by following all school policies, rules and regulations.

**3.0 COOPERATING TEACHER RESPONSIBILITIES:**

- 3.1 Welcome the student as a member of the education community.
- 3.2 Conference with the candidate to establish a plan for meeting the requirements of the field experience.
- 3.3 Plan with the candidate in providing opportunities to lead individual and group activities in the classroom.
- 3.4 Serve as a resource for the candidate.
- 3.5 Complete and endorse Education 330 evaluation form for the student.

**4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:**

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience.
- 4.3 Maintain open communication with student pertaining to the field experience.

**5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:**

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.

**West Virginia University at Parkersburg**  
**Education 330**  
**Classroom Management**  
**Student Assessment**

Student Name \_\_\_\_\_ School \_\_\_\_\_

Semester \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

*Please rate the student in each of the following areas. Mark the term that best describes the student in each area. If you had no opportunity to observe the student in a particular area, mark no opportunity to observe.*

Student Characteristics	Excellent	Good	Fair	Poor	No Opportunity to Observe
Demonstrates effective planning and decision-making through punctuality and dependability.					
Exhibits interpersonal skills through positive interaction with students, teachers, parents, and other school personnel.					
Is willing to interact with all students.					
Demonstrates initiative in the classroom.					
Displays a positive attitude when interacting with students.					
Allows ample time for students in activity when working in groups.					
Includes all students in activity when working in groups.					
Effectively engages children in activities to end off-task or unproductive behavior.					
Leads activities on appropriate level for students.					
Uses verbal praise with students.					
Is clear and precise when giving directions.					
Is accepting of students who are culturally different.					

**Please add any additional comments concerning the effectiveness of this student in the classroom setting.**

# EDUCATION 401

## EARLY CHILDHOOD AND MIDDLE SCHOOL CURRICULUM

WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
UNIFORM COURSE SYLLABUS

**Name of Course** Early Childhood and Middle School Curriculum **Course No.** Educ 401

**Department** Education **Credit Hours** 3 **Instructor** Cynthia L. Gissy

**Meeting Time** 9:30-10:45 **Meeting Days** Tuesday and Thursday

**Prerequisite(s):** Admission to Program; Education 320

**Corequisite:** 40 clock-hour field experience.

**Textbook(s):** Kagan, Spencer. Cooperative Learning, 1994.  
Posner, George J. Field Experience: A Guide to Reflective Teaching, 5<sup>th</sup> ed.

**Relationship to Conceptual Framework:** The class will focus on planning skills both in class and in the field experience. Interpersonal skills and decision-making skills will be exercised in cooperative learning groups. Professional commitment, instructional skills, decision-making and diversity will be addressed both in classroom activities and through the field experience. Cooperative learning and the application of technology in the classroom are emphasized.

**Course Description:** Analysis and application of various curriculum design, instructional strategies and planning models for early and middle childhood teachers.

**I. Course Objectives**

1. Distinguish the major curricular patterns utilized in primary and middle school.
2. Identify, analyze, and evaluate data essential for planning, design, and implementation of instruction.
3. Define and plan learning goals and objectives that complement curriculum.
4. Identify and implement various models and strategies for delivering instruction that meet learning outcomes, including the use of media and technology.
5. Identify and develop instructional plans that incorporate learner characteristics, learning goals/objectives that are congruent with intended curricular and learning outcomes.
6. Incorporate variables of classroom climate that enhance effective teaching and learning into instructional plans.
7. Prepare, execute, and evaluate introductory and developmental lessons appropriate for primary and middle school settings.
8. Integrate appropriate methods and strategies for the evaluation of curricular and instructional effectiveness.
9. Apply basic statistical techniques to interpret student performance.
10. Plan instructional units including unit tests with a variety of test items.

11. Understand the importance of being a contributing member of a cooperative team in the work world both now and in the future.
12. Understand and apply the principles of cooperative learning and teaming.

## II. Topics to be Studied

### **How will course objectives be met?**

1. Curriculum lab experience to select, prepare and modify instructional materials and resources.
2. Computer lab time for the integration of technology into instructional approaches.
3. Media Center practicum to demonstrate expertise with media.
4. A 40 clock hour practicum in a local elementary school.
5. Plan, teach and evaluate two lessons and assess instructional effectiveness during the practicum experience.
6. Class procedures will include cooperative learning groups, role-play, presentations, projects and the preparation of instructional units.
7. Learn and apply the principles of cooperative learning by participating as a member of a cooperative group.

## III. Special Projects to be Included in Course

<b>Research papers</b>	<b>Reports</b>
<b>Surveys</b>	<b>Annotated bibliographies</b>
<b>Other</b>	

1. Maintain documentation of field experience activities.
2. Evaluate lesson effectiveness in consultation with cooperating teacher.
3. Keep a reflective journal of field experience via the internet.

## IV. Methods of Student Evaluation

**Tests (how many? how often? what type?)**

**Quizzes**

**Oral Presentations**

**Written Papers**

**Laboratory Activities**

**Clinical Experiences**

1. Criterion-Referenced testing
2. Product assessment. Evaluation of reports, unit plans, presentations, and other assignments related to selected teaching competencies.
3. Field Experience Performance:
  - a. Minimum hours to be logged - 40
  - b. Performance rating on assessment instrument derived from State professional teaching competencies. (See modified version of the Professional Education performance Assessment [PEPA].)
  - c. Submission of journal, evaluation forms, lesson plans and other documentation from the field experience.

V. **Assessment of Outcomes**

**What measurements will be used to demonstrate that outcomes have been reached? (Refers to class as a whole, not individual students.)**

1. Criterion-Referenced testing: 75% mastery
2. Product assessment: 75% mastery
3. Field Assessment Performance Rating: Achieve a satisfactory rating on all variables of the assessment instrument from cooperating teacher.
4. 90% of students who successfully complete the course will be admitted to student teaching.

VI. **Other Information**

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FIELD EXPERIENCE ACTIVITIES  
EDUCATION 401  
Early Childhood & Middle School Curriculum

This course focuses on planning goals, objectives, and instructional strategies which incorporate learner characteristics and are consistent with stated learning outcomes. Students will plan, teach and evaluate lessons as well as examine and analyze the major curricular patterns used in grades K-6.

**1.0 FIELD EXPERIENCE OBJECTIVES:**

- 1.1 The student will demonstrate planning skills by choosing goals appropriate for the curriculum.
- 1.2 The student will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student and classroom characteristics.
- 1.3 The student will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.
- 1.4 The student will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.
- 1.5 The student will demonstrate teaching skills by planning, executing and evaluating introductory and developmental lessons which are appropriate for all primary and middle school children.
- 1.6 Student will demonstrate professional commitment by practicing strategies of self-evaluation.
- 1.7 The student will develop appropriate methods and strategies for the measurement of learning outcomes.
- 1.8 Student will demonstrate professional commitment by following all school rules, policies and procedures.

**2.0 STUDENT RESPONSIBILITIES:**

- 2.1 Demonstrate professional commitment by completing 40 hours of field experience in a timely manner.
- 2.2 Observe planning, instruction and evaluation strategies employed by the cooperating teacher.
- 2.3 Demonstrate planning, decision-making and interpersonal skills by planning for instruction with the cooperating teacher.
- 2.4 Demonstrate teaching and decision-making skills by teaching and evaluating an introductory and a developmental lesson.
- 2.5 Demonstrate decision-making and professional commitment by selecting and implementing strategies of self-evaluation.
- 2.6 Demonstrate interpersonal skills by communicating effectively with all students, teachers and support personnel.
- 2.7 Maintain a reflective journal with daily entries during the field experience.
- 2.8 Submit completed time sheet, evaluation forms, lesson plans, reflective journal and other verification data to the university supervisor in a timely manner.

**3.0 COOPERATING TEACHER RESPONSIBILITIES:**

- 3.1 Welcome the student as a member of the education community.
- 3.2 Conference with the candidate to establish a plan for meeting the requirements of the field experience.
- 3.3 Work with the candidates as they prepare, teach and evaluate lessons.
- 3.4 Provide opportunities for the candidate to take leadership of the class.
- 3.5 Serve as a resource for the candidate.

**4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES :**

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience.
- 4.3 Maintain open communication with student pertaining to the field experience.

**5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:**

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.

**West Virginia University at Parkersburg**  
**Education 401**  
**Early Childhood & Middle School Curriculum**  
**Student Assessment**

Student Name \_\_\_\_\_ School \_\_\_\_\_

Semester \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

*Please rate the student in each of the following areas. Mark the term that best describes the student in each area. If you had no opportunity to observe the student in a particular area, mark no opportunity to observe.*

Student Characteristics	Excellent	Good	Fair	Poor	No Opportunity to Observe
Evidence of appropriate planning & organization.					
Decision-making skills in selection of instructional strategies.					
Knowledge of and appropriate use of content.					
Classroom management.					
Use of evaluative techniques.					
Commitment to teaching.					
Management of time.					
Effective interpersonal skills.					
Acceptance of culturally different children.					

**Please add any additional comments concerning the effectiveness of this student in the classroom setting.**