Teacher Education Handbook

2019-2020
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Part I Overview
Introduction
The WVU Parkersburg Teacher Education Handbook is designed to provide specific
guidance to teacher candidates seeking the baccalaureate degree in elementary
education at WVU Parkersburg. The handbook outlines the program of instruction and
requirements for admission, graduation, and licensure.

Additional information about WVU Parkersburg, its academic programs and policies,
will be found in the WVU Parkersburg Course Catalog. The WVU Parkersburg Course
Catalog is the governing document for all programs at WVU Parkersburg. Policies and
procedures as well as services provided by the college are contained in the WVU
Parkersburg Student Handbook. The WVU Parkersburg Student Handbook and the
Teacher Education Handbook are supplemental and subordinate to the general college
catalog. Both handbooks and the catalog are subject to continuing review and change
by the West Virginia University Parkersburg Board of Governors, college administrators,
and the faculties of the various divisions of West Virginia University Parkersburg.
Numerous governing bodies influence and may affect the policies and requirements in
these documents. The college, therefore, reserves the right to change, delete,
supplement, or otherwise amend the information, admission requirements, program
requirements, rules and policies in the college catalog without prior notice.

NOTE: Teacher candidates who intend to transfer are advised to carefully consult the catalog and
advisors from the institution to which they intend to transfer before enrolling in any education course
at WVU Parkersburg.

It is each teacher candidate’s responsibility to stay current on all policies
and procedures relative to his or her degree plan.

For additional information about the Education Program at WVU Parkersburg you
may contact any of the offices listed below, or e-mail the Education Division at:

Education Division 424-8314
david.lancaster@wvup.edu
debra.kafer@wvup.edu

Center for Student Services 424-8310
Architects of the Future
Philosophical Framework

The knowledge and skills expected of graduates from the West Virginia University
Parkersburg elementary education program are expressed in the program’s philosophical
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, provide
support for the framework of the teacher education program at WVU Parkersburg and the
EPP’s six goals.

Teacher candidates are assessed in each area of the philosophical framework beginning
with the first professional education course and its co-requisite field experience. This
process includes teacher candidate self-assessment of their growth in each area of the
framework and performance assessment by their school- based supervisors and
professional education instructors. Student teaching and subsequent program evaluation
represent the culmination of this process within the program.

What teachers do today affects tomorrow. This is the underlying principle which supports
the unit’s philosophical framework, Architects of the Future. If teachers are to affect the
future, they must be skillful and reflective as they plan, carry out and evaluate instruction.
Tomorrow’s success will depend on social as well as academic skills and teachers must
choose instructional strategies which ensure mastery of both. Interpersonal skills which
facilitate interaction with peers, parents and an increasing array of professionals are critical
to a teacher’s success. Teachers who affect the future will be decision makers responding to
questions concerning what to teach, how to evaluate and which technologies will facilitate
the process. Shaping the future as a teacher will require a strong sense of commitment to
the profession, to children, to one’s own professional growth, and to the community.
Architects of the Future will be those who are able to meet the challenges and celebrate the
opportunities of an increasingly diverse society.

The Six Pillars of Architects of the Future Model are:

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,
   including technology, which form learning activities to aid
   student mastery of stated objectives;
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.

Teacher 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 teacher candidates work with advisors, school-based supervisors and university supervisors to ensure the successful completion of their program. Professional education and instructional strategies courses require management plans, tutoring plans, technology 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. Teacher candidates must plan to meet state established standards, 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, and assessment procedures 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. Strategies used by teachers through the procedural portion of the 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 data analysis, time on task, wait time, clarity, and student engagement.

Through a systematic progression of field experiences and classroom activities, teacher 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 teacher candidates with information necessary to develop their teaching skills.

The opportunity to demonstrate mastery of teaching skills and the incorporation of 21st century learning comes during student teaching. Discipline specific approaches to instruction from instructional strategies courses combine with general methods, for example cooperative learning and small group instruction, from the professional development school experience to compose a broad instructional repertoire. Regular feedback from university supervisors and school-based supervisors 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 teacher candidates with frequent opportunities to interact with administrators, teachers, and other professional staff. Collaboration and/or co-teaching increases skill in perspective taking and helps to develop other social skills necessary for effective communication.

Experience during student teaching in Individualized Education Plan (IEP) conferences and Student Assistant Teams (SAT) experiences underscore the importance of professional interaction with peers and team members. Interviewing skills are honed during the seminar and practiced at a career fair 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. Decisions made at each point lay the foundation for decisions-making on subsequent issues. As teachers become more experienced, they rely more on the process of reflection. In the process of reflective teaching, teacher candidates 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.

Teacher candidates are involved in a wide variety of field experiences as they move through the program. Reflective journals kept during these experiences aid teacher candidates in assessing their own decision-making and the decisions made by others. Journals and action research, 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. Two components of the teacher education program that exemplify professional commitment are service learning and professional development opportunities.

Commitment is assessed and nurtured as teacher candidates advance toward program completion. Practica in professional development schools is demanding and requires much commitment on the part of the teacher candidate. These experiences give teacher candidates access to student information which requires good judgment in its use. Joint professional development in these experiences give teacher 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, socioeconomic, 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.

The philosophical framework is specifically assessed in the following EPP assessments:

- *Field Experience Performance Assessments*
- *Professional Education Admission to Program Performance Assessment*
- *Professional Education Admission to Student Teaching Performance Assessment*
Architects of the Future Philosophical Framework Bibliography

Planning


Teaching Skills


TechTrends: Linking Research & Practice to Improve Learning, 60(2), 136-144.
Knight, J. (2014). What you learn... when you see yourself teach. Educational Leadership, 71(8), 18-23.

Interpersonal Skills


Decision-Making Skills


Professional Commitment


**Diversity**


Mission Statement

The West Virginia University at Parkersburg educator preparation provider (EPP) is committed to preparing teachers, through the use of data-driven, research-based practices, who will affect the learning and educational needs of diverse students in a global society.

West Virginia University Parkersburg Education Program 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 continuous improvement 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 education program at WVU Parkersburg is dedicated to achieving the following goals which form the program’s philosophical framework.

By graduation:

1. Teacher candidates will demonstrate effective planning skills.
2. Teacher candidates will demonstrate effective teaching skills.
3. Teacher candidates will demonstrate effective interpersonal skills.
4. Teacher candidates will demonstrate effective decision-making skills.
5. Teacher candidates will demonstrate professional commitment to their students, their discipline, their profession, their community.
6. Teacher candidates will demonstrate the ability to meet the needs of diverse learners.
Program Overview

Bachelor of Arts: Elementary Education

The curriculum for the teacher education program at WVU Parkersburg is a product of the cooperative efforts of faculty, students, and practitioners. This program emphasizes the practical model. The model focuses on the theoretical, development, and technological aspects of the knowledge base that are Prerequisites to the daily demands required to be a professional educator in a school environment.

The teacher education program at WVU Parkersburg has been designed to meet these purposes:

- To help students develop appropriate planning skills.
- To help students become effective teachers.
- To assist students in the development of interpersonal skills.
- To help students become capable decision makers.
- To foster in students a sense of commitment to their students, their discipline, and their profession.
- To help students understand the many faces of diversity including developmental, linguistic, cultural, racial, ethnic, and gender which affect learning and teaching.

Teacher candidates who complete the Bachelor of Arts in Elementary Education will be certified in West Virginia to teach Elementary Education, multiple subjects, grade kindergarten through six. Program reciprocity is available across the nation in most states. Specializations are available as add-ons to the elementary program—Early Childhood PreK-K; English 5-9; General Science 5-9; General Math-Algebra 1; Social Studies 5-9. Candidates who complete all requirements for a specialization will have an additional endorsement to the professional teaching license in the respective subject and programmatic level.

Pre-Education Status Students seeking admission to the Bachelor of Arts in Elementary Education Degree program may declare an intention to enter the program by indicating General Education with a concentration in Education on the college Application for Admission Form. Students who decide to change from another declared major to the baccalaureate degree in elementary education will need to make that change at the Records Office. Pre-Education status does not imply full admission to program, however, or candidacy for earning the degree.

Programs of Study

Elementary Education Program of Study is reflected in the following Guided Pathway to Success (GPS). Student are to follow the sequence, prerequisites and co-requisites as indicated on the GPS. Deviation from this plan for transfer students or extenuating circumstances will be through individual approval by the Department Chair. Individual copies of this may be printed out from the WVUP website or obtained in the Education Office.
## Academic Map
### Elementary Education, B.A.

### Semester 1

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT HOURS</th>
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<tr>
<td>ENGL 101 — COMPOSITION 1</td>
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<tr>
<td>MATH 121 — INTRODUCTION TO MATHEMATICS</td>
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<td>COMM 111 — FUNDAMENTALS OF SPEECH</td>
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<td>HIST 152 — U.S. HISTORY THROUGH THE CIVIL WAR</td>
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<td>EDUC 100 — INTRODUCTION TO EDUCATION (COLLEGE 101 EMBEDDED IN EDUC 100)</td>
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<td>PSYC 241 — INTRO TO HUMAN DEVELOPMENT</td>
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<td>ENGL 102 — COMPOSITION 2</td>
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<td>MATH 126 — COLLEGE ALGEBRA</td>
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<tr>
<td>HIST 153 — U.S. HISTORY RECONSTRUCTION TO PRESENT</td>
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<tr>
<td>BIOL 101 — GENERAL BIOLOGY 1</td>
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<td>BIOL 103 — GENERAL BIOLOGY 1 LAB</td>
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<td>MATH 211 — STATISTICS</td>
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<td>ENGL 131 OR ENGL 132 — TYPES OF LITERATURE 1 OR 2</td>
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<td>BIOL 102 — GENERAL BIOLOGY 2</td>
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<tr>
<td>BIOL 104 — GENERAL BIOLOGY 2 LAB</td>
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<td>EDUC 200 — INTRO TO EXCEPTIONAL CHILDREN</td>
<td>3</td>
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<tr>
<td>EDUC 100 — EDUCATIONAL TECHNOLOGY</td>
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### Semester 4

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<td>ENGL 403 — CHILDREN’S LITERATURE</td>
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<tr>
<td>GEOG 102 — WORLD GEOGRAPHY</td>
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<tr>
<td>ART 101, MUSI 170, THEA 101 APPRECIATION</td>
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<td>EDUC 300 — THEORIES OF LEARNING</td>
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<tr>
<td>PSCI 101/111L — FUNDAMENTALS OF PHYSICAL SCIENCE</td>
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**The Bachelor of Arts in Elementary Education** prepares students for teaching in the elementary classroom in grades kindergarten to sixth grade. Completion of the program of study provides eligibility to apply for certification in the state of West Virginia.

**Field Experience and/or Clinical Courses**

These courses have a component that requires placement in a school and a background check.

**Graduation Requirements**

A grade of “C” or better required in each course in the program of study.

**Applications to Program and Student Teaching** Due March 1st and October 1st.

**Courses**

Needed for Admission to Program. General Education courses listed in bold

**Admission to Program**

- Completion of 58 hours
- Minimum 3.0 GPA
- No grade below a C
- Passage of CORE Praxis I Test
- 75 hours Service Learning
- Completion of EDUC 108, ENG 101, 102, COMM 111, PSYC 241, AND MATH 121 or higher
- Dispositional Assessment

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2018-2019
ACADEMIC MAP
Elementary Education B.A.

Semester 5

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<tr>
<th>COURSE</th>
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<td>HIST 250 — WV AND THE APPALACHIAN REGION</td>
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<td>ENGL 241 OR ENGL 242 — AMERICAN LITERATURE 1 OR 2</td>
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<td>EDUC 301 — LANGUAGE ARTS FOR TEACHERS</td>
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<td>EDUC 310 — DIVERSITY IN EDUCATION</td>
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<td>EDUC 306 — INSTRUCTIONAL STRATEGIES</td>
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<tr>
<td>IN HEALTH &amp; PE</td>
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Semester 6

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<td>EDUC 303 — TEACHING READING K-6</td>
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<td>EDUC 304 — INSTRUCTIONAL STRATEGIES</td>
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<td>IN MATH</td>
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<td>EDUC 305 — INSTRUCTIONAL STRATEGIES</td>
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<td>EDUC 330 — CLASSROOM MANAGEMENT</td>
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Semester 7

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<td>EDUC 315 — ART STRATEGIES</td>
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<td>EDUC 316 — MUSIC STRATEGIES</td>
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<td>EDUC 412 — DIAGNOSTIC AND PRESCRIPTIVE READING</td>
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<td>EDUC 412L — DIAGNOSTIC AND PRESCRIPTIVE READING LAB</td>
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<td>EDUC 401 — EARLY/MIDDLE CHILDHOOD CURRICULUM</td>
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<td>EDUC 314 — INSTRUCTIONAL STRATEGIES</td>
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<td>IN SOCIAL SCIENCE</td>
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Semester 8

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<tr>
<td>EDUC 404 — STUDENT TEACHING — PRIMARY</td>
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<td>Capstone</td>
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<td>EDUC 408 — STUDENT TEACHING — INTERMEDIATE</td>
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<td>EDUC 410 — STUDENT TEACHING SEMINAR</td>
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These courses require full admission to the education program.

EDUCATION 301
EDUC 301 must be taken before EDUC 303, EDUC 303 must be taken before EDUC 412.

CRIMINAL BACKGROUND INVESTIGATION
A criminal background investigation is required for the student teaching permit and initial license.

EDUCATION 401
EDUC 401 must be taken the semester before student teaching.

ADMISSION TO STUDENT TEACHING
- Completion of ALL coursework
- Minimum 3.0 GPA
- 25 hours of professional development
- Passing scores on all of Praxis exams
- Completion of Zaner-Bloser Handwriting Course
- Completion of Ethics Module
- Dispositional Assessment
- Issuance of Student Teaching Permit

CAPSTONE COURSE
Student teaching must be completed the final semester of the senior year. All other coursework must be completed prior to student teaching.

15-30 Students should average 15 credit hours per semester, or 30 per year, to graduate on time.

TOTAL HOURS FOR DEGREE
120

2017-2018
Specialization Curriculum

WVU Parkersburg does offer specializations for teaching Math, English, Science and Social Studies in the middle schools. Those requirements are also listed as English 5-9, General Math – Algebra 1, General Science 5-9, and Social Studies 5-9.

General Math-Algebra 1 Specialization+ (Prior to 2014-15 General Math-Algebra I)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Math 126* College Algebra</td>
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<tr>
<td>Math 128 College Trigonometry</td>
<td>3 hours</td>
</tr>
<tr>
<td>Math 150 Introduction to Calculus</td>
<td>3 hours</td>
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<tr>
<td>Math 230 Introduction to Euclidean Geometry</td>
<td>3 hours</td>
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<tr>
<td>Math 315 Modern Algebra</td>
<td>3 hours</td>
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<tr>
<td>Math 121* Introduction to Mathematics</td>
<td>3 hours</td>
</tr>
<tr>
<td>Math 211* Statistics</td>
<td>3 hours</td>
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<tr>
<td>EDUC 304◊ Instructional Strategies in Mathematics (K-6)</td>
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<tr>
<td>EDUC 388◊ Math Strategies Grade 7 - Algebra 1</td>
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<tr>
<td>EDUC 406◊ Student Teaching in Middle School Math</td>
<td>5 hours</td>
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<tr>
<td>TOTAL HOURS</td>
<td>31 hours</td>
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</table>

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 5622) and the PRAXIS II Exam Middle School Mathematics (test code 5169).

*Elementary Education Curriculum Requirement
+Concurrent enrollment in Elementary Education K-6 is required
◊Field experience is required
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Biology 101 &amp; 103*</td>
<td>4 hours</td>
</tr>
<tr>
<td>Biology 211</td>
<td>4 hours</td>
</tr>
<tr>
<td>Biology 212</td>
<td>4 hours</td>
</tr>
<tr>
<td>Chemistry 111 or 115</td>
<td>4 hours</td>
</tr>
<tr>
<td>Physics 103</td>
<td>4 hours</td>
</tr>
<tr>
<td>Geology 101</td>
<td>3 hours</td>
</tr>
<tr>
<td>Geology 102</td>
<td>1 hour</td>
</tr>
<tr>
<td>Astronomy 106</td>
<td>4 hours</td>
</tr>
<tr>
<td>PSCI 114</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 305*</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 390◊</td>
<td>2 hours</td>
</tr>
<tr>
<td>EDUC 405◊</td>
<td>5 hours</td>
</tr>
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<td>TOTAL HOURS</td>
<td>39 hours</td>
</tr>
</tbody>
</table>

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 5622) and the PRAXIS II Exam Middle School Science (test code 5440).

*Elementary Education Curriculum Requirement
+Concurrent enrollment in Elementary Education K-6 is required
◊Field experience is required
### English 5-9 Specialization+

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>English 221</td>
<td>World Literature I</td>
</tr>
<tr>
<td>English 222</td>
<td>World Literature II</td>
</tr>
<tr>
<td>English 241 or 242*</td>
<td>American Literature I or American Literature II</td>
</tr>
<tr>
<td>English 131 or 132*</td>
<td>Types of Literature I or Types of Literature II</td>
</tr>
<tr>
<td>English 251</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>English 404</td>
<td>Adolescent Literature</td>
</tr>
<tr>
<td>English 350</td>
<td>Approaches to Teaching Grammar</td>
</tr>
<tr>
<td>EDUC 301◊</td>
<td>English/Language Arts K-6</td>
</tr>
<tr>
<td>EDUC 387◊</td>
<td>Reading/Language Arts for Middle School</td>
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**Choose one of the following:**

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>English 261</td>
<td>English Literature I</td>
</tr>
<tr>
<td>English 262</td>
<td>English Literature II</td>
</tr>
<tr>
<td>English 263</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>English 285</td>
<td>Gender in Literature</td>
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<tr>
<td>EDUC 407◊</td>
<td>Student Teaching in Middle School English</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**

35 hours

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**TESTING REQUIREMENTS FOR ENGLISH:** All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (test code 5622 or 0622) and the Praxis II Exam Middle School English (test code 5047).

*Elementary Education Curriculum Requirement
+Concurrent enrollment in Elementary Education K-6 is required
◊Field experience is required
### Social Studies 5-9 Specialization+

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>History 101</td>
<td>Western Civilization through the Reformation</td>
</tr>
<tr>
<td>History 102</td>
<td>Western Civilization from the Reformation</td>
</tr>
<tr>
<td>American History 152*</td>
<td>US History through the Civil War</td>
</tr>
<tr>
<td>American History 153*</td>
<td>US History from Reconstruction to Present</td>
</tr>
<tr>
<td>History 250*</td>
<td>West Virginia and the Appalachian Region</td>
</tr>
<tr>
<td>Geography 102*</td>
<td>World Geography</td>
</tr>
<tr>
<td>Geography 240</td>
<td>North American Geography</td>
</tr>
<tr>
<td>Economics 201 or 202</td>
<td>Microeconomics or Macroeconomics</td>
</tr>
<tr>
<td>Sociology 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Political Science 102</td>
<td>American Federal Government</td>
</tr>
<tr>
<td>EDUC 314*</td>
<td>Instructional Strategies in Social Studies</td>
</tr>
<tr>
<td>EDUC 389◊</td>
<td>Instructional Strategies for Middle School Social Studies</td>
</tr>
<tr>
<td>EDUC 409◊</td>
<td>Student Teaching in Middle School Social Studies</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
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## Early Education PreK – K+

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<th>Course Number and Title</th>
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<tbody>
<tr>
<td>Psychology 241*</td>
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<tr>
<td>EDUC 250◊</td>
<td>3 hours</td>
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<tr>
<td>EDUC 300◊</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 255◊</td>
<td>3 hours</td>
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<tr>
<td>EDUC 302◊</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 320*</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 402◊</td>
<td>2 hours</td>
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<td>EDUC 403◊</td>
<td>5 hours</td>
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<td>TOTAL HOURS</td>
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TESTING REQUIREMENTS FOR EARLY EDUCATION: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (Test Code 5622) and the Praxis II Exam Early Education (Test Code 5531).

*Elementary Education (K-6) Curriculum Requirement  
+Concurrent enrollment in Elementary Education K-6 is required  
◊Field experience is required
Organizational Framework

Provost & Executive Vice President, Academic & Student Affairs
The Provost & Executive Vice President of Academic and Student Affairs serves as the chief academic officer of the university and is responsible for educational policy and academic programs. Responsibilities include program review, accreditation, assessment of student learning, academic personnel decisions, budget development, enrollment management, program and curriculum development. The provost works closely with division chairs and with other administrators, and members of the faculty.

Division of Education Chair
The chairperson is the administrative officer of the division and is provides both academic and administrative leadership. The chair plans educational programs designed to meet the mission of the college. The chair directs class schedules and faculty teaching assignments and supervises program and faculty evaluations. The chair supervises budget, course and curriculum development and investigates and recommends new programs. The chair coordinates textbook adoptions and the divisional outcomes assessment plan. The chair uses student outcomes assessment data and other information to enhance student success in divisional courses and programs. The chair works with student services and other divisions to enhance and improve student retention and completion. The chair selects and employs adjunct faculty and directs the selection of full-time faculty members.

Coordinator of Teacher Education
The coordinator of teacher education is responsible for scheduling advising of all education candidates during pre-registration. The coordinator also prepares preliminary class schedules and recommends to the division chair appropriate adjunct faculty qualified to teach in the program. The coordinator supports all faculty and orients new faculty (full-time and adjunct) in the program area. The coordinator assists in the preparation of any reports needed by the institution regarding the program and facilitates a meeting for all instructional strategies' teachers and education faculty each semester. The coordinator assists in reviewing and editing the academic catalog.

Field Placement Coordinator
The field placement coordinator arranges all field placements in the six-county partnership. The coordinator sets up Memoranda of Understanding with the superintendents and seeks approval of all teacher candidates through board approval. The coordinator communicates with each principal and teacher where teacher candidates are placed. The coordinator ensures that all teacher candidates have cleared appropriate background checks and assists the certification analyst with the WVDE student teaching and initial certification process. The coordinator keeps track electronically of all placements and maintains Livetext FEM.

Assessment Coordinator
The assessment coordinator works closely with the LiveText coordinator to track and monitor data. The coordinator facilitates fall and spring assessment meetings and monitors the continuous improvement chart. The coordinator attends CAEP meetings and conferences and participates in CAEP webinars. The coordinator is instrumental in
preparing accreditation reports. The coordinator keeps current on WVDE policies and their effect on the program.

**Faculty**
Within the Education Division, there are seven faculty members, including the division chair. Six faculty members comprise the EPP’s faculty. One faculty member is the program coordinator for the child development programs. The child development programs do not lead to licensure and their students do not have the same requirements as the elementary education candidates. Faculty teach, advise, participate in all stakeholder meetings, work on accreditation, serve on college committees and recruit.

**Certification Analyst**
The certification analyst ensures candidates receive student teaching permits and certification at completion of the program. Other duties include: ensuring transcript analysis is done for transfers students, updates files and records for Admission to Program and Admission to Student Teaching, completes some required reports, advising, and recruiting.

**Administrative Assistant**
Assists the EPP chair and faculty in numerous ways including helping to monitor budget, taking minutes, preparing contracts, communicating with constituents, preparing paperwork including travel paperwork.

**Livetext Coordinator**
The Livetext Coordinator oversees Livetext by setting up the courses in Livetext each semester and answering questions pertaining to Livetext from faculty and staff.

**Partnerships Education Center Coordinator**
The coordinator administrates all activities pertaining to the PEC. Activities include purchasing resources, hiring and scheduling student workers, updating equipment as needed, and keeping inventory of PEC resources.

**Professional Development Schools Coordinator**
The PDS coordinator administrates all activities related to the PDS grant. Activities include writing any required reports, monitoring the budget, communication with PDS partners, administrating Partnerships schools mini-grants, and planning all PDS events.

**SNAP-ED Coordinators**
The SNAP-ED coordinators administrate all activities related to the SNAP-ED grant. Activities include writing any required reports, monitoring the budget, communication with schools and SNAP-ED representatives, administrating mini-grants, and planning all SNAP-ED events.
**Teacher Education Review Panel**
The Teacher Education Review Panel (TERP) is comprised of the EPP’s chair and faculty, an adjunct faculty member, Advisory Council of Teachers representative and the certification analyst. The TERP meets each semester to admit candidates to program and to student teaching. The certification analyst facilitates this meeting and has checked to be sure all candidates are ready to continue.

**Organizations and Programs Connecting the EPP with the College and Community**

The EPP is an active part of the college and community with relationships maintained through initiatives and organizations that actively involve faculty, candidates, community members, school personnel, and students. Below are specific stakeholder groups that have been established by the EPP.

**Professional Development Partnership**
The partnership includes 22 schools in a six county region. Seven of those schools are considered Professional Development Schools (PDS) while the remaining schools are considered partner schools. Specific upper level education courses are taught at PDS schools. Each school has a representative on the Advisory Council of Teachers. Placements for pre-admission education courses and student teaching are in any of the schools in the partnership.

**Educational Program Provider Advisory Council (EPPAC)**
The West Virginia Department of Education (WVDE) in Policy 5100: Preparing Educational Personnel, asks that each institution of higher education that offers an educational preparation program have an Educational Personnel Preparation Advisory Committee (EPPAC) which consists of representatives from university-based educators, public school administrators, candidates, community representatives, and school-based educators. The liaison to the institution from the WVDE will serve in a nonvoting role. EPPAC serves as an advisory body to the chair of the education division in developing and reviewing all programs and policies for the preparation of educational personnel at WVU at Parkersburg. The EPPAC meets once a semester and reviews matters pertaining to preparation and licensure.

**Principal’s Advisory Council (PAC)**
The purpose of the Principal’s Advisory Council (PAC) is to work in conjunction with the principals to ensure that effective partnerships and high-quality clinical practice are central to preparation of teacher candidates. Each partnership school’s principal is a member of the PAC. The PAC helps to arrange clinical placements and shares responsibility with the EPP for continuous improvement of candidate preparation. Memoranda of Understanding are in place with each partnership school with common expectations by all stakeholders. A meeting is held each semester.
Advisory Council of Teachers (ACT)
The Advisory Council of Teachers (ACT) is comprised of one representative from each of the partner schools that “house exclusively” a course in the education program at WVU at Parkersburg. Members of the Advisory Council of Teachers assist in the following areas:

- Help establish mutually agreeable expectations for candidate entry, preparation, and exit
- Provide advice on how to link theory and practice
- Help maintain coherence across clinical and academic components of preparation
- Help co-construct mutually beneficial clinical experiences with sufficient depth, breadth, diversity,
- coherence and duration to ensure that candidates impact students’ learning
- Participate in co-constructing and revising assessments
- Participate in validating assessments
- Participate in an online community as needed
- Communicate with the faculty and administration from their schools concerning events at WVU at Parkersburg

Alumni Advisory Council (AAC)
The Alumni Advisory Council (AAC) is comprised of alumni representing different demographics with a focus on assessing the effectiveness of WVU at Parkersburg graduates and their impact on student learning. The alumni group consists of WVUP education alumni who have graduated within the last four years and are teaching in a P-12 classroom. New graduates are added to the group each year and graduates that are more than four years pa

Student Organizations

WVU at Parkersburg offers multiple extracurricular organizations for students to develop leadership skills. Two of these organizations are specific to the education program, Kappa Delta Pi and the International Literacy Association.

Kappa Delta Pi (KDP), International Honor Society in Education, is a membership organization founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. KDP membership is a lifelong connection to an international network of exceptional educators working in various levels of education, including some of today’s top thinkers and practitioners in education, all dedicated to providing quality education for all.

Kappa Delta Pi Sigma Omega Chapter of WVU Parkersburg initiates members each semester. Membership is by invitation to education majors with a minimum of a 3.0 GPA. The membership supports Literacy Alive, professional development for teacher candidates, as well as receptions for students being admitted to the program and elementary education graduates each semester.
**International Literacy Association** advocates that Literacy is essential: It creates more dynamic societies, prosperous economies, and meaningful lives. ILA is dedicated to ending illiteracy for the nearly 800 million people in the world who can't read or write, and ILA is committed to providing educators like you with the resources and support you need for your students' success—including valuable ideas, inspiration, and connection to a like-minded community of literacy leaders.

**International Literacy Association at WVU Parkersburg** sponsors two Scholastic Book Fairs during each academic school year for the purpose of donating books to our graduating seniors in elementary education, donate children’s books to the Child Development School based supervisors. The purpose of the organization is to support children’s literacy helping to create lifelong readers.
Standards and Accreditation

The West Virginia Board of Education states in *Policy 5100 Approval of Educator Preparation Programs* that an educator preparation program of study should be based on state adopted and national program and national program objective standards. All educator preparation programs in WV are aligned with the WV Professional Teaching. These standards are based on the work of Linda Darling-Hammond and John Bransford, in *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (2005), the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards (NBPTS), the International Society for Technology in Education (ISTE) standards as well as other states' standards and West Virginia's Frameworks for High Performing 21st Century Classrooms, Schools and School Systems. West Virginia's standards were also based on the work of Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching* (2007).

Policy 5100 also states that all educator preparation providers will be nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). The education program at WVU at Parkersburg has been nationally accredited through the National Council for the Accreditation of Teacher Education (NCATE) since 1998. In 2013, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) consolidated to form the Council for the Accreditation of Educator Preparation (CAEP). The EPP now is aligned to and must meet CAEP standards.

The elementary education program received national recognition by CAEP using the 2007 Association of Childhood Education International (ACEI) standards in 2017. Program curriculum and assessments are also aligned to these standards.

**West Virginia Professional Teaching Standards**

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional development.

Professional teaching standards provide a common language that describes what teacher needs to know and be able to do. The curriculum for West Virginia higher education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards.

These professional teaching standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teachers must know and be able to do:
Standard 1: Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content skills and tools and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century learning skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Function 1A: Core Content – The teacher has a deep knowledge of the content and its interrelatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.

Function 1B: Pedagogy – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.

Function 1C: Setting Goals and Objectives for Learning – The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.

Function 1D: Designing Instruction – The teacher designs instruction that engages student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.

Function 1E: Student Assessments – The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.
Standard 2: The Learner and the Learning Environment
The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a philosophical understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment—the activities and tasks, the materials and the student groupings—to assure student learning. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students’ misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Function 2A: Understanding intellectual/cognitive, social, and emotional development – The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

Function 2B: Creating an environment of respect and rapport – The teachers show their respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

Function 2C: Establishing a culture for learning – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

Function 2D: Implementing classroom procedures – The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.

Function 2E: Managing student behaviors – The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.

Function 2F: Organizing the learning environment – The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

Standard 3: Teaching
The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.
The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment for learning practices, thus enabling students to self-assess and set their own goals.

Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

**Function 3A: Importance of Content** – The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

**Function 3B: Communicating with Students** – The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

**Function 3C: Questioning and Discussion Techniques** – The teacher practices quality questioning techniques and engages students in discussion.

**Function 3D: Student Engagement** – The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

**Function 3E: Use of Assessments in Instruction** – The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.

**Function 3F: Demonstrating Flexibility and Responsiveness** – The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”

**Standard 4: Professional Responsibilities for Self-Renewal**
The teacher persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other’s practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice, be supported by colleagues in engaging in that practice, and significantly contribute to the learning of others as members of a professional learning community. Teachers contribute to the teaching profession through the implementation of practices that improve teaching and learning.

**Function 4A: Professional Learning** – The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.

**Function 4B: Professional Collaborative Practice** – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.

**Function 4C: Reflection on Practice** – The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.
Function 4D: Professional Contribution – *The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.*

**Standard 5: Professional Responsibilities for School and Community**

The teacher’s primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher’s professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

**Function 5A: School Mission** – *The teacher works collaboratively with the principal and colleagues to develop and support the school mission.*

**Function 5B: School-wide Activities** – *The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.*

**Function 5C: Learner-Centered Culture** – *The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.*

**Function 5D: Student Support Systems** – *The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.*

**Function 5E: Student Management Systems** – *The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.*

**Function 5F: School, Family and Community Connections** – *The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.*

**Function 5G: Strategic Planning/Continuous Improvement** – *The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement.*

**Function 5H: Teacher Leadership** – *The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.*

**Function 5I: Ethical Standards** – *The teacher models the ethical standards expected for the profession in the learning environment and in the community.*

*Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.*
The INTASC Model Core Teaching Standard (April 2011)

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

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

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

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

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Empowered Professional 1. Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators: a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. b. Pursue professional interests by creating and actively participating in local and global learning networks. c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators: a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators: a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. d. Model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators: a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. c. Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally. d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as cocollaborators in student learning.

5. Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators: a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
6. Facilitator Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators: a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators: a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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Council for the Accreditation of Educator Preparation Standards (CAEP)

Standard 1: Content and Pedagogical Knowledge  The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

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

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

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

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

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

Standard 2: Clinical Partnerships and Practice  The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Partnerships for Clinical Preparation

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

Clinical Educators

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

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

Standard 3: Candidate Quality, Recruitment, and Selectivity The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

Plan for Recruitment of Diverse Candidates Who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

Selection at Completion

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

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

Standard 4: Program Impact

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

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

Satisfaction of Completers

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

Standard 5: Provider Quality Assurance and Continuous Improvement

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

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

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

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes.

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

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

Association Childhood Education International Standards

Development, learning and motivation

1.1 Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Curriculum standards

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of
inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Instruction Standards

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment for instruction

4.1 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Practices and behaviors of developing career teachers

5.1 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.
5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.
Dispositions
In addition to the academic standards required for admission and retention in teacher education, dispositions must also be met. Dispositions are distinguished from academic standards as the attitudinal abilities required for satisfactory completion of all aspects of the elementary education program and at graduation. The dispositions assessment is used throughout the educational program to assist the candidate in understanding the critical dispositions that will support their efforts to be effective educators. These dispositions are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Critical Dispositions Indicators and are aligned to the WVU Parkersburg philosophical framework and the West Virginia Professional Teaching Standards.

The dispositions rubric will be assessed as a part of the Admission to Teacher Education Program application process. Candidates will also be assessed for Admission to Student Teaching and at the conclusion of the Student Teaching experience.

Disposition 1: Respect
Element 1.1 – The teacher candidate respects learners. (InTASC Dispositions 1j, 2l, 2n)
Element 1.2 – The teacher candidate respects others. (InTASC Dispositions 3q, 3r, 8q)
Element 1.3 – The teacher candidate respects learning. (InTASC Dispositions 3o, 5r)
Element 1.4 – The teacher candidate respects diversity. (InTASC Dispositions 1h, 2m, 7n)

Disposition 2: Responsiveness
Element 2.1 – The teacher candidate is responsive to learners’ needs. (InTASC Dispositions 3p, 5s)
Element 2.2 – The teacher candidate is responsive during teaching. (InTASC Dispositions 7q, 8p, 8s)
Element 2.3 – The teacher candidate is responsive to the use of assessment techniques. (InTASC Dispositions 1i, 6r, 6u)

Disposition 3: Reflection
Element 3.1 – The teacher candidate reflects on his/her biases. (InTASC Dispositions 4q, 9m)
Element 3.2 – The teacher candidate reflects on his/her teaching practices. (InTASC Dispositions 9l)
Element 3.3 – The teacher candidate reflects on his/her application of content knowledge. (InTASC Dispositions 4o, 4p, 5q)
Element 3.4 – The teacher candidate reflects on the need for lifelong learning. (InTASC Dispositions 9n, 10t)

Disposition 4: Collaboration
Element 4.1 – The teacher candidate values collaboration with learners. (InTASC Dispositions 3n, 6q)
Element 4.2 – The teacher candidate values collaboration with colleagues. (InTASC Dispositions 1k, 7o)
Element 4.3 – The teacher candidate values collaboration with families. (InTASC Dispositions 3n, 10q)
Disposition 5: Commitment

Element 5.1 – The teacher candidate is committed to improving student learning through appropriate planning. (InTASC Dispositions 7e)

Element 5.2 – The teacher candidate is committed to improving student learning through mastery of content. (InTASC Dispositions 4r, 5q)

Element 5.3 – The teacher candidate is committed to improving student learning through appropriate teaching practices. (InTASC Dispositions 6s, 6t, 6v)

Element 5.4 – The teacher candidate is committed to improving student learning through appropriate use of technology. (InTASC Dispositions 8r)

Element 5.5 – The teacher candidate is committed to strengthening the profession. (InTASC Dispositions 9o, 10p, 10s)

Element 5.6 – The teacher candidate is committed to projecting a professional image. (InTASC Dispositions 10r)
Part II Program
Gateways
Candidates in the EPP are assessed at several points as they transition through their programs of study. Transition gateways are the following: Admission to the University, Admission to the Education Program, Admission to Student Teaching, Graduation, and Certification. The following chart lists requirements of each gateway.

I. PROCEDURES FOR MONITORING CANDIDATE’S PROGRESS

Candidates’ progress is formally monitored at each transition point. The monitoring procedures are the following:

A. Procedures for Monitoring Candidates’ Progress

Gateway 1: Admission to the University

1) The student applies to the WVU at Parkersburg’s Office of Admissions. Upon acceptance, the Records Office identifies the student as a pre-education major.

2) Pre-Education majors are assigned an EPP advisor and are advised to follow the elementary education GPS or course of study. (See Appendix D). After the initial registration upon entry to the university, pre-education majors must be formally advised twice a year.

3) The candidate is advised to take EDUC 100 Introduction to Education during their first semester and must receive a C or higher in the course. Candidates are introduced to the Teacher Education Handbook, the Dispositions Rubric and all facets of the education program including writing their plan for service learning hours that will be completed before admission to the program.

4) The candidate must also pass a background check for EDUC 100 and maintain a 3.0
GPA with no grade below a C.

5) The candidate will be assigned a Livetext/Livetext Field Experience Module account in EDUC 100 Introduction to Education and will have access to this account until graduation.

**Gateway 2: Admission and Retention to the Education Program**

1) Candidates must submit an application prior by March 1 or October 1, the semester they want to apply.

2) To be admitted, candidates must have:
   - Completed 58 credit hours
   - Achieved a 3.0 GPA in three areas: overall GPA, courses with an EDUC prefix, and in all courses listed on the GPS with no grade below a C
   - Passed the CASE Praxis Tests
   - Completed 75 hours of service learning
   - Completed EDUC 100, 200, and 300 including 20 hours of field experience with each course
   - Passed a background check
   - Completed EDUC 108 Educational Technology, ENG 101 and 102 Composition 1 and 2, COMM 111 Basic Speech, MATH 121 Introduction to Math or higher and PSYCH 241 Human Growth and Development with a C or higher
   - Dispositional Assessment completed with a rating of “novice” or higher on each indicator
   - Recommendation by the Teacher Review Panel after viewing Admission to Program Performance Assessment

3) The Certification Analyst verifies the satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel for formal admission into the education program as an education major.

4) The Certification Analyst sends each applicant a letter informing the applicant of their status.

5) Letters of Acceptance into the Education Program are mailed to the candidates. Letters of denial are mailed to those who did not meet the requirements specifying which requirements need to be met and advising them to schedule a meeting with the chair of the Education Division. Candidates that are not admitted, are not allowed to take any upper-level classes with an EDUC prefix.

6) Candidate information is updated in their file in the division office, in the certification analyst’s database and in Banner.

**Gateway 3: Admission to Student Teaching**

1) Candidates must submit an application prior by March 1 or October 1, the semester they want to apply.

2) To be admitted, candidates must have:
   - Completed all coursework
   - Achieved a 3.0 GPA in three areas: overall GPA, courses with an EDUC prefix, and in all courses listed on the GPS with no grade below a C
   - Passed all state required Praxis tests
   - Completed 25 professional development hours including the Zaner-Bloser Handwriting course, ETS ProEthica modules, CAEP Family Engagement modules, and Safe Schools modules
• Dispositional Assessment completed with a rating of “novice or proficient” or higher on each indicator
• Recommendation by the Teacher Review Panel after viewing Admission to Student Teaching Performance Assessment
• Obtained WV Department of Education Student Teaching Permit

3) If a candidate wants to complete one of the specializations, the candidate must have:
   • Passed all state required Praxis tests
   • Achieved a 3.0 GPA in all courses required for the specialization with no grade below a C.

4) The Certification Analyst verifies the satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel for formal admission into student teaching.

5) The Certification Analyst sends each applicant a letter informing the applicant of their status.

6) Letters of Acceptance into student teaching are mailed to the candidates. Letters of denial are mailed to those who did not meet the requirements specifying which requirements need to be met and advising them to schedule a meeting with the chair of the Education Division. Candidates that are not admitted, are not allowed to student teach.

7) Candidate information is updated in their file in the division office, in the certification analyst’s database and in Banner.

8) All Student Teaching Permit paperwork is submitted by the certification analyst.

**Gateway 4: Graduation and Certification**

1) Candidate’s progress during student teaching is continually monitored and assessed by the university-based supervisor and school-based supervisor for required completion of outcomes as assessed by Disposition Assessment, the West Virginia Evaluation Rubrics for Teachers, the Content Performance Assessment and the WV Teacher Performance Assessment submission.

2) The Certification Analyst verifies the completion of all requirements for student teaching by auditing all files for required forms and assessment data. These files are maintained in the Certification Analyst database and Livetext.

3) Any candidate that does not receive a rating of “Proficient” on every indicator on the Dispositions assessment and a rating of “Emerging” on every indicator of the West Virginia Evaluation Rubrics for Teachers and Content Performance Assessments and the West Virginia Performance Assessment will not pass that student teaching placement.

**Gateway 5: Recommendation for Graduation**

1) The candidate submits to the Records Office, a Graduation Application the semester prior to graduation.

2) Sixteen of the last thirty-two hours must be completed in residence including EDUC 401L.

3) The candidate must have completed 120 approved program credit hours with a 3.0 GPA with at least 45 credit hours as upper division courses.

4) The candidate must have completed at least 30 hours at WVUP.
5) All general regulations for graduation at WVUP must be met.
6) Student teaching must have been successfully completed.

Gateway 6: Recommendation for Certification

1) The graduate submits an application for certification.
2) All licensure tests must have been passed.
3) The graduate must:
   • Have earned a BA in Elementary Education.
   • Have completed a supervised student teaching experience.
   • Be 18 years of age, and intellectually, emotionally, physically qualified to perform the duties of a teacher.
   • Comply with WV Board of Education regulations for certification.
   • Have passed a criminal background check.
   • Be recommended for certification by Chair of Education Division.
   • Be a US citizen or have filed a declaration of intent to be a citizen.
   • Have completed an application along with a signed Verification of Program Completion is submitted to West Virginia Department of Education.
Part III Dispositions and Remediation
Dispositions
Procedures and Policies
The dispositions assessment is used throughout the educational program to assist the candidate in understanding the critical dispositions that will support their efforts to be effective educators. These dispositions are based on the InTASC Critical Dispositions Indicators.

Implementing the Dispositions Assessment Prior to Admission to Program
Candidates will be introduced to the dispositions procedures during EDUC 100. All candidates will be provided with a copy of the procedures and the Dispositions Rubric at that time. Candidates will self-evaluate using the Dispositions Rubric during EDUC 100.

The instructor of EDUC 300 will complete the Dispositions Rubric at the completion of EDUC 300 and record the scores for each candidate in LiveText. Candidates will complete the Dispositions Rubric and include it in their Admission to the Teacher Education Program application packet. All candidates should score the rating of “Novice” by Admission to the Program on all indicators.

The Teacher Education Review Panel will review the Dispositions Rubrics completed by the instructor of EDUC 300 and the candidate. A Plan of Remediation may result in an “Opportunity for Improvement” on the Dispositions Rubric. Candidates who receive two or more “Opportunity for Improvement” ratings will complete a Plan of Remediation for each deficient area. A Plan of Remediation that is not met will result in provisional admission to the teacher education program. The deficient dispositional areas will need to be remediated within one semester after admission. Failure to remediate may result in dismissal from the education program.

Implementing the Dispositions Assessment After Admission to Program
If an instructor in an education or strategies course observes that a candidate is not exhibiting a disposition at the “Novice” level, a Plan of Remediation may result and a Plan of Remediation will be developed. A Plan of Remediation that is not met may result in denial of admission to student teaching.

The university-based supervisor of EDUC 401 will complete the Dispositions Rubric at the completion of EDUC 401 and record the scores for each candidate in LiveText. Candidates will complete the Dispositions Rubric and include it in their Admission to Student Teaching application packet.

The Teacher Education Review Panel will review the Dispositions Rubric completed by the university-based supervisor of EDUC 401 and the candidate. A Plan of Remediation may result in an “Opportunity for Improvement” on the Dispositions Rubric. An “Opportunity for Improvement” on the rubric will result in a Plan of Remediation. A Plan of Remediation that is not met will result in candidate taking EDUC 350 Special Practicum in Teaching during the following semester. The deficient dispositional areas will need to be remediated within that semester. The university-based supervisor of EDUC 350 will complete the Dispositions Rubric at the completion of EDUC 350 and record the scores for
each candidate in LiveText. All candidates should score the rating of “Novice” or “Proficient” by Admission to Student Teaching on all indicators. If deficiencies are not remediated in EDUC 350, the decision to admit to student teaching is at the discretion of the chair and the Teacher Education Review Panel.

During the final student teaching placement, the university based supervisor will complete the Dispositions Rubric and record the scores in LiveText. The university based supervisor should confer with the school based supervisor prior to completing the Dispositions Rubric. The supervisor will discuss the scores with the teacher candidate. A Student Teacher Assistance Team (STAT) meeting will be held for any dispositional deficiencies exhibited during student teaching. Candidates should score a rating of “Proficient” by the completion of the second student teaching placement on all indicators. Candidates that receive less than a rating of “Proficient” on any indicator will be required to return and complete a third student teaching placement.

Remediation and Appeal
Candidates receiving one “Opportunity for Improvement” in any professional disposition may not be allowed admission or may not be allowed to progress through the program. Candidates will be notified of deficiencies by the Chair of the Education Division and a Plan of Remediation form will be completed. Deficiencies exhibited during student teaching will be addressed with a Plan of Remediation and subsequent Student Teacher Assistance Team Meeting if needed. Candidates who receive two or more “Opportunity for Improvement” ratings will complete a Plan of Remediation for each deficient area with the Chair of the Education Division and the evaluator. This plan will provide guidance for improvement and remediation of the deficient dispositions. If the disposition deficiency is not remediated, the candidate may not be allowed to progress through the program. A candidate denied progression in the program has the right to file an appeal with the Vice President of Student and Academic Affairs.
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<thead>
<tr>
<th>When</th>
<th>How</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 100</td>
<td>Informed of Dispositions policy and rubric</td>
<td>EDUC 100 Instructor</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>Completes the Dispositions Rubric and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Program</td>
<td>EDUC 300 Instructor</td>
</tr>
<tr>
<td>Admission to Program</td>
<td>Completes the Dispositions Rubric and submits it with Admission to the Teacher Education Application packet</td>
<td>Candidate</td>
</tr>
<tr>
<td></td>
<td>Reviews EDUC 300 instructor’s Dispositions Rubric scores and candidate’s scores</td>
<td>Teacher Education Review Panel</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>Completes the Dispositions Rubric and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Student Teaching</td>
<td>EDUC 401 Instructor</td>
</tr>
<tr>
<td>Admission to Student Teaching</td>
<td>Completes the Dispositions Rubric and submits it with Admission to Student Teaching Application packet</td>
<td>Candidate</td>
</tr>
<tr>
<td></td>
<td>Reviews EDUC 401 instructor’s Dispositions Rubric scores and candidate’s scores</td>
<td>Teacher Education Review Panel</td>
</tr>
<tr>
<td>Second Student Teaching Placement</td>
<td>Completes the Dispositions Rubric, discusses with candidate and submits scores in LiveText</td>
<td>Second Placement Student Teacher University-Based Supervisor</td>
</tr>
<tr>
<td>EDUC 350 Special Practicum in Teaching (Only completed here if a student is placed in this remediation course)</td>
<td>Completes the Dispositions Rubric and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Student Teaching or continuation in Student Teaching depending on point of remediation</td>
<td>University-Based Supervisor</td>
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**DISPOSITION 1: Respect**

**ELEMENT 1.1: The teacher candidate respects learners.** InTASC Dispositions 1j, 2l, 2n

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<tr>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>NOVICE</th>
<th>OPPORTUNITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The teacher candidate:
- Demonstrates the belief that all students can learn and achieve.
- Persist in helping the learners reach their potential.
- Assists in helping the learners to value each other.

**ELEMENT 1.2: The teacher candidate respects others.** InTASC Dispositions 3q, 3r, 8q

<table>
<thead>
<tr>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>NOVICE</th>
<th>OPPORTUNITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

The teacher candidate:
- Observes and listens in a thoughtful and responsive way.
- Communicates respectfully using a variety of forms of communication.
- Fosters respectful communication among all members of the learning community.

**ELEMENT 1.3: The teacher candidate respects learning.** InTASC Dispositions 3o, 5r

<table>
<thead>
<tr>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>NOVICE</th>
<th>OPPORTUNITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The teacher candidate:
- Values the acquisition of knowledge.
- Establishes a climate of learning in the classroom.
- Values knowledge outside his/her content area.

**ELEMENT 1.4: The teacher candidate respects diversity.** InTASC Dispositions 1h, 2m, 7n

<table>
<thead>
<tr>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>NOVICE</th>
<th>OPPORTUNITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The teacher candidate:
- Values the acquisition of knowledge.
- Establishes a climate of learning in the classroom.
- Demonstrates a lack of respect for knowledge and learning.
<table>
<thead>
<tr>
<th>DISPOSITION 2: RESPONSIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT 2.1:</strong> The teacher candidate is responsive to learners’ needs. InTASC Dispositions 3p, 5s</td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____Demonstrates flexibility by adapting to new situations specifically with respect to learners</td>
</tr>
<tr>
<td>_____Commits to supporting learners as they engage in purposeful learning.</td>
</tr>
<tr>
<td>_____Values flexible learning environments that encourage learner discovery and expression across content areas.</td>
</tr>
</tbody>
</table>

| **ELEMENT 2.2:** The teacher candidate is responsive during teaching. InTASC Dispositions 7q, 8p, 8s |
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____Values flexibility in the teaching process. | _____Values flexibility in the teaching process. | _____Values flexibility in the teaching process. | |
| _____Demonstrates a belief that plans must be open to adjustment based on learners’ needs and/or assessment results. | | | |

| **ELEMENT 2.3:** The teacher candidate is responsive in the use of assessment techniques. InTASC Dispositions 1i, 6r, 6u |
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____Takes responsibility for aligning assessment with learning goals. | _____Takes responsibility for aligning assessment with learning goals. | _____Takes responsibility for aligning assessment with learning goals. | |
| _____Commits to using learners’ strengths as opportunities for growth, and their misconceptions as opportunities for learning. | _____Commits to using learners’ strengths as opportunities for growth, and their misconceptions as opportunities for learning. | | |
| _____Commits to making accommodations in assessment and testing conditions, especially for learners with disabilities. | | | |

<table>
<thead>
<tr>
<th>DISPOSITION 3: REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT 3.1:</strong> The teacher candidate reflects on his/her potential for biases. InTASC Dispositions 4q, 9m</td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>ELEMENT 3.2: The teacher candidate reflects on his/her teaching practices. InTASC Dispositions 9l</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____Reflects on his/her teaching practices or the teaching practices of others.</td>
</tr>
<tr>
<td>_____Analyzes his/her teaching practices to improve planning and practice.</td>
</tr>
<tr>
<td>_____ Acts on analysis of teaching to improve planning and practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT 3.3: The teacher candidate reflects on his/her application of content knowledge. InTASC Dispositions 4o, 4p, 5q</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving.</td>
</tr>
<tr>
<td>_____Explores how to use disciplinary knowledge as a lens to address local and/or global issues.</td>
</tr>
<tr>
<td>_____Appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT 3.4: The teacher candidate reflects on the need for lifelong learning. InTASC Dispositions 9n, 10t</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____Embraces the challenge of continuous improvement and change.</td>
</tr>
<tr>
<td>_____Keeps abreast of new ideas and understanding in the field.</td>
</tr>
<tr>
<td>_____Continuously seeks opportunities to draw upon current education policy and research and reflects to improve practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPOSITION 4: COLLABORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT 4.1: The teacher candidate values collaboration with learners. InTASC 3n, 6q</strong></td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate:</td>
</tr>
</tbody>
</table>
______ Demonstrates the ability to solve problems with their own classmates.
______ Seeks to work with learners in meeting challenging goals.
______ Seeks to develop each learners’ capacity to communicate about their own learning.

| ELEMENT 4.2: The teacher candidate values collaboration with colleagues. InTASC Dispositions 1k, 7o |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____ Demonstrates a willingness to use input from others. | _____ Demonstrates a willingness to use input from others. | _____ Demonstrates a willingness to use input from others. | _____ Does not demonstrate a willingness to use input from others. |
| _____ Works together with colleagues to meet challenging goals. | _____ Works together with colleagues to meet challenging goals. | | |
| _____ Takes the initiative to develop her/his own skills through interactions with colleagues that enhance practice and support learning. | | | |

| ELEMENT 4.3: The teacher candidate values collaboration with families. InTASC Dispositions 3n, 10q |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____ Demonstrates a respect for differences in families. | _____ Demonstrates a respect for differences in families. | _____ Demonstrates a respect for differences in families. | _____ Does not appear to value differences in families. |
| _____ Seeks to work together with families to create a positive learning environment. | _____ Seeks to work together with families to create a positive learning environment. | | |
| _____ Takes the initiative to collaborate with families to meet challenging goals. | | | |

<table>
<thead>
<tr>
<th>DISPOSITION 5: COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENT 5.1: The teacher candidate is committed to improving student learning through appropriate planning. InTASC Dispositions 7p</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>ADVANCED 3</td>
</tr>
<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____ Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning.</td>
</tr>
<tr>
<td>_____ Takes professional responsibility to use short-term planning as a means of assuring student learning.</td>
</tr>
<tr>
<td>_____ Takes professional responsibility to use long-term planning as a means of assuring student learning.</td>
</tr>
</tbody>
</table>

| ELEMENT 5.2: The teacher candidate is committed to improving student learning through mastery of content. InTASC Dispositions 4r, 5q |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____ Displays a commitment to work towards his/her own mastery of disciplinary content and skills | _____ Displays a commitment to work towards his/her own mastery of disciplinary content and skills | _____ Displays a commitment to work towards learners’ mastery of disciplinary content and skills | _____ Displays a lack of commitment to their own mastery of disciplinary |
| | | | |
| **Element 5.3:** The teacher candidate is committed to improving student learning through appropriate teaching practices. InTASC Dispositions 6s, 6t, 6v |
|---|---|---|---|
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| ____Displays a commitment to becoming competent with instructional skills including classroom management. | ____Displays a commitment to becoming competent with instructional skills including classroom management. | ____Displays a commitment to becoming competent with instructional skills. | ____Displays a lack of interest and enthusiasm in the teaching profession. |
| ____Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth. | ____Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth. | | |
| ____Commits to using timely descriptive feedback to learners on their progress. | | | |

| **ELEMENT 5.4:** The teacher candidate is committed to improving student learning through the appropriate use of technology. InTASC Dispositions 8r |
|---|---|---|---|
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| ____Displays a commitment to becoming competent with the appropriate use of technology. | ____Displays a commitment to becoming competent with the appropriate use of technology. | ____Displays a commitment to becoming competent with the appropriate use of technology. | ____Displays a lack of interest and/or a fear in the use of technology. |
| ____Demonstrates a commitment to using technology during instruction. | ____Demonstrates a commitment to using technology during instruction. | | |
| ____Demonstrates a commitment to using technology to assist with assessment. | | | |

| **ELEMENT 5.5:** The teacher candidate is committed to strengthening the profession. InTASC Dispositions 9o, 10p, 10s |
|---|---|---|---|
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| ____Displays a commitment to understanding the expectations of the profession and code of ethics. | ____Displays a commitment to understanding the expectations of the profession and code of ethics. | ____Displays a commitment to understanding the expectations of the profession and code of ethics. | ____Displays a lack of commitment to understanding the expectations of the profession. |
| ____Displays a commitment to strengthening the profession by displaying an understanding of relevant law and policy. | ____Displays a commitment to strengthening the profession by displaying an understanding of relevant law and policy. | | |
| ____Shares responsibility for shaping and supporting of mission of his/her school as one of advocacy for learners and accountability for their success. | | | |

| **ELEMENT 5.6:** The teacher candidate is committed to projecting a professional image. InTASC Dispositions 10r |
|---|---|---|---|
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate projects a professional image by meeting the proficiencies under “Novice”, “Proficient”, AND | The teacher candidate projects a professional image by meeting the proficiencies under “Novice” AND exhibits sound judgement in the following areas: | The teacher candidate projects a professional image by consistently demonstrating proficiencies in the following areas: | The teacher candidate projects a lack of professionalism by showing deficiencies in one or more of the |
| ____By demonstrating a commitment to | | | |
| | | | |

The teacher candidate projects a professional image by meeting the proficiencies under “Novice” AND exhibits sound judgement in the following areas:
developing a culture of professionalism in all areas with his/her colleagues

| ___________________________ | ___________________________ | ___________________________ |
| Integrity                  | Oral communication          | following areas:          |
| Problem-solving            | Written communication       | Oral communication        |
| Tolerance                  | Physical Stamina            | Written communication     |
| Confidentiality            | Mental Stamina              |                             |
|                            | Appearance                  |                             |
|                            | Interpersonal Communications|                             |
|                            | Punctuality                 |                             |
|                            | Reliability                 |                             |

Signatures:

______________________________  ________________________________  __________________
Observer                        University Based Supervisor     Date

______________________________  ________________________________  __________________
Student Teacher                  Date

______________________________  ________________________________  __________________

Teacher Candidate Remediation Plan

Rationale for Remediation Policy:
The Remediation Plan is designed to provide a mechanism for identifying and assisting teacher candidates who exhibit characteristics or behaviors that may impede success in teaching. It is unfair to teacher candidates to allow them to progress without making them aware of characteristics that may prevent them from succeeding. The plan will make teacher candidates 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 teacher candidate and note their attempt at remediation.

Remediation Policy:
Teacher candidates who are identified by school-based supervisors or by university-based supervisors as having any of the following characteristics, conditions or behaviors will be evaluated prior to Admission to Teacher Education, Admission to Student Teaching, or during Student Teaching. Teacher candidates who have been so identified may be asked to participate in an interview prior to admission, at which time they will be informed of:

- The nature of the characteristics/conditions/behaviors identified and reasons these may impede success in teacher education as well as in teaching,
- The realities of employment in the public schools, and
- 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:
- Problem classroom performance or behaviors exhibited in any course.
- Poor evaluation by the instructor in any course.
- Negative (poor) evaluation on any field experience evaluation.
- Lack of a demonstrated ability to use standard grammar in oral and written communication
- Performance, characteristic, or behavior that indicates that the teacher candidate 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, teacher candidates 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 West Virginia Evaluation Rubrics for Teachers (WVERT) shall serve as job-relevant criteria and shall be a standard for all teacher candidates. Teacher candidates will be assessed on the basis of the objective criteria which indicate that they will be able to meet those standards.
Interview Process
University and/or school-based supervisors will complete a “Plan of Remediation.” Depending on the nature of the issue, the university/school based supervisors will either schedule an interview with the teacher candidate or schedule an interview with the teacher candidate and the chair of the education division. A plan will be developed that will lead to remediation. If the teacher candidate does not follow the plan of remediation, he/she might be asked to change majors or be dismissed from the education program.

Student Teacher Assistance Team
The Student Teacher Assistance Team will meet with teacher candidates that exhibit behaviors that require a remediation plan. This team is composed of the chair of the education division, the teacher candidate, the university-based supervisor, the school-based supervisor (if needed), and the field placement coordinator. A plan will be developed that will lead to remediation. If the teacher candidate does not follow the plan of remediation, he/she might be removed from student teaching. (More information concerning the STAT can be found in the last section of this handbook, Part VII: Student Teaching).

Appeals Process:
Should the teacher candidate not agree with the decision of the interview panel, the following process of appeal may be followed:
Step 1: The teacher candidate may appeal within 10 working days to the chair of the education division.
Step 2: Should the teacher candidate not find satisfaction at the level of the chair, he/she may appeal within 10 working days to the vice president of academic affairs whose decision is final.
I have observed the above named teacher candidate in the elementary education program. I have noted the following factor(s) that may indicate that the student will require a Remediation Plan:

Indicate Course:________________________ Semester:________________________

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to follow policies and/or procedures</td>
<td>Disposition Rubric indicates there is an Opportunity for Improvement in:</td>
</tr>
<tr>
<td>Poor performance in the field experience</td>
<td>Respect</td>
</tr>
<tr>
<td>Performance, characteristics, or behavior that are incompatible with expectations for success as a teacher.</td>
<td>Responsiveness</td>
</tr>
<tr>
<td>Lack of ability to use standard grammar in written and/or oral communication</td>
<td>Reflection</td>
</tr>
<tr>
<td>Other</td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>Commitment</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Remediation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area(s) of Remediation</td>
</tr>
<tr>
<td>1)</td>
</tr>
</tbody>
</table>

Follow-Up Meeting/Action:

2)  

1) Faculty Member’s Signature  
2) Faculty Initials  
1) Student’s Signature  
2) Student Initials

1) Date  
2) Date  
1) Date  
2) Date

**Note:** Student’s signature signifies the student has seen and 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.
Part IV Field Placement
Partnership Project
The Partnerships Project at WVU at Parkersburg has agreements with 22 schools in six counties of our service area. Four middle schools are also in the partnership in order to meet the needs of middle school specialization students. The education program believes that the expansion of the partnership is nearing completion. To address the diverse population, the partnership also includes the Boys & Girls Club of Parkersburg and the Boys & Girls Club of Pleasants County. All teacher candidates are placed in partnership schools. Participating partnership schools include the following:

- Belmont Elementary – Pleasants County
- Blennerhassett Middle School – Wood County
- Edison Middle School – Wood County
- Fairplains Elementary – Wood County
- Hamilton Middle School – Wood County
- Harrisville Elementary – Ritchie County
- Henry J. Keiser Elementary – Jackson County
- Kanawha Elementary – Wood County
- Lubeck Elementary – Wood County
- Madison Elementary – Wood County
- Martin Elementary – Wood County
- Mineral Wells Elementary – Wood County
- Neale Elementary – Wood County
- Pleasants County Middle School – Pleasants County
- Ravenswood Elementary – Jackson County
- Ripley Elementary – Jackson County
- Ripley Middle School – Jackson County
- Spencer Elementary – Roane County
- Williamstown Elementary – Wood County
- Wirt Middle School – Wirt County
- Wirt Primary Center – Wirt County
- Worthington Elementary – Wood County

The Partnership Project includes many means of collaboration between higher education and K-12 public schools to support continuous enhancement of teacher quality and student learning. The project allows growth and renewal for school-based educators and university-based educators alike. Because of these efforts, the relationships between higher education and K-12 faculty are strong and continue to strengthen with each school year.
<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>School</th>
<th>Type of School</th>
<th>Length</th>
<th>Gateway</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 100</td>
<td>Introduction to Teacher Education</td>
<td>Field Experience – Observation</td>
<td>Partnership Schools</td>
<td>Varied</td>
<td>Pre-Admission</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Introduction to Exceptional Children</td>
<td>Field Experience – Observation and Small Group</td>
<td>Partnership Schools Special Education Placement</td>
<td>Varied</td>
<td>Pre-Admission</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>Theories of Learning</td>
<td>Field Experience – Tutoring and Small Group</td>
<td>Boys &amp; Girls Club of Parkersburg and Boys &amp; Girls Club of St. Marys</td>
<td>NA</td>
<td>Pre-Admission</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Language Arts for Teachers</td>
<td>Field Experience – Co-Teach Whole Class Instruction</td>
<td>Ripley Elementary School</td>
<td>Title I</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Teaching Reading K-6</td>
<td>Field Experience – Small Group Guided Reading</td>
<td>Madison Elementary</td>
<td>Title I</td>
<td>2 hrs./week</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Instructional Strategies in Math</td>
<td>Field Experience – Small Group and Whole Class Instruction</td>
<td>Kanawaha &amp; Worthington Elementary</td>
<td>Title I</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>EDUC 306</td>
<td>Instructional Strategies in Health/PE</td>
<td>Field Experience – Observation/Participation</td>
<td>Madison Elementary</td>
<td>Title I</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Diversity in Education</td>
<td>Field Experience – small group intervention</td>
<td>Madison Elementary</td>
<td>Title I</td>
<td>20 hrs.</td>
</tr>
</tbody>
</table>
Field Placement Policies and Procedures
A number of professional education courses have a co-requisite field experience. These experiences are designed to provide the teacher candidate with the opportunity to observe, develop and practice the skills and knowledge specified in the programs’ philosophical framework, *Architects of the Future*. All field experiences and participation in them are governed by the following policies and procedures which the teacher candidate is obligated to know and to follow.

1. **Placement** - All field placements are arranged by the field placement coordinator. Under no circumstances are teacher candidates to contact school personnel in an effort to arrange their own placement.

2. **Field Placement Location** - All field placements will be made in partnerships schools. If a teacher candidate has a special request for a field placement at some other location, it must be based on compelling need and not for frivolous reasons. In order to be considered, special requests must be made to the field placement coordinator during the first week of classes.

3. **Proof of Background Check** – No placements will be made without proof of a clear background check completed prior to beginning a practicum.

4. **Beginning of Field Placement** - When all field placements are arranged and board of education approval is received, the teacher candidate will be notified in class to report to the field placement site. The teacher candidate will be given a placement card which is to be signed by the principal and promptly returned to the college instructor by date indicated on field placement card.

5. **Time Sheet** – A time sheet will be kept for each field experience. The dates and time of each classroom visit are to be recorded. When the teacher candidate has completed the required number of hours, the time sheet is to be signed by the school-based supervisor. It is the teacher candidates’ responsibility to return the signed time sheet to the course instructor at the conclusion of the field experience. Deadlines will be announced in class.

6. **Other Documentation** - Some field experiences require the teacher candidate to submit other documentation in addition to the time sheet at the conclusion of the field experience. These documents will be discussed in class.

7. **Reflective Journal** - All field experiences require the teacher candidate to maintain a reflective journal during the experience. A dated entry for each classroom visitation is expected. Journal entries should follow the model outlined in the Posner text. **Journals are**
not to be written at the field placement site!

8. **Dress/Appearance** – Teacher candidates should dress professionally for all visit to the field experience site. While some styles of dress, pierced body parts and tattoos may be stylish, the principal and teacher who will be accepting the teacher candidate into their school may view them differently.

9. **Conduct** – The teacher candidate is a guest in someone else’s classroom. It is expected that the teacher candidate will maintain confidentiality and demonstrate high standards of ethical conduct.

10. **Removal from Placement** – The teacher candidate may be removed from a field placement at the request of the host school or by a decision of the field placement coordinator. At that time, a review of the circumstances surrounding the removal will be made. Based on the findings of that review, a determination will be made about continuation of the field placement.

11. **Failure to Complete Placement** – The teacher candidate is expected to complete the field placement per course requirements. Failure to do so will result in failure of the course.
Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES
EDUC 100
Introduction to Teacher Education

In order to enable the teacher 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 teacher candidates with school based activities and experiences in a general education setting.

1.0 FIELD EXPERIENCE OBJECTIVES:
1.0 The teacher candidate will identify personal qualities of an effective teacher.
1.1 The teacher candidate will the administrative hierarchy of a K-6 public school.
1.2 The teacher candidate will identify organizational patterns of a K-6 public school.
1.3 The teacher candidate will exhibit an emerging understanding of diverse educational needs of students.
1.4 The teacher candidate will identify examples of teacher behavior that illustrate the six areas of the philosophical framework.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:
2.0 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.
2.1 Conference with school-based educator relative to personal behavior, expectations, and completion requirements.
2.2 Conduct an interview with the school-based educator relative to the InTASC Principles.
2.3 Perform activities appropriate for the teacher candidate's novice status as assigned by the school-based educator.
2.4 Maintain a documentation folder for all reports or other verification data within the classroom.
2.5 The teacher candidate will complete a written summary of the field experience. The teacher candidate is responsible for returning a completed time sheet and the field experience summary to the university supervisor in a timely manner.
2.6 Adhere to all school policies, rules, and regulations.
2.7 Interact positively with teachers, students, parents and other school personnel.
2.8 To submit information through LiveText as required.
2.9 Show proof of cleared background check.
3.0 SCHOOL-BASED EDUCATOR RESPONSIBILITIES:
3.0 Welcome the teacher candidate as a member of the educational community in a manner to enhance rapport.
3.1 Conference with the teacher candidate concerning schedule, participation and other expectations.
3.2 Allows teacher candidate to perform activities appropriate for the candidate's novice status.
3.3 Serve as a resource for the teacher candidate's exploration of the profession.
3.4 Endorse time sheets and complete evaluation forms.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:
4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
4.1 Check teacher candidate documentation folders for completion and verification of hours in the field experience and complete field experience summary.
4.2 Maintain open communication with teacher candidate pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:
5.0 Submit teacher candidate names to county central office for approval.
5.1 Initiate contact with building principals.
5.2 Maintain open communication between the Education Department, principals and teachers.
5.3 Maintain records of teacher candidate field experiences.
FIELD EXPERIENCE OBJECTIVES
EDUC 200
Introduction to Exceptional Children

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of Education 200 of West Virginia University Parkersburg’s teacher preparation program has as one of its primary objectives providing teacher candidates with school based activities and experiences in a special education setting.

1.0 OBJECTIVES:
1.0 The teacher candidate will identify examples of accommodations/modifications to placement options, and materials utilized to implement instruction.
1.1 The teacher candidate will observe methods of incorporating diverse student characteristics into instructional plans.
1.2 The candidate will identify examples of classroom procedures and instructional strategies to support a positive learning environment.
1.3 The teacher candidate will establish a positive rapport with all learners that is conducive to positive learning.
1.4 The teacher candidate will demonstrate the interpersonal skills necessary to work with school student assistance teams and/or multi-disciplinary teams.
1.5 The teacher candidate will demonstrate professional commitment by following all school policies, rules, and regulations.
1.6 The teacher candidate will identify examples of teacher behavior that illustrate the six areas of the philosophical framework.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:
2.0 Conference with school-based educator relative to personal behavior, expectations, and completion requirements. Complete a 20 hour field experience in a timely manner.
2.1 Perform activities appropriate for the teacher candidate's novice status as assigned by the school-based educator.
2.2 Facilitate individual and/or small group activities.
2.3 Maintain a reflective journal with dated entries.
2.4 The teacher candidate will complete a written summary of the field experience.
2.5 The teacher candidate is responsible for submitting a completed journal, time sheet and the field experience summary in a timely manner.
2.6 Interact positively with teachers, students, parents, and other school personnel.
2.7 To submit information through LiveText as required.
2.8 Show proof of cleared background check.
3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:

3.0 Welcome the teacher candidate as a member of the educational community in a manner to enhance rapport.
3.1 Conference with the teacher candidate concerning schedule, participation and other expectations.
3.2 Allows teacher candidate to perform activities appropriate for the candidate's novice status.
3.3 Serve as a resource for the teacher candidate’s exploration of the special education.
3.4 Endorse time sheets and complete evaluation forms.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

5.0 Submit teacher candidate names to county central office for approval.
5.1 Initiate contact with building principals.
5.2 Maintain open communication between the Education Department, principals and teachers.
5.3 Maintain records of teacher candidate field experiences.
FIELD EXPERIENCE OBJECTIVES
EDUC 300
Theories of Learning

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of Education 300 of West Virginia University Parkersburg’s teacher preparation program has as one of its primary objectives providing teacher candidates with an opportunity to apply various learning theories in a diverse setting.

1.0 FIELD EXPERIENCE OBJECTIVES:
1.0 Identify types of diversity such as racial, socio-economic, learning styles, exceptionalities, ELL.
1.1 Engage in strategic relationship-building conversations with students.
1.2 Identify/explain cultural/linguistic differences found and how those differences affect and enhance student learning.
1.3 Create materials in preparation for an activity/lesson and implement activity/lesson for a small group.
1.4 Collaborate with the director of the Boys and Girls Club to arrange field experience schedule.
1.5 Tutor students in identified area(s) of need.
1.6 Develop strategies appropriate to level and needs of student being tutored.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:
2.0 Demonstrate planning, decision-making and interpersonal skills by conferencing with instructor and Boys and Girls Club director in planning activities for students.
2.1 Demonstrate interpersonal skills through positive interaction with Boys and Girls Club director, peers, and students.
2.2 Demonstrate tutoring skills by planning activities which meet the developmental needs of all students.
2.3 Teacher candidate demonstrates acceptance of all students.
2.4 Maintain a reflective journal with dated entries for each tutoring session.
2.5 Demonstrate professional commitment by following all school policies, rules, and regulations.
2.6 The teacher candidate is responsible for submitting a completed evaluation form, journal, and other reports in a timely manner.
2.7 To submit information through LiveText as required.
2.8 Show proof of cleared background check.

3.0 BOYS AND GIRLS CLUB DIRECTOR RESPONSIBILITIES:
3.0 Provide orientation for teacher candidates regarding expectations.
3.1 Welcome the teacher candidate as a tutor in the Boys and Girls Club.
3.2 Conference with the teacher candidate to establish a plan for meeting the requirements of the field experience.
3.3 Plan with the teacher candidate in providing tutoring to meet needs of individual students.
3.4 Serve as a resource for the teacher candidate.
3.5 Complete and endorse the Education 300 time sheet and evaluation.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:
4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
4.1 Check teacher candidate documentation folders for completion and verification of hours in the field.
4.2 Maintain open communication with teacher candidate and Girls Club director pertaining to the field experience.
4.4 Submit teacher candidate names to Boys and Girls Club director.
4.5 Initiate contact with Boys and Girls Club director.
4.6 Maintain open communication with the Boys and Girls Club director.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:
5.0 Maintain open communication between the Education Department and the Boys and Girls Club director.
5.1 Maintain records of teacher candidate field experience.
FIELD EXPERIENCE OBJECTIVES
EDUC 301
Language Arts for Teachers

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 301 of West Virginia University Parkersburg’s teacher preparation program has as one of its primary objectives focusing on becoming familiar with materials and methods for developing literacy at the elementary school level and on planning instruction consistent with stated learning outcomes in a general education setting. Teacher candidates will plan, teach, and evaluate two lessons for a particular classroom. This field experience will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.0 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
1.1 The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student characteristics.
1.2 The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.
1.3 The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.
1.4 The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating introductory and developmental lessons which are appropriate for the particular group of K-6 children.
1.5 The teacher candidate will develop appropriate methods and strategies for the measurement of learning outcomes.
1.6 The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching.
1.7 The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

2.0 Demonstrate professional commitment by completing the scheduled Sessions (approximately 10 hours throughout the semester).
2.1 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school based educator, university instructor, and peers.
2.2 Prepare a lesson for each teaching session.
2.3 Demonstrate teaching and decision-making skills by teaching and evaluating the two scheduled teaching sessions.
2.4 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.
2.5 Demonstrate interpersonal skills by communicating effectively with all teacher candidates, school based educators, and university instructors.
2.6 Submit lesson plans and evaluation/reflections through LiveText as required.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES
3.0 Formulate semester schedule with university supervisor.
3.1 Welcome the teacher candidates as members of the education community.
3.2 Work with the teacher candidates as they prepare, teach and evaluate lessons.
3.3 Facilitate communication with classroom teachers.
3.4 Provide opportunities for the teacher candidate to take leadership of the class.
3.5 Provide performance feedback to teacher candidate pertaining to the field experience.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES
4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
4.1 Collaborate with the school-based educator in regards to placement of teacher candidates.
4.2 Verify that teacher candidates are completing responsibilities of the field experience.
4.3 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES
5.0 Submit teacher candidate names to county central office for approval.
5.1 Initiate contact with building principals.
5.2 Maintain open communication between the Education Division, principals, and teachers.
5.3 Maintain records of teacher candidate field experiences.
In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 303 of West Virginia University Parkersburg’s teacher preparation program has as one of its primary objectives focusing on becoming familiar with materials and methods for teaching guided reading at the elementary school level and on planning instruction consistent with stated learning outcomes in a general education setting. Teacher candidates will plan, teach, and evaluate guided reading lessons for a particular classroom. This field experience will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.0 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.

1.1 The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student characteristics.

1.2 The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.

1.3 The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.

1.4 The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating guided reading lessons which are appropriate for the particular small group of K-6 children.

1.5 The teacher candidate will use appropriate methods and strategies for the measurement of learning outcomes for a guided reading group.

1.6 The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching.

1.7 The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

2.0 Demonstrate professional commitment by completing scheduled guided reading sessions (approximately 20 hours throughout the semester).

2.1 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school-based educator, university instructor, and peers.

2.2 Demonstrate teaching and decision-making skills by teaching guided reading groups assigned by the school-based educator.
2.3 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.
2.4 Demonstrate interpersonal skills by communicating effectively with all students, field-based educators, and university-based supervisor.
2.5 Prepare a lesson for each guided reading lesson.
2.6 Submit selected lesson plans with evaluation/reflection and other verification data through LiveText as required.

3.0 ON-SITE COORDINATOR RESPONSIBILITIES
3.0 Formulate semester schedule with university-based supervisor.
3.1 Welcome the students as members of the education community.
3.2 Determine teacher candidate and school-based educator matches and provide information about the literacy levels of the children in the guided reading groups.
3.3 Facilitate communication with school-based educators.
3.4 Serve as resource for the teacher candidates.

4.0 UNIVERSITY-BASED SUPERVISOR RESPONSIBILITIES
4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
4.1 Verify that teacher candidates are completing responsibilities of the field experience.
4.2 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES
5.0 Submit teacher candidates’ names to county central office for approval.
5.1 Initiate contact with building principals.
5.2 Maintain open communication between the Education Department, principals, and school-based educators.
5.3 Maintain records of teacher candidates’ field experiences.
FIELD EXPERIENCE OBJECTIVES
EDUC 304
Instructional Strategies in Math

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 304 of West Virginia University Parkersburg’s teacher preparation program has as one of its primary objectives focusing on becoming familiar with materials and methods for teaching elementary mathematics at the elementary school level and on planning instruction consistent with stated learning outcomes in a general education setting. Teacher candidates will plan, teach, and evaluate math lessons for a particular classroom. This field experience will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

2.0 Demonstrate professional commitment by completing scheduled math sessions (approximately 20 hours throughout the semester.).
2.1 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school-based educator, university instructor, and peers.
2.2 Demonstrate teaching and decision-making skills by teaching math lessons assigned by the school-based educator.
2.3 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.
2.4 Demonstrate interpersonal skills by communicating effectively with all students, field-based educators, and university-based supervisor.

2.5 Prepare a lesson for each math lesson.
2.6 Submit selected lesson plans with evaluation/reflection and other verification data through LiveText as required.

3.0 ON-SITE COORDINATOR RESPONSIBILITIES
3.0 Formulate semester schedule with university-based supervisor.
3.1 Welcome the students as members of the education community.
3.2 Facilitate communication with school-based educators.
3.3 Serve as resource for the teacher candidates.

4.0 UNIVERSITY-BASED SUPERVISOR RESPONSIBILITIES
4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
4.1 Verify that teacher candidates are completing responsibilities of the field experience.
4.2 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES
5.0 Submit teacher candidates’ names to county central office for approval.
5.1 Initiate contact with building principals.
5.2 Maintain open communication between the Education Department, principals, and school-based educators.
5.3 Maintain records of teacher candidates’ field experiences.
In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 306 of West Virginia University Parkersburg’s teacher preparation program has as one of its primary objectives providing techniques for curriculum design, program implementation and evaluation, plus other strategies, skills and methods of teaching physical education and health activities to elementary and middle school children. Teacher candidates will coteach with a school-based educator on a regular basis. This field experience will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.0 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.

1.1 The teacher candidate will demonstrate planning skills through the preparation of a lesson plan that incorporates learning outcomes as well as student characteristics.

1.2 The teacher candidate will demonstrate decision-making skills by incorporating into an instructional plan the psychomotor, cognitive, and affective domains, as well as socio-economic and cultural characteristics of classroom climate that enhance teaching and learning.

1.3 The teacher candidate will demonstrate decision-making and teaching skills by including various methods of teaching academic concepts and skills through the medium of physical activity.

1.4 The teacher candidate will demonstrate teaching skills by planning, executing (using a coteaching model), and evaluating a lesson which is appropriate for a quality physical education program.

1.5 The teacher candidate will develop appropriate methods and strategies for the measurement of learning outcomes.

1.6 The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching through observing, journaling, and summarizing teaching sessions.

1.7 The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

1.8 The teacher candidate will prepare plans and submit in LiveText.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

2.0 Demonstrate professional commitment by completing scheduled coteaching sessions (approximately 10 hours throughout the semester).

2.1 Demonstrate planning, decision-making, and interpersonal skills by planning
for instruction with the field-based educator, university-based educator, and peers.

2.2 Demonstrate teaching and decision-making skills by coteaching and evaluating a lesson based on health, fitness, nutrition, sun safety, basic skills, large area and/or multicultural activities.

2.3 Demonstrate decision-making skills and understanding of diversity by including in the lesson plan modifications for inclusion and considerations for children with disabilities.

2.4 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation through observing, journaling, and summarizing coteaching sessions.

2.5 Demonstrate interpersonal skills by communicating effectively with all teacher candidates and university-based educators.

3.0 ON-SITE COORDINATOR RESPONSIBILITIES

3.0 Formulate semester schedule with university supervisor.

3.1 Welcome the teacher candidates as members of the education community.

3.2 Provide to the teacher candidate information about the children’s levels of physical development and activity.

3.3 Facilitate communication with school-based educators.

3.4 Serve as resource for the teacher candidates.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES

4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.

4.1 Verify that teacher candidates are completing responsibilities of the field experience.

4.2 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES

5.0 Submit teacher candidate names to county central office for approval.

5.1 Initiate contact with building principals.

5.2 Maintain open communication between the education department, principals, and school-based educators.

5.3 Maintain records of teacher candidate field experiences.
FIELD EXPERIENCE OBJECTIVES
EDUC 310
Diversity in Education

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 310 of West Virginia University Parkersburg’s teacher preparation program has as one of its primary objectives focusing on becoming familiar with materials and methods for needed for differentiated instruction at the elementary school level and on planning instruction consistent with stated learning outcomes in a general education inclusion setting. Teacher candidates will plan, teach, and evaluate two lessons for a particular classroom. This field experience will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 Field Experience Objectives:
1.1 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
1.2 The teacher candidate will demonstrate planning skills through the preparation of lesson plans that incorporate learning outcomes as well as student characteristics.
1.3 The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans the variables of the classroom in order to enhance teaching and learning across the socio-economic, cultural and ability levels of the classroom environment.
1.4 The teacher candidate 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 teacher candidate will demonstrate teaching skills by planning, executing, and evaluating introductory and developmental lessons which are appropriate for the particular group of K-6 children.
1.6 The teacher candidate will develop appropriate methods and strategies for the measurement of learning outcomes.
1.7 The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching through observing, journaling and summarizing teaching sessions.
1.8 The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 Teacher Candidate Responsibilities:
2.1 Demonstrate professional commitment by completing the scheduled sessions (approximately 20 hours throughout the semester).
2.2 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school based educator, university instructor, and peers.
2.3 Prepare a lesson for each teaching session.
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 and management skills by implementing research-based strategies.
2.6 Maintain an electronic reflective journal with daily entries during the practicum.
2.7 Demonstrate professional commitment by following all school policies, rules and regulations.
2.8 To submit information through LiveText as required.
2.9 Show proof of cleared background check.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:
3.0 Welcome the teacher candidate as a member of the education community.
3.1 Conference with the teacher candidate to establish a plan for meeting the requirements of the field experience.
3.2 Plan with the teacher candidate in providing opportunities to teach through individual and group activities in the classroom.
3.3 Provide opportunities for teacher candidates to experience all aspects of classroom management.
3.4 Serve as a resource for the teacher candidate.
3.5 Complete and endorse Education 330 Lab evaluation form for the teacher candidate.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:
4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
4.1 Collaborate with the principal in regards to placement of teacher candidates.
4.2 Provide performance feedback to teacher candidate pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:
5.0 Submit teacher candidate names to county central office for approval.
5.1 Initiate contact with building principals.
5.2 Maintain open communication between the Education Department, principals and teachers.
5.3 Maintain records of teacher candidate field experiences.
FIELD EXPERIENCE OBJECTIVES
EDUC 330L
Classroom Management Lab

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of Education 330L of West Virginia University Parkersburg's teacher preparation program has as one of its primary objectives providing teacher candidates with school based activities and experiences in a general education setting. The course focuses on individual and group dynamics, characteristics of positive classroom environments, and major models of classroom management. Teacher candidates are exposed to and participate in the relationships between teacher behavior, teaching style and effective and successful classroom management.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.0 The teacher candidate will identify characteristics of an effective classroom setting and positive culture.
1.1 The teacher candidate will interact positively with all individual students in a classroom setting by establishing norms and routines for the classroom.
1.2 The teacher candidate will establish a learning environment for whole class and small groups.
1.3 The teacher candidate will reflect with clinical supervisors on how to establish effective routines and procedures.
1.4 The teacher candidate will interact effectively with groups of students while leading activities in a classroom setting.
1.5 The teacher candidate will identify and analyze effectiveness of major models of classroom management.
1.6 The teacher candidate will examine and report methods used to influence unproductive student behavior in a positive manner.
1.7 The teacher candidate will identify and implement classroom management strategies that either exist in the classroom or develop their own effective management system.
1.8 The teacher candidate will identify and implement school-wide management programs as they exist in the school.
1.9 The teacher candidate will develop and implement lesson plans.
1.10 The teacher candidate will self-reflect on practice via journaling and video recording.
1.11 The teacher candidate will identify examples of teacher behavior that illustrate the six areas of the philosophical framework.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

2.0 Demonstrate planning, decision-making and interpersonal skills by conferencing with children.
2.1 Observe models and techniques of classroom management uses in the field experience.

2.4 Demonstrate teaching and decision-making skills by teaching and evaluating the two scheduled teaching sessions.

2.5 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.

2.6 Demonstrate interpersonal skills by communicating effectively with all teacher candidates, school based educators, and university instructors.

2.7 Demonstrate decision-making skills and understanding of diversity by including in the lesson plan modifications for inclusion and considerations for children with disabilities.

2.8 Submit lesson plans and evaluation/Reflections through LiveText as required.

3.0 School-based Supervisor Responsibilities

3.0 Formulate semester schedule with university supervisor.

3.1 Welcome the teacher candidates as members of the education community.

3.2 Work with the teacher candidates as they prepare, teach and evaluate lessons.

3.3 Facilitate communication with classroom teachers.

3.4 Provide to the teacher candidate information about the children's levels of development and/or sensory needs.

3.5 Provide opportunities for the teacher candidate to take leadership of the class.

3.6 Provide performance feedback to teacher candidate pertaining to the field experience.

4.0 University Supervisor Responsibilities

4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.

4.1 Collaborate with the school-based educator in regards to placement of teacher candidates.

4.2 Verify that teacher candidates are completing responsibilities of the field experience.

4.3 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.

5.0 Coordinator of Field Experiences Responsibilities

5.0 Submit teacher candidate names to county central office for approval.

5.1 Initiate contact with building principals.

5.2 Maintain open communication between the Education Division, principals, and teachers.

5.3 Maintain records of teacher candidate field experiences.
In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of Education 401L of West Virginia University Parkersburg's teacher preparation program has as one of its primary objectives providing teacher candidates with school based activities and experiences in a general education setting. This practicum lab will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:
1.0 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
1.1 The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student diversity and classroom characteristics.
1.2 The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.
1.3 The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet diverse learner outcomes.
1.4 The teacher candidate will demonstrate teaching skills by planning, executing and evaluating introductory and developmental lessons which are appropriate for all primary and middle school children.
1.5 Teacher candidate will demonstrate professional commitment by practicing strategies of self-evaluation.
1.6 The teacher candidate will develop appropriate methods and strategies for the measurement of learning outcomes.
1.7 Teacher candidate will demonstrate professional commitment by following all school rules, policies and procedures.
1.8 The teacher candidate will self-reflect on practice via journaling and video recording.
1.9 Teacher candidate will conduct action research to improve student learning.
1.10 Teacher candidates will demonstrate technological pedagogical content knowledge through technology integration.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:
2.0 Demonstrate professional commitment by completing a practicum in a timely manner.
2.1 Participate in co-teaching by planning and implementing instruction and
assessment techniques with the school-based supervisor.

2.2 Demonstrate planning, decision-making and interpersonal skills by planning for instruction in collaboration with the school-based educator and individually.

2.3 Demonstrate teaching and decision-making skills by teaching and reflecting on numerous lessons.

2.4 Demonstrate decision-making and professional commitment by selecting and implementing research-based strategies including technology integration, to meet the diverse learners.

2.5 Conduct action research to improve the student learning.

2.6 Demonstrate interpersonal skills by communicating effectively with all students, teachers, supervisors, 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 in a timely manner.

2.9 To submit information through LiveText as required.

2.10 Show proof of cleared background check.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:

3.0 Welcome the teacher candidate as a member of the education community.

3.1 Conference with the teacher candidate to establish a plan for meeting the requirements of the field experience.

3.2 Work with the teacher candidates as they prepare, teach and evaluate lessons.

3.3 Provide opportunities for the teacher candidate to take leadership of the class.

3.4 Serve as a resource for the teacher candidate.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.

4.1 Collaborate with the principal in regards to placement of teacher candidates.

4.2 Provide performance feedback to teacher candidate pertaining to the field experience

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

5.0 Submit teacher candidate names to county central office for approval.

5.1 Initiate contact with building principals.

5.2 Maintain open communication between the Education Department, principals and teachers.

5.3 Maintain records of teacher candidate field experiences.
FIELD EXPERIENCE OBJECTIVES
EDUC 412L
Diagnostic and Prescriptive Reading Lab

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 412L of West Virginia University Parkersburg's teacher preparation program has as one of its primary objectives diagnosing and correcting reading problems at the elementary school level and on planning goals, objectives, and instructional strategies which incorporate learner characteristics and are consistent with stated learning outcomes. Teacher candidates will plan, teach, and evaluate two lessons per week for a particular K-6 child. This field experience will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.0 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.

1.1 The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student diversity and classroom characteristics.

1.2 The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.

1.3 The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet diverse learner outcomes.

1.4 The teacher candidate will demonstrate teaching skills by planning, executing and evaluating introductory and developmental lessons which are appropriate for all primary and middle school children.

1.5 Teacher candidate will demonstrate professional commitment by practicing strategies of self-evaluation.

1.6 The teacher candidate will develop appropriate methods and strategies for the measurement of learning outcomes.

1.7 Teacher candidate will demonstrate professional commitment by following all school rules, policies and procedures.

1.8 The teacher candidate will self-reflect on practice via journaling and video recording.

1.9 Teacher candidate will conduct action research to improve student learning.

1.10 Teacher candidates will demonstrate technological pedagogical content knowledge through technology integration.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

2.0 Demonstrate professional commitment by completing scheduled tutoring sessions
(approximately 40 hours throughout the semester).

2.1 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the field-based educator, university-based educator, and peers.

2.2 Demonstrate teaching and decision-making skills by teaching and evaluating one-on-one tutoring sessions.

2.3 Demonstrate decision-making skills and understanding of diversity by formulating a report of the diagnosis-correction process and results.

2.4 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.

2.5 Demonstrate interpersonal skills by communicating effectively with all teacher candidates and university-based educators.

2.6 Prepare a lesson for each tutoring session.

2.7 Submit selected lesson plans with evaluation/reflection, diagnostic report, and other verification data to the university-based educator through LiveText.

3.0 ON-SITE COORDINATOR RESPONSIBILITIES

3.0 Formulate semester schedule with university supervisor.

3.1 Welcome the teacher candidates as members of the education community.

3.2 Determine teacher candidate-tutee matches and provide information about the tutees’ literacy levels.

3.3 Facilitate communication with school-based educators.

3.4 Serve as resource for the teacher candidates.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES

4.1 Establish teacher candidate responsibilities and procedures for taking part in the field experience.

4.2 Verify that teacher candidates are completing responsibilities of the field experience.

4.3 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES

5.0 Submit teacher candidate names to county central office for approval.

5.1 Initiate contact with building principals.

5.2 Maintain open communication between the Education Department, principals, and school-based educators.

5.3 Maintain records of teacher candidate field experiences.
FIELD EXPERIENCE OBJECTIVES
EDUC 412L
Diagnostic and Prescriptive Reading Lab

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 412L of West Virginia University Parkersburg's teacher preparation program has as one of its primary objectives diagnosing and correcting reading problems at the elementary school level and on planning goals, objectives, and instructional strategies which incorporate learner characteristics and are consistent with stated learning outcomes. Teacher candidates will plan, teach, and evaluate two lessons per week for a particular K-6 child. This field experience will focus on all of the tenets of the program’s philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.0 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
2.1 The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student characteristics.
3.1 The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.
4.1 The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing appropriate diagnostic instruments and research-based instructional strategies designed to deliver the curriculum and meet learner outcomes.
5.1 The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating lessons which are appropriate for the particular tutee.
6.1 The teacher candidate will develop appropriate methods and strategies for the measurement of learning outcomes.
7.1 The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching.
8.1 The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.
9.1 The teacher candidate will prepare and submit in LiveText, a diagnostic report outlining the assessments used, the results gathered, and the instructional plans developed for a particular tutee.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

2.8 Demonstrate professional commitment by completing scheduled tutoring sessions (approximately 40 hours throughout the semester).
2.9 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the field-based educator, university-based educator, and peers.
2.10 Demonstrate teaching and decision-making skills by teaching and evaluating one-on-one tutoring sessions.
2.11 Demonstrate decision-making skills and understanding of diversity by formulating a report of the diagnosis-correction process and results.
2.12 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.
2.13 Demonstrate interpersonal skills by communicating effectively with all teacher candidates and university-based educators.
2.14 Prepare a lesson for each tutoring session.
2.15 Submit selected lesson plans with evaluation/reflection, diagnostic report, and other verification data to the university-based educator through LiveText.

3.0 ON-SITE COORDINATOR RESPONSIBILITIES
3.5 Formulate semester schedule with university supervisor.
3.6 Welcome the teacher candidates as members of the education community.
3.7 Determine teacher candidate-tutee matches and provide information about the tutees’ literacy levels.
3.8 Facilitate communication with school-based educators.
3.9 Serve as resource for the teacher candidates.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES
4.4 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
4.5 Verify that teacher candidates are completing responsibilities of the field experience.
4.6 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES
5.4 Submit teacher candidate names to county central office for approval.
5.5 Initiate contact with building principals.
5.6 Maintain open communication between the Education Department, principals, and school-based educators.
5.7 Maintain records of teacher candidate field experiences.
Student Teaching Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES
EDUC 403, 404, 405, 406, 407, 408, 409, 411
Student Teaching – All Areas

As the capstone field placement, teacher candidates will be assessed in all areas of the philosophical framework and the West Virginia Professional Teaching Standards. The ability to work with all students will be demonstrated at the emerging level on the West Virginia Evaluation Rubrics of Teachers.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.0 The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.
1.1 The teacher candidate designs standards-driven instruction using state-approved curricula.
1.2 The teacher candidate uses a balanced assessment approach to guide student learning.
1.3 The teacher candidate understands and responds to the unique characteristics of learners.
1.4 The teacher candidate establishes and maintains a safe and appropriate learning environment.
1.5 The teacher candidate establishes and maintains a learner-centered culture.
1.6 The teacher utilizes a variety of research-based instructional strategies.
1.7 The teacher candidate motivates and engages students in learning, problem solving and collaboration.
1.8 The teacher candidate adjusts instruction based on a variety of assessments and student responses.
1.9 The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.
1.10 The teacher candidate actively engages in collaborative learning opportunities for self-renewal with colleagues.
1.11 The teacher candidate participates in school-wide collaborative efforts to support the success of all students.
1.12 The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.
1.13 The teacher candidate promotes practices and policies that improve school environment and student learning.
1.14 The work of the teacher candidate results in measurable progress of student learning of state-approved curricula.
1.15 The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.
2.0 TEACHER CANDIDATE RESPONSIBILITIES:
   2.0 Confer with school-based educator to establish a schedule for the gradual assumption of all teaching and professional responsibilities during each of the two eight week placements.
   2.1 Carry out teaching and professional classroom responsibilities.
   2.2 Maintain a notebook which contains planning, assessment and self-evaluation documents.
   2.3 Keep a reflective electronic journal with daily dated entries.
   2.4 Submit reflective journal, self-evaluations, assessments and other documentation in a timely manner.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:
   3.0 Welcome the student teacher as a member of the education community.
   3.1 Conference with the student teacher to establish a schedule for the gradual assumption of all teaching and professional responsibilities.
   3.2 Provide the student teacher with regular, informal assessment of their progress.
   3.3 Complete formative evaluations using the West Virginia Evaluation Rubric of Teachers and content assessments in a timely manner and discuss them with the student teacher and the university supervisor.
   3.4 Supply necessary information and paperwork to university personnel.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:
   4.0 Make regular and timely visits to supervise the student teacher and to review journals and other documentation.
   4.1 Conference with the student teacher and the school-based educator on each visit.
   4.2 Complete formative West Virginia Evaluation Rubric of Teachers and content assessments in a timely manner and discuss them with the student teacher and the school-based educator.
   4.3 Complete a dispositions rubric in a timely manner and discuss it with the student teacher and school-based supervisor in the Exit Interview.
   4.4 Schedule and lead the final conference with the student teacher and the school-based supervisor.
   4.5 Submit all documentation submitted to the certification analyst and into LiveText.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:
   5.0 Submit teacher candidate names to county central office for approval.
   5.1 Initiate contact with building principals to arrange placement.
   5.2 Meet with teacher candidates to assign field placement.
   5.3 Conduct an orientation for school-based supervisors and student teachers.
   5.4 Maintain open communication between the Education Division faculty, principals and school-based supervisors.
   5.5 Maintain records of teacher candidate field experience.
Please rate the student in each of the following areas. Mark the term that best describes the student in each area.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Novice</th>
<th>Opportunity for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning Skills</strong></td>
<td>Teacher candidate demonstrates the ability to plan their time, class and field experience schedule to meet program expectations.</td>
<td>Demonstrates effective planning by consistently adhering to the attendance policy and pre-planning for future events.</td>
<td>Demonstrates effective planning through punctuality and dependability.</td>
<td>Does not adhere to attendance policy regarding absences and tardiness.</td>
</tr>
<tr>
<td><strong>Teaching Skills</strong></td>
<td>Teacher candidate demonstrates the ability to identify need areas in the classroom and apply the appropriate assistance. They effectively support the classroom teacher with maintaining an effective learning environment by providing positive feedback to students in a timely manner, encouraging higher order thinking and ensuring that all students are active participants in classroom instruction.</td>
<td>Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson.</td>
<td>Accepts direction from cooperating teacher. Adheres to school rules and classroom procedures</td>
<td>Does not adhere to school rules or classroom procedures</td>
</tr>
<tr>
<td><strong>Interpersonal Skills</strong></td>
<td>Teacher candidate demonstrates the ability to effectively interact with different people in multiple environments. They effectively establish respectful working relationships with students, peers, principals, and parents.</td>
<td>Demonstrates effective interpersonal skills through positive interaction and effective problem solving with students, teachers, parents, and other school personnel.</td>
<td>Exhibits interpersonal skills through positive interaction with students, teachers, parents, and other school personnel.</td>
<td>Does not demonstrate effective interpersonal skills.</td>
</tr>
</tbody>
</table>
### Decision Making Skills
Teacher candidate demonstrates effective decision making skills by employing active, persistent and carefully considered reflection in an effort to improve the learning environment.

- **Effective decision making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching.**
- **Demonstrates interest in and enthusiasm for the profession through effective decision making, and careful consideration of classroom practices.**
- **Demonstrates interest in the profession by using effective decision making skills.**
- **Does not demonstrate effective decision making skills.**

### Professional Commitment
Teacher candidate demonstrates a commitment to continued professional growth and the improvement of professional practice. They maintain high expectations for themselves as well as their students. They demonstrate strict adherence to a professional code of ethics.

- **Demonstrates a commitment through professional development opportunities, appropriate appearance, maintaining high expectations for all learners, and strict adherence to a professional code of ethics.**
- **Demonstrates the intention to learn the values of professional growth, appropriate appearance, professional speech, and maintaining professional ethics.**
- **Maintains high expectations for self.**
- **Does not demonstrate the need for Professional Commitment.**

### Diversity
Teacher candidate demonstrates an understanding that diversity includes developmental, socioeconomic, linguistic, cultural, racial, ethnic and gender differences. They demonstrate knowledge and understanding of multicultural forces that affect teaching and learning.

- **Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in coursework and field experience.**
- **Is accepting and develops an understanding of students who are culturally different in ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, or geographical area.**
- **Is accepting of students who are different.**
- **Does not demonstrate an acceptance of student diversity.**

---

Please add any additional comments or observation regarding the student.
West Virginia University at Parkersburg  
Post-Admission Student Assessment

Student Name_________________________________ School_________________________________

Semester__________________________ Cooperating Teacher _______________________________________

| EDUC 301 | EDUC 303 | EDUC 304 | EDUC 306 |
| EDUC 310 | EDUC 330 | EDUC 387 | EDUC 388 |
| EDUC 389 | EDUC 390 | EDUC 401 | EDUC 402 |

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

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Novice</th>
<th>Opportunity for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Skills</td>
<td>Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction in a way that maximizes learning opportunities for all students. Has an effective plan for formative and summative assessments.</td>
<td>Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction in a way that maximizes learning opportunities for students. Has a plan for data collection to assess learning.</td>
<td>Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction in a way that maximizes learning opportunities for students. Has a plan for data collection to assess learning.</td>
<td>Does not adhere to attendance policy regarding absences and tardiness.</td>
</tr>
</tbody>
</table>

Teaching Skills
Teacher candidate demonstrates the ability to capture student’s attention, stimulate recall, introduce lesson objective and orient students to the lesson. They demonstrate the ability to maintain an effective learning environment and provide closure/summary activities for students. They demonstrate the ability to differentiate lessons to meet the needs of a diverse population of students. They demonstrate the ability to incorporate technology into their lesson plans.

Teacher candidate demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson. Lessons have a clear beginning, middle and end. Provides students the opportunity for self-reflection and the integration of technology.

Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson. | Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson. | Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson. | Does not adhere to school rules or classroom procedures. |
<table>
<thead>
<tr>
<th><strong>Interpersonal Skills</strong></th>
<th>Demonstrates effective collaboration with colleagues, students and parents. Interactions both oral and written are positive and demonstrate professionalism. They conduct meetings and conferences in an efficient and positive manner.</th>
<th>Demonstrates effective collaboration with colleagues, students and parents. Interactions both oral and written are positive and demonstrate professionalism.</th>
<th>Exhibits interpersonal skills through positive interaction and effective problem solving with students, teachers, parents, and other school personnel.</th>
<th>Does not demonstrate effective interpersonal skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decision Making Skills</strong></td>
<td>Decision making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching. Instruction is adapted based on self-reflection and student data. They identify and utilize teachable moments in the classroom.</td>
<td>Decision making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching. Instruction is adapted based on self-reflection and student data.</td>
<td>Demonstrates interest in and enthusiasm for the profession through positive choice making, and careful consideration of classroom practices.</td>
<td>Does not demonstrate effective decision making skills.</td>
</tr>
<tr>
<td><strong>Professional Commitment</strong></td>
<td>Demonstrates professional commitment through additional professional development opportunities, appropriate appearance, maintains high expectations for all students and themselves, and strict adherence to a professional code of ethics.</td>
<td>Demonstrates professional commitment by attending professional development opportunities, appropriate appearance, maintain high expectations for students and themselves, and strict adherence to a professional code of ethics and law.</td>
<td>Demonstrates professional commitment through professional growth and the improvement of professional practice, professional speech, appropriate appearance, and strict adherence to a professional code of ethics.</td>
<td>Does not demonstrate the need for Professional Commitment.</td>
</tr>
</tbody>
</table>
### Diversity
Teacher candidate demonstrates an understanding that diversity includes developmental, socioeconomic, linguistic, cultural, racial, ethnic and gender differences. They demonstrate knowledge and understanding of multicultural forces that affect teaching and learning.

| Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork and field experience, lessons are differentiated to support the learning needs of all diverse learners in the classroom. |
| Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork, field experience and the use of differentiated instruction. |
| Is accepting and develops an understanding of students who are culturally different in ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, or geographical area. |
| Does not demonstrate an acceptance of student diversity |

Please add any additional comments or observation regarding the student.
Part V Assessments
## Assessment Road Map Chart

### Assessment Road Map

<table>
<thead>
<tr>
<th>Assessment</th>
<th>When Administered</th>
<th>Who Completes</th>
<th>Passing Level</th>
<th>Submission Location</th>
<th>Proprietary or EPP Created</th>
<th>Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions Rubric</td>
<td>ED 100</td>
<td>Candidate introduced to assessment- not completed</td>
<td>LiveText Application Packet</td>
<td>EPP Created</td>
<td>NA</td>
<td>Spring Assessment Meeting</td>
</tr>
<tr>
<td></td>
<td>EDUC 300/Admission to Program</td>
<td>Faculty</td>
<td>Novice</td>
<td>Teacher Candidate</td>
<td>Novice</td>
<td>Application Packet</td>
</tr>
<tr>
<td>Admission to Program</td>
<td>Teacher Candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAXIS CORE</td>
<td>Prior to Admission to Program</td>
<td>Teacher Candidate</td>
<td>(5712) Reading 156 (5722) Writing 162 (5732) Math 150</td>
<td>ETS</td>
<td>Proprietary</td>
<td>Fall Assessment Meeting</td>
</tr>
</tbody>
</table>

#### Gateway 1: Admission to the University

#### Gateway 2: Admission to the Education Program

#### By Gateway 3: Admission to Student Teaching

<table>
<thead>
<tr>
<th>Planning Assessment</th>
<th>EDUC 300, 301, 303, 304, 305, 306, 310, 314, 315, 316, 330L, 401L, 412L</th>
<th>Faculty</th>
<th>Emerging</th>
<th>LiveText</th>
<th>EPP Created</th>
<th>Spring Assessment Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition Rubric</td>
<td>EDUC 401L</td>
<td>Faculty</td>
<td>Novice/Proficient</td>
<td>LiveText</td>
<td>EPP Created</td>
<td>Spring Assessment Meeting</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>Novice/Proficient</td>
<td>Application Packet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAXIS Content Tests, PLT, Reading in Elementary</td>
<td>Prior to Admission to Student Teaching</td>
<td>Teacher Candidate</td>
<td>(5622) PLT 160 Multi-Subjects: (5003) Math 157 (5002) Reading 157 (5005) Science 159 (5004) S. Studies 155</td>
<td>ETS</td>
<td>Proprietary</td>
<td>Fall Assessment Meeting</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>WHEN ADMINISTERED</td>
<td>WHO COMPLETES</td>
<td>PASSING LEVEL</td>
<td>SUBMISSION LOCATION</td>
<td>PROPRIETARY OR EPP CREATED</td>
<td>REVIEWED</td>
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</tr>
<tr>
<td>Danielson Teaching Assessment</td>
<td>EDUC 401L Domain 2 and 3</td>
<td>401L- School-Based and University Based Supervisors</td>
<td>EDUC 401L- “Effective”</td>
<td>Livetext FEM</td>
<td>Proprietary</td>
<td>Spring Assessment Meeting</td>
</tr>
<tr>
<td>West Virginia Teacher Performance Assessment</td>
<td>Student Teaching</td>
<td>Faculty</td>
<td>Emerging</td>
<td>Student Teacher File</td>
<td>Proprietary</td>
<td>Fall Assessment Meeting</td>
</tr>
<tr>
<td>Dispositions Rubric</td>
<td>Student Teaching 2nd placement</td>
<td>University Based Supervisor</td>
<td>Proficient</td>
<td>LiveText and Livetext FEM Student Teacher File</td>
<td>EPP Created</td>
<td>Spring Assessment Meeting</td>
</tr>
<tr>
<td>West Virginia Evaluation Rubric for Teachers</td>
<td>Student Teaching</td>
<td>School Based Supervisor University Based Supervisor</td>
<td>Standards 1-6: Emerging Standard 7: Meets Standard</td>
<td>LiveText Student Teacher File</td>
<td>Proprietary</td>
<td>Spring Assessment Meeting</td>
</tr>
<tr>
<td>Content Performance Assessment</td>
<td>Student Teaching</td>
<td>School Based Supervisor</td>
<td>Emerging</td>
<td>LiveText Student Teacher File</td>
<td>EPP Created</td>
<td>Spring Assessment Meeting</td>
</tr>
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</tbody>
</table>

### Gateway 5: Graduation

### Gateway 6: Certification

**OTHER ASSESSMENTS THAT LEAD TO PROGRAM IMPROVEMENT**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>WHEN ADMINISTERED</th>
<th>WHO COMPLETES</th>
<th>SUBMISSION LOCATION</th>
<th>PROPRIETARY OR EPP CREATED</th>
<th>REVIEWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Program Rubric</td>
<td>EDUC 100, 200, 300</td>
<td>Faculty and Candidate</td>
<td>Livetext and Student File-Application Packet</td>
<td>EPP Created</td>
<td>Teacher Education Review Panel</td>
</tr>
<tr>
<td>Pre-Admission Field Experience Evaluations</td>
<td>EDUC 100, EDUC 200, EDUC 300</td>
<td>Mentor Teachers</td>
<td>Livetext FEM</td>
<td>EPP Created</td>
<td>Fall Assessment Meeting</td>
</tr>
<tr>
<td>Admission to Student Teaching Rubric</td>
<td>EDUC 320, 310, 330, 401* Beginning S19, EDUC 330L, 401L, 412L only</td>
<td>Faculty</td>
<td>LiveText</td>
<td>EPP Created</td>
<td>Teacher Education Review Panel Meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>WHEN ADMINISTERED</th>
<th>WHO COMPLETES</th>
<th>PASSING LEVEL</th>
<th>SUBMISSION LOCATION</th>
<th>PROPRIETARY OR EPP CREATED</th>
<th>REVIEWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Admission Field Experience Evaluation</td>
<td>EDUC 301, 303, 304, 306, 310, 330L, 401L, 412L</td>
<td>Mentor Teachers</td>
<td>Livetext FEM</td>
<td>EPP Created</td>
<td>Fall Assessment Meeting</td>
<td></td>
</tr>
<tr>
<td>Exit Survey-NExT</td>
<td>Completion of student teaching</td>
<td>Teacher candidate</td>
<td>Qualtrics- Higher Education Policy Commission</td>
<td>Proprietary</td>
<td>Fall Assessment Meeting</td>
<td></td>
</tr>
<tr>
<td>Student Teacher Evaluation of School-based Supervisor</td>
<td>Completion of student teaching</td>
<td>Teacher candidate</td>
<td>Livetext FEM</td>
<td>EPP Created</td>
<td>Each Semester by Field Placement Coordinator and Chair University-Based Supervisor’s Meeting</td>
<td></td>
</tr>
<tr>
<td>Evaluation of University Supervisor</td>
<td>Completion of student teaching</td>
<td>Teacher candidate</td>
<td>Livetext FEM</td>
<td>EPP Created</td>
<td>Each Semester by Field Placement Coordinator and Chair School-Based Supervisor Meeting</td>
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</tr>
<tr>
<td>School-based Supervisor Evaluation of University-based Supervisor</td>
<td>Completion of student teaching</td>
<td>School-based Supervisor</td>
<td>Livetext FEM</td>
<td>EPP Created</td>
<td>Each Semester by Field Placement Coordinator and Chair University-Based Supervisor’s Meeting</td>
<td></td>
</tr>
<tr>
<td>University-based Supervisor Evaluation of School-based Supervisor</td>
<td>Completion of student teaching</td>
<td>University-based Supervisor</td>
<td>Livetext FEM</td>
<td>EPP Created</td>
<td>Each Semester by Field Placement Coordinator and Chair School-Based Supervisor Meeting and Principals Advisory Council Breakfast</td>
<td></td>
</tr>
<tr>
<td>Supervisor Survey- NExT</td>
<td>Post-Graduation</td>
<td>Principals</td>
<td>Qualtrics- Higher Education Policy Commission</td>
<td>Proprietary</td>
<td>Fall Assessment Meeting</td>
<td></td>
</tr>
<tr>
<td>Transition to Teaching Exit</td>
<td>Post-Graduation</td>
<td>Alumni</td>
<td>Qualtrics- Higher Education Policy</td>
<td>Proprietary</td>
<td>Fall Assessment Meeting</td>
<td></td>
</tr>
<tr>
<td>Tripod Student Surveys</td>
<td>Post-Graduation</td>
<td>Students of Alumni Advisory Council</td>
<td>Tripod</td>
<td>Proprietary</td>
<td>Spring Assessment Meeting and Alumni Advisory Council Meeting</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Plan Rubric

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG**  
**WVU AT PARKERSBURG LESSON PLAN RUBRIC**

<table>
<thead>
<tr>
<th>STUDENT: ___________________________________________</th>
<th>COURSE: __________________________</th>
<th>DATE: __________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Distinguished</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Unsatisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Overview &amp; Rationale</strong></td>
<td>The teacher candidate _____ states a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area, _____ student prior knowledge, assessment data, _____ and student interests.</td>
<td>The teacher candidate states _____ a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area _____ student prior knowledge/assessment data.</td>
<td>The teacher candidate _____ states a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area.</td>
</tr>
</tbody>
</table>

| **WV College and Career Readiness Standards, Technology & Computer Science and/or Dispositions for Student Success** | The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success _____ leadership skills through cooperative learning _____ problem solving skills. | The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success _____ leadership skills through cooperative learning. | The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success | The teacher candidate _____ does not plan using WV College and Career Readiness Content Standards and Technology & Computer Science and/or Dispositions for Student Success |

**ACEI 3.1**  
**WVPTS 1C**  
**InTASC 7**
<table>
<thead>
<tr>
<th><strong>Student Learning Objective</strong></th>
<th><strong>Distinguished</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Unsatisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACEI 3.1</strong></td>
<td>The teacher candidate connects the learning objective to the WV College and Career Readiness Standards.学习目标包括A-受众，B-行为，C-条件，和D-技能级别。学习目标清晰地被表述。课程目标被与学生在学生友好的语言中分享。</td>
<td>The teacher candidate connects the learning objective to the WV College and Career Readiness Standards.学习目标包括A-受众，B-行为，C-条件，和D-技能级别。学习目标清晰地被表述。课程目标被与学生在学生友好的语言中分享。</td>
<td>The teacher candidate connects the learning objective to the WV College and Career Readiness Standards.学习目标包括A-受众，B-行为，C-条件，和D-技能级别。学习目标清晰地被表述。课程目标被与学生在学生友好的语言中分享。</td>
<td>The teacher candidate creates learning objectives that are incomplete or not connected to WV College and Career Readiness Standards.针对未完成或未与西维吉尼亚大学的学院和事业准备标准相连的课程目标。</td>
</tr>
<tr>
<td><strong>WVPTS 1C</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>InTASC 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Anticipated Content Difficulties</strong></th>
<th><strong>Distinguished</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Unsatisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACEI 1.0</strong></td>
<td>The teacher candidate recognizes learner misconceptions based upon prior knowledge plans experiences to avoid anticipated difficulties.</td>
<td>The teacher candidate recognizes learner misconceptions based upon prior knowledge plans experiences to avoid anticipated difficulties.</td>
<td>The teacher candidate recognizes learner misconceptions based upon observable data plans experiences to avoid anticipated difficulties.</td>
<td>The teacher candidate anticipates learner misconceptions that are not based upon observable data and/or prior knowledge and/or learner interest.</td>
</tr>
<tr>
<td><strong>InTASC 7</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>WVPTS 1C</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WVPTS 3E</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
<th><strong>Distinguished</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Unsatisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PLANNING</strong></th>
<th><strong>Distinguished</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Unsatisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
</tr>
</tbody>
</table>
| Formative and/or Summative | ACEI 4  
| InTASC 6  
| WVPTS 1E | designs multiple types of assessments to match learning objectives  
| uses formative and/or summative to support learning  
| uses data to differentiate learning experiences  
| includes students in data decision making.  
| designs assessments to match learning objectives  
| uses formative and/or summative to support learning  
| uses data to differentiate learning experiences.  
| designs assessments to match learning objectives  
| uses formative and/or summative to support learning.  
| designs assessments that do not match learning objectives and/or assessment not attached.  
| Distinguished | 3  
| Accomplished | 2  
| Emerging | 1  
| Unsatisfactory | 0  
| Academic Language | ACEI 3  
| InTASC 4  
| WVPTS 1A | The teacher candidate  
| identifies academic vocabulary of the discipline  
| integrates academic language into learning activities  
| promotes student use of appropriate academic vocabulary  
| makes academic vocabulary accessible to exceptional/English Language Learners.  
| identifies academic vocabulary of the discipline  
| integrates academic language into learning activities  
| promotes student use of appropriate academic vocabulary.  
| identifies academic vocabulary of the discipline  
| integrates academic language into learning activities.  
| uses non- academic language to explain content.  
| Distinguished | 3  
| Accomplished | 2  
| Emerging | 1  
| Unsatisfactory | 0  
| Appropriate Research Based Strategies | ACEI 3.3  
| InTASC 5  
| WVPTS 1B | The teacher candidate  
| designs different instructional strategies based on research/evidence e.g., small group, cooperative  
| The teacher candidate  
| designs different instructional strategies based on research/evidence e.g., small group, cooperative  
| The teacher candidate  
| designs different instructional strategies based on research/evidence e.g., small group, cooperative  
| The teacher candidate  
| uses only one strategy for all students.  
| Distinguished | 3  
| Accomplished | 2  
| Emerging | 1  
| Unsatisfactory | 0 |
learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge

---

- adapts instruction to meet the needs of all exceptional learners
- creates learning experiences that are learner centered
- creates learning experiences that promote critical thinking and problem solving.

<table>
<thead>
<tr>
<th>Integration of Learning Theory</th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACEI 1</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>InTASC 1</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>WVPTS 2A</strong></td>
<td></td>
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</tr>
</tbody>
</table>

The teacher candidate

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- creates developmentally appropriate instruction
- considers diverse learners
- accommodates the cognitive needs
- and all of the following: linguistic, social, emotional and physical needs of learners.

<table>
<thead>
<tr>
<th>Materials including technology</th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials including technology</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The teacher candidate

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- selects and lists all instructional materials to
- selects and lists all instructional materials to
- selects and lists all instructional materials to
- does not select and list all instructional materials to

---

The teacher candidate

---

- creates developmentally appropriate instruction
- considers diverse learners
- accommodates the cognitive needs and one or more of the following: linguistic, social, emotional or physical needs of learners.

---

The teacher candidate

---

- creates developmentally appropriate instruction
- considers diverse learners.

---

The teacher candidate

---

- creates instruction without regard to developmentally appropriate instruction.
### LESSON PROCEDURES

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Management</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td><strong>ACEI 3 InTASC 7 WVPTS 2F</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The teacher candidate</td>
<td></td>
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<tr>
<td>_____establishes a safe learning environment focused on learning</td>
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<tr>
<td>_____has rules and procedures in place</td>
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<tr>
<td>_____makes efficient use of time and resources</td>
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<tr>
<td>_____collaborates with students to establish norms for behavior</td>
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<tr>
<td><strong>Before/Introduction/Hook</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>ACEI 1.1 InTASC 1 WVPTS 2A</strong></td>
<td></td>
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<td></td>
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<tr>
<td>The teacher candidate</td>
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<tr>
<td>_____plans an introductory activity that connects to the teaching objective</td>
<td></td>
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<tr>
<td>_____grabs student attention quickly</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>_____activates prior knowledge</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>_____a clear connection to academic language.</td>
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<tr>
<td>The teacher candidate</td>
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</tr>
<tr>
<td>_____plans an introductory activity that connects to the teaching objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____grabs student attention quickly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____activates prior knowledge</td>
<td></td>
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</tbody>
</table>

The teacher candidate _____has not established a safe learning environment focused on learning.

The teacher candidate _____did not plan an effective introductory activity.
<table>
<thead>
<tr>
<th>During/ Explicit Instruction/ Inquiry-Based Instruction 5E’s ACEI 3.4 InTASC 8 WVPTS 1D</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate’s lesson clearly describes steps provides for guided and independent practice uses a variety of research based instructional strategies integrates problem solving.</td>
<td>The teacher candidate’s lesson clearly describes steps provides for guided and independent practice uses a variety of research based instructional strategies.</td>
<td>The teacher candidate’s lesson clearly describes steps provides for guided and independent practice.</td>
<td>The teacher candidate’s lesson is not clear with minimal structure.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After/Closure/ Summary ACEI 3.5 InTASC 5 WVPTS 2C</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate plans lesson closure reviewing the learning objective corrects misunderstandings plans student reflection revisits the academic language.</td>
<td>The teacher candidate plans lesson closure reviewing the learning objective corrects misunderstandings plans student reflection.</td>
<td>The teacher candidate plans lesson closure reviewing the learning objective corrects misunderstandings.</td>
<td>The teacher candidate abruptly ends the lesson without summary or review of student understanding.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Higher Order Questioning ACEI 3 InTASC 8 WVPTS 3C</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate plans questions on multiple levels which ensure student engagement promotes critical thinking promotes problem solving on multiple levels promotes meta cognitive processes.</td>
<td>The teacher candidate plans questions on multiple levels which ensure student engagement promotes critical thinking promotes problem solving on multiple levels.</td>
<td>The teacher candidate plans questions on multiple levels which ensure student engagement promotes critical thinking.</td>
<td>The teacher candidate’s questions are all lower level or nonexistent.</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td><strong>Distinguished</strong></td>
<td><strong>Accomplished</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
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</tr>
<tr>
<td>ACEI 3.2</td>
<td>The teacher candidate ___ designs and adapts instruction to address student diverse learning strengths and needs. ___ includes the needs of exceptional learners. ___ creates opportunities for students to demonstrate their learning in different ways. ___ supports the culturally diverse.</td>
<td>The teacher candidate ___ designs and adapts instruction to address student diverse learning strengths and needs. ___ includes the needs of exceptional learners. ___ creates opportunities for students to demonstrate their learning in different ways.</td>
<td>The teacher candidate ___ designs and adapts instruction to address student diverse learning strengths and needs. ___ includes the needs of exceptional learners. ___ creates opportunities for students to demonstrate their learning in different ways.</td>
<td>The teacher candidate plans instruction without regard to student needs.</td>
</tr>
<tr>
<td>InTASC 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WVPTS 2A</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td><strong>Distinguished</strong></td>
<td><strong>Accomplished</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>ACEI 2</td>
<td>The teacher candidate ___ utilizes accurate content knowledge to focus learning targets. ___ includes cross-discipline learning experiences as appropriate. ___ provides multiple representations and explanations relevant to content. ___ engages students in content-rich activities to create meaningful, real world and 21st century learning experiences.</td>
<td>The teacher candidate ___ utilizes accurate content knowledge to focus learning targets. ___ includes cross-discipline learning experiences as appropriate. ___ provides multiple representations and explanations relevant to content.</td>
<td>The teacher candidate ___ utilizes accurate content knowledge to focus learning targets. ___ includes cross-discipline learning experiences as appropriate. ___ provides multiple representations and explanations relevant to content.</td>
<td>The teacher candidate provides only one explanation of the content and/or presents the content inaccurately.</td>
</tr>
<tr>
<td>InTASC 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WVPTS 3A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
<td>The teacher candidate</td>
</tr>
<tr>
<td>-----------------</td>
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<td>------------------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>ACEI 5.1</td>
<td>____ accurately reflects on the lesson objectives</td>
<td>____ accurately reflects on the lesson objectives</td>
<td>____ accurately reflects on the lesson objectives</td>
<td>____ inaccurately reflects on the lesson without using evidence and/or does not address how they will adjust teaching to ensure all student meet the objectives.</td>
</tr>
<tr>
<td>InTASC 4C</td>
<td>____ bases reflection on evidence of student learning</td>
<td>____ bases reflection on evidence of student learning</td>
<td>____ bases reflection on evidence of student learning</td>
<td></td>
</tr>
<tr>
<td>WVPTS 9</td>
<td>____ provides specific examples from lesson to support his/her judgement</td>
<td>____ provides specific examples from lesson to support his/her judgement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ addresses how he/she would adjust teaching to ensure all students meet the objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Admission to Program Faculty Assessment**

**West Virginia University at Parkersburg**

**Admission to Program**

(Faculty) EDUC 100, 200, 300

Student Name ______________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th><strong>COMMENDATION</strong> (3 pts)</th>
<th><strong>MEETS STANDARDS</strong> (2 pts)</th>
<th><strong>DOES NOT MEET STANDARD</strong> (1 pts)</th>
</tr>
</thead>
</table>
| **Planning and Decision Making**  
Effective planning and decision-making evidenced by punctuality and dependability (1.000, 16%) | Teacher candidate is in class, ready to work, before class begins officially and all work is completed in a timely manner. Has a minimum of excused absences. Teacher candidate is punctual for all field experience visits. | Teacher candidate is in class on time and has completed assignments. Has maintained a minimum of excused absences. | Teacher candidate has unexcused absences and/or tardies. Does not adhere to attendance policy. |
| **Teaching**  
Demonstrates perquisites of effective teaching through positive and dependable behavior (1.000, 16%) | Teacher candidate accepts assignments, participates in class and field experiences without complaint follows through on in-class presentations and other assigned duties. | Teacher candidate accepts assignments and duties and finishes tasks within allotted time. Can be counted upon to do what is expected. | Fails to submit assignments by the due date. Cannot be counted upon to do what is expected. |
| **Professional Commitment**  
Commitment to students, the discipline, and the profession through positive attitude and interest in class (1.000, 16%) | Teacher candidate demonstrates commitment, cooperation, and positive attitude toward learning, class activities, class interaction, and field experiences. Is an active participant in class discussions, brings in outside material, and/or volunteers beyond class expectations | Teacher candidate is active in class interactions, asks and answers questions when called upon, participates in class activities and field experiences. | Teacher candidate does not participate in class interactions, and/or does not volunteer or take an active role in class, outside activities, or field experiences. |

<table>
<thead>
<tr>
<th></th>
<th><strong>COMMENDATION</strong> (3 pts)</th>
<th><strong>MEETS STANDARDS</strong> (2 pts)</th>
<th><strong>DOES NOT MEET STANDARD</strong> (1 pts)</th>
</tr>
</thead>
</table>
| Planning and Decision Making  
Effective planning and decision-making evidenced by punctuality and dependability (1.000, 16%) | Teacher candidate is in class, ready to work, before class begins officially and all work is completed in a timely manner. Has a minimum of excused absences. Teacher candidate is punctual for all field experience visits. | Teacher candidate is in class on time and has completed assignments. Has maintained a minimum of excused absences. | Teacher candidate has unexcused absences and/or tardies. Does not adhere to attendance policy. |
| Teaching  
Demonstrates perquisites of effective teaching through positive and dependable behavior (1.000, 16%) | Teacher candidate accepts assignments, participates in class and field experiences without complaint follows through on in-class presentations and other assigned duties. | Teacher candidate accepts assignments and duties and finishes tasks within allotted time. Can be counted upon to do what is expected. | Fails to submit assignments by the due date. Cannot be counted upon to do what is expected. |
| Professional Commitment  
Commitment to students, the discipline, and the profession through positive attitude and interest in class (1.000, 16%) | Teacher candidate demonstrates commitment, cooperation, and positive attitude toward learning, class activities, class interaction, and field experiences. Is an active participant in class discussions, brings in outside material, and/or volunteers beyond class expectations | Teacher candidate is active in class interactions, asks and answers questions when called upon, participates in class activities and field experiences. | Teacher candidate does not participate in class interactions, and/or does not volunteer or take an active role in class, outside activities, or field experiences. |
<table>
<thead>
<tr>
<th><strong>Interpersonal Skills</strong></th>
<th>Teacher candidate demonstrates excellent command of English language, vocabulary, grammar in both written and oral communication.</th>
<th>Teacher candidate demonstrates adequate command of the English Language, vocabulary, uses appropriate grammar in both written and/or verbal oral communication skills.</th>
<th>Teacher candidate demonstrates limited command of the English Language, vocabulary, uses inappropriate grammar, and has difficulty with written and/or oral communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective interpersonal skills demonstrated through oral and written communication (1.000, 16%)</td>
<td>Teacher candidate demonstrates excellent command of English language, vocabulary, grammar in both written and oral communication.</td>
<td>Teacher candidate demonstrates adequate command of the English Language, vocabulary, uses appropriate grammar in both written and/or verbal oral communication skills.</td>
<td>Teacher candidate demonstrates limited command of the English Language, vocabulary, uses inappropriate grammar, and has difficulty with written and/or oral communication.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Teacher candidate demonstrates a keen awareness of their own cultural and academic background and biases. Is also aware of how that may affect their expectations and interactions with others.</td>
<td>Teacher candidate acknowledges the influence of their cultural and academic background and biases.</td>
<td>Teacher candidate fails to recognize their biases and the potential influences these biases may have on teaching and learning.</td>
</tr>
<tr>
<td>Appreciation of cultural, ethnic, academic, and other differences affecting education, teaching, and learning (1.000, 16%)</td>
<td>Teacher candidate demonstrates a keen awareness of their own cultural and academic background and biases. Is also aware of how that may affect their expectations and interactions with others.</td>
<td>Teacher candidate acknowledges the influence of their cultural and academic background and biases.</td>
<td>Teacher candidate fails to recognize their biases and the potential influences these biases may have on teaching and learning.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Teacher candidate is proficient in the use of technology as a productivity, communication, and research tool.</td>
<td>Teacher candidate demonstrates understanding of the operation and the importance of technology skills.</td>
<td>Teacher candidate demonstrates limited use and/or limited understanding of the technology skills.</td>
</tr>
<tr>
<td>Demonstrates use of classroom technology and an understanding of 21st century skills (1.000, 16%)</td>
<td>Teacher candidate is proficient in the use of technology as a productivity, communication, and research tool.</td>
<td>Teacher candidate demonstrates understanding of the operation and the importance of technology skills.</td>
<td>Teacher candidate demonstrates limited use and/or limited understanding of the technology skills.</td>
</tr>
</tbody>
</table>

**Do you recommend this student for admission to program?**

<table>
<thead>
<tr>
<th>Please select (1.000, 100%)</th>
<th>Yes (2 pts)</th>
<th>No (1 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I recommend this student for admission to student teaching.</td>
<td>I do not recommend this student for admission to student teaching. (Please describe using the comment box)</td>
<td></td>
</tr>
</tbody>
</table>

Instructor/Date

Advisor/Date
INFORMATION FOR COMPLETING TEACHER EDUCATION ASSESSMENT FORM

The “Professional Behaviors” listed represent behaviors on which teachers have been evaluated. Behavioral descriptors are listed below. For evaluations checked under the category “Does Not Meet Standard,” evaluator must provide documentation. General areas of reading, writing, mathematics, and speaking ability are assessed through administration of the Core Academic Skills for Educators test (CASE). The behaviors listed can be observed by course instructors.

BEHAVIORAL DESCRIPTORS FOR PROFESSIONAL BEHAVIOR CATEGORIES

PLANNING AND DECISION MAKING
- **Commendation:** Applicant is in class ready to work before class officially begins and all work is completed in a timely manner. Is not tardy and has maintained a minimum of unexcused absences. Applicant is punctual for all field experience visits.
- **Meets Standard:** Applicant is usually in class and/or field experience and has completed assignments. When absent, provides a valid excuse or explanation for absence. Contacts instructor and/or teacher prior to absence. Does not have excessive absences.
- **Does Not Meet Standard:** Applicant has several unexcused absences. Applicant is often tardy.

TEACHING
- **Commendation:** Applicant accepts assignments, participates in class and field experiences without complaint, follows through on in-class presentations and other assigned duties. Appears to have a positive attitude in regard to class activities and field experiences.
- **Meets Standard:** Applicant accepts assignments and duties and usually finishes tasks within allotted time. May not volunteer for additional assignments, but does complete those assigned. Can be counted upon to do what is expected.
- **Does Not Meet Standard:** Applicant fails to submit assignments, projects, class assignments by the due date. May not complete assignments required for success in class or field experiences. Appears to be apathetic concerning class work and/or field experiences.

PROFESSIONAL COMMITMENT
- **Commendation:** Applicant demonstrates commitment, cooperation, and positive attitude toward learning, class activities, class interaction, and field experiences. Is active participant in class discussions, brings in outside material, and/or volunteers “above and beyond the call of duty.”
- **Meets Standard:** Applicant is active in class and answers questions when called upon. When asked, applicant participates in class activities. Has positive attitude toward learning and field experiences.
- **Does Not Meet Standard:** Applicant seems to be apathetic about class and/or field experiences. Appears to have a negative attitude, does not participate in class interactions, and/or does not volunteer or take an active role in class, outside activities, or field experiences.

INTERPERSONAL SKILLS
- **Commendation:** Applicant demonstrates excellent command of English language in both oral and written communication. Asks pertinent questions, answers questions voluntarily. Does not confuse terminology, use language inappropriately, or exhibit noticeable language deficits.
- **Meets Standard:** Applicant has demonstrated written and verbal communication skills are adequate.
- **Does Not Meet Standard:** Applicant has limited vocabulary, uses inappropriate expressions, and/or seems to have difficulty in written and/or oral communication.

DIVERSITY
- **Commendation:** Applicant demonstrates keen awareness of their own cultural and academic background and biases and how they may affect their expectations and interactions with others.
- **Meets Standard:** Applicant acknowledges the influence of their cultural and academic background and biases.
- **Does Not Meet Standard:** Applicant fails to recognize their biases and the potential influences these biases may have on teaching and learning.

TECHNOLOGY
- **Commendation:** Applicant is proficient in the use of technology as a productivity, communication, and research tool in relation to 21st century skills.
- **Meets Standard:** Applicant demonstrates understanding of the nature and operation of technology systems. Understands the importance of technology in 21st century skills.
- **Does Not Meet Standard:** Applicant demonstrates limited use of the technology skills and/or limited understanding of skills related to 21st century learning.
### Planning and Decision Making

**Effective planning and decision-making evidenced by punctuality.**

- **COMMENDATION (3 pts)**: Teacher candidate is in class, ready to work before class officially begins. Is not tardy and maintains minimal excused absences and no unexcused absences. Maintains same standards when completing field experience. Promptly notifies cooperating teacher and University supervisor if absence from field experience becomes necessary.

- **MEETS STANDARDS (2 pts)**: Teacher candidate is usually in class. When absent, the teacher candidate provides valid excuse. Contacts instructor prior to or immediately after missing class. Maintains same standard for field experience.

- **DOES NOT MEET STANDARD (1 pts)**: Teacher candidate has unexcused absences. Teacher candidate is often tardy. Does not contact or notify instructor, cooperating teacher, or University supervisor of absences.

### Teaching

**Teaching skills evidenced by appropriate application of educational concepts and principles.**

- **COMMENDATION (3 pts)**: Teacher candidate demonstrates ability to transfer and generalize concepts of various learning theories and instructional strategies during classroom activities and field experience. During field experience, teacher candidate uses strategies and resources that are appropriate to the level and situation.

- **MEETS STANDARDS (2 pts)**: Teacher candidate utilizes educational concepts and teaching strategies during classroom activities and field experience. Teacher candidate uses age and level appropriate strategies and resources during field experience.

- **DOES NOT MEET STANDARD (1 pts)**: Teacher candidate does not demonstrate ability to transfer concepts of learning theory or teaching strategy into classroom or field experience performance. Does not utilize appropriate age or level appropriate strategies.
<table>
<thead>
<tr>
<th><strong>Professional Commitment</strong></th>
<th><strong>COMMENDATION (3 pts)</strong></th>
<th><strong>MEETS STANDARDS (2 pts)</strong></th>
<th><strong>DOES NOT MEET STANDARD (1 pts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to students, the discipline and the profession expressed through professional attitude. (1.000, 16%)</td>
<td>Teacher candidate accepts constructive critique of performance and uses this information to enhance academic and professional performance. Expanding responsibility for learning and also for instructional activities occurring during field experience. Maintains confidentiality throughout field experiences.</td>
<td>Teacher candidate completes course and field experience requirements. Is willing to be critiqued on performance. Maintains confidentiality throughout field experience.</td>
<td>Teacher candidate does not accept responsibility in completing all requirements of course and field experience. Is unwilling to accept critique of classroom and/or field experience performance. Teacher candidate does not maintain confidentiality during field experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interpersonal Skills</strong></th>
<th><strong>COMMENDATION (3 pts)</strong></th>
<th><strong>MEETS STANDARDS (2 pts)</strong></th>
<th><strong>DOES NOT MEET STANDARD (1 pts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective interpersonal skills demonstrated through oral and written communication. (1.000, 16%)</td>
<td>Teacher candidate has demonstrated excellent command of writing and speaking the English language. The teacher candidate speaks and writes in a concise and fluid manner while expressing complete and coherent thoughts. Interactions with peers, instructors, and others are constructive, positive, and appropriate.</td>
<td>Teacher candidate has demonstrated ability to write and express complete thoughts. Proper grammar and word usage is utilized in writing and speaking. Interactions with peers, instructors, and others are satisfactory.</td>
<td>Teacher candidate makes frequent errors in grammar and word usage. Proper grammar, syntax, and semantics are often absent from the teacher candidates writing samples. Lack of appropriate classroom interaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Multicultural Appreciation (Diversity)</strong></th>
<th><strong>COMMENDATION (3 pts)</strong></th>
<th><strong>MEETS STANDARDS (2 pts)</strong></th>
<th><strong>DOES NOT MEET STANDARD (1 pts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation of multicultural and diverse forces which affect education, teaching and learning evidenced in classwork and field experience. (1.000, 16%)</td>
<td>Teacher candidate demonstrates a keen awareness of their own cultural background and biases. Is also aware of how their background and biases may affect their expectations and interaction with others.</td>
<td>Teacher candidate acknowledges the influences of their cultural background and biases.</td>
<td>Teacher candidate fails to recognize their biases and potential influences.</td>
</tr>
<tr>
<td>Technology</td>
<td>COMMENDATION (3 pts)</td>
<td>MEETS STANDARDS (2 pts)</td>
<td>DOES NOT MEET STANDARD (1 pts)</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Demonstrates use of classroom technology and an understanding of 21st century skills (1.000, 16%)</td>
<td>Teacher candidate is proficient in the use of technology as a productivity, communication, and research tool.</td>
<td>Teacher candidate uses technology and understands the importance of technology skills.</td>
<td>Teacher candidate demonstrates limited use and/or limited understanding of technology skills.</td>
</tr>
</tbody>
</table>

**Do you recommend this student for Student Teaching?**

<table>
<thead>
<tr>
<th>Please select (1.000, 100%)</th>
<th>Yes (2 pts)</th>
<th>No (1 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I recommend this student for admission to student teaching.</td>
<td>I do not recommend this student for admission to student teaching. (Please describe using the comment box)</td>
<td></td>
</tr>
</tbody>
</table>

Instructor/Date
Standards for Admission to Student Teaching Assessment

STANDARDS FOR ADMISSION TO STUDENT TEACHING ASSESSMENT

DESCRIPTORS FOR PROFESSIONAL BEHAVIOR

INTERPERSONAL SKILLS

- **Commendation:** Teacher candidate has demonstrated excellent command of writing and speaking the English language. The teacher candidate speaks and writes in a concise and fluid manner while expressing complete and coherent thoughts. Interactions with peers, instructors, and others are constructive, positive, and appropriate.
- **Meets Standard:** Teacher candidate has demonstrated ability to write and express complete thoughts. Proper grammar and word usage is utilized in writing and speaking. Interactions with peers, instructors, and others are satisfactory.
- **Does Not Meet Standard:** Teacher candidate makes frequent errors in grammar and word usage. Proper grammar, syntax, and semantics are often absent from the teacher candidates writing samples. Lack of appropriate classroom interaction.

PUNCTUALITY

- **Commendation:** Teacher candidate is in class, ready to work before class officially begins. Is not tardy and maintains minimal excused absences and no unexcused absences. Maintains same standards when completing field experience. Promptly notifies school-based educator and University supervisor if absence from field experience becomes necessary.
- **Meets Standard:** Teacher candidate is usually in class. When absent, the teacher candidate provides valid excuse. Contacts instructor prior to or immediately after missing class. Maintains same standard for field experience.
- **Does Not Meet Standard:** Teacher candidate has unexcused absences. Teacher candidate is often tardy. Does not contact or notify instructor, school-based educator, or University supervisor of absences.

PROFESSIONAL ATTITUDE

- **Commendation:** Teacher candidate accepts constructive critique of performance and uses this information to enhance academic and professional performance. Expanding responsibility for learning and also for instructional activities occurring during field experience. Maintains confidentiality throughout field experiences.
- **Meets Standard:** Teacher candidate completes course and field experience requirements. Is willing to be critiqued on performance. Maintains confidentiality throughout field experience.
- **Does Not Meet Standard:** Teacher candidate is unwilling to accept critique of classroom and/or field experience performance. Does not accept responsibility in completing all requirements of course and field experience. Teacher candidate does not maintain confidentiality during field experience.

ABILITY TO APPLY EDUCATIONAL CONCEPTS AND PRINCIPLES

- **Commendation:** Teacher candidate demonstrates ability to transfer and generalize concepts of various learning theories and instructional strategies during classroom activities and field experience. During field experience, teacher candidate uses strategies and resources that are appropriate to the level and situation.
- **Meets Standard:** Teacher candidate utilizes educational concepts and teaching strategies during classroom activities and field experience. Teacher candidate uses age and level appropriate strategies and resources during field experience.
- **Does Not Meet Standard:** Teacher candidate does not demonstrate ability to transfer concepts of learning theory or teaching strategy into classroom or field experience performance. Does not utilize appropriate strategies or resources during field experience.

COMMITMENT IN CLASSWORK AND FIELD EXPERIENCE

- **Commendation:** Teacher candidate demonstrates cooperative and positive attitude toward class activities and field experience activities. Teacher candidate is an active participant in class activities, discussion, and in the classroom of the field experience. The teacher candidate volunteers readily and is willing to go “above and beyond the call of duty”.
- **Meets Standard:** Teacher candidate has positive attitude. Takes part in class and field experience activities as instructed.
- **Does Not Meet Standard:** Teacher candidate is apathetic toward class and/or field experience. Conveys a negative attitude, does not actively participate in class activities. Teacher candidate is not an active participant in the learning process.

MULTICULTURAL APPRECIATION

- **Commendation:** Teacher candidate demonstrates keen awareness of their own cultural background and biases and how they may affect their expectations and interaction with others.
- **Meets Standard:** Teacher candidate acknowledges the influences of their cultural background and biases.
- **Does Not Meet Standard:** Teacher candidate fails to recognize their biases and their potential influences.

TECHNOLOGY

- **Commendation:** Teacher candidate is proficient in the use of technology as a productivity, communication, and research tool in relation to 21st century skills.
- **Meets Standard:** Teacher candidate demonstrates understanding of the nature and operation of technology systems. Understands the importance of technology in 21st century skills.
- **Does Not Meet Standard:** Teacher candidate demonstrates limited use of the technology skills and/or limited understanding of skills related to 21st century learning.
Part VI Forms
Educational Field Experience Time Sheets

WEST VIRGINIA UNIVERSITY AT PARKERSBURG EDUCATION
FIELD EXPERIENCE TIME SHEET

STUDENT’S NAME ________________________________________ STUDENT ID ______________

SCHOOL BASED EDUCATOR(S) ______________________ NAME OF SCHOOL ______________________

BEGINNING DATE ______________ ENDING DATE ______________ GRADE/SUBJECT _____________

☐ EDUC 100 ☐ EDUC 200 ☐ EDUC 300 ☐ EDUC 303
☐ EDUC 304 ☐ EDUC 306 ☐ EDUC 310 ☐ EDUC 402*
☐ EDUC 387* ☐ EDUC 388* ☐ EDUC 390* ☐ EDUC 389*
☐ EDUC 387* ☐ EDUC 388* ☐ EDUC 390* ☐ EDUC 389*

□ Specialization Courses

<table>
<thead>
<tr>
<th>Mo/Day/Yr.</th>
<th>Start &amp; End Time</th>
<th>Total Time Each Day</th>
<th>Mo/Day/Yr.</th>
<th>Start &amp; End Time</th>
<th>Total Time Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX. 5-1-19</td>
<td>2:00 – 3:30</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: ___________________

School Based Educator Signature: __________________________________________
Having “Architects of the Future” as the philosophical framework of its teacher education preparation program, opportunities to develop civic responsibility, promote social justice, and develop realistic applications of disciplinary skills are criteria stressed by West Virginia University Parkersburg. Service learning methodologies provide the vehicle to enhance these aspects of our conceptual framework.

As one criterion for meeting eligibility to be recommended for licensure, the teacher candidate will complete a minimum of one hundred (100) documented clock hours of approved service learning activities. Seventy-five (75) hours are to be completed during the freshman and sophomore years. The teacher candidate cannot be reimbursed/paid for these activities. No more than five agencies may be used to dispatch these criteria. Satisfactory completion will constitute one criterion for admission to a program of teacher preparation.

Procedure

1.0 The teacher candidate will be instructed in service learning requirements as a unit of instruction in Education 100.

1.1 A signed agreement will be completed by each teacher candidate indicating his or her understanding of the requirement (original copy to student file; carbon copy to teacher candidate.)

1.2 A written plan of how they intend to complete the requirement and how they will grow in the philosophical framework will be an evaluation criterion for satisfactory completion of Education 100.

1.3 Written permission must be obtained from organization/agency.

1.4 Teacher candidate must secure approval from their EDUC 100 instructor or education advisor for the service learning activity before implementation.

1.5 Teacher candidate must secure approval from education advisor before any modification to the plan.

2.0 A minimum of seventy-five (75) clock hours of approved service learning activities will be reflected in the electronic portfolio, required for admission to program.

2.1 Up to 15 supplemental hours that are not included as part of the service learning plan may be included. Documentation (event program, flier, etc.) and a summary of the experience as well as a supervisor signature should be included on the sheet.
West Virginia University Parkersburg
Education Division
Service Learning Approval Form

Name (Print Name) ________________________________

Plan for 75 hours’ service learning activities are found to be

☐ Satisfactory

☐ Unsatisfactory

____________________________________________________________

Signature of Education 100 Instructor or Advisor   Date

*****************************************************************

(Agency/Organization) grants permission for

(Teacher Candidate Name)

to fulfill service learning requirements at this location.

____________________________________________________________

Agency Head Signature/Title   Date

* Typed plan attached
West Virginia University Parkersburg
Education Division
Service Learning Time Sheet

Teacher Candidate’s Name __________________________________ Student ID ________________

Organization __________________ Supervisor _________________________________

Beginning Date __________________________ Ending Date _____________________________

<table>
<thead>
<tr>
<th>Mo/Day/Yr</th>
<th>Start &amp; End Time</th>
<th>Total Time Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. 5-1-13</td>
<td>2:00-3:30</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Total Hours: ________________________________

Supervisor Signature: ________________________
West Virginia University Parkersburg
Education Division
Supplemental Service Learning Time Sheet

Please accept this documentation as a supplement to my service learning hours. I understand that I may have up to 15 supplemental hours that are not included as part of my service learning plan. I have attached documentation (event program, flier, etc.), a summary of my experience as well as a supervisor signature.

Teacher Candidate’s Name __________________________ Student ID ____________________

Organization ___________________________ Supervisor ___________________________

Event ___________________________ Date ___________________________

Beginning Time ___________________________ Ending Time ___________________________

Prior Approval by Education Faculty ___________________________ Date _____________

Summary of Experience:

Supervisor Signature: __________________________________________________________

125
Rationale

Professional development refers to ongoing learning opportunities available to teachers and other education personnel. It is important for teacher candidates to recognize the significance of professional development and develop the habit of lifelong learning.

As one criterion for completion of the elementary education program, the teacher candidate will complete a minimum of twenty-five (25) documented clock hours of professional development activities. Completion of these professional development activities are to occur after admission to program and prior to admission to student teaching. Satisfactory completion will constitute one criterion for admission to student teaching.

Procedure

1.0 The teacher candidate will be informed of the professional development requirement in Education 100.

2.0 A signed commitment to complete required professional development hours will be required as a part of the admission to program application packet.

3.0 A minimum of twenty-five (25) clock hours of professional development activities will be reflected in the Student Teaching Application required for admission to student teaching.
   3.1 Professional development hours must be completed after formal admission to the elementary education program.
   3.2 The teacher candidate will keep a log of professional development hours and verification. Verification may include a certificate of completion, a printed program, or written notes.
   3.3 Artifacts representing the completed professional development activities are to be included in the Application for Student Teaching.

Required Professional Development Hours:

- Zaner Blozer Handwriting module – 4 hours (EDUC 301)
- ProEthica Ethics Modules – 4 Hours (EDUC 330)
- CAEP Family Involvement Modules – 4 Hours http://www.caepfamilyengagement.org/
- Safe Schools Modules – 7.5 Hours (EDUC 320)

Approved Professional Development Opportunities: other professional development opportunities not on this list must be preapproved by your advisor or the Chair of the Education Division.

- West Virginia Department of Education Professional Development Opportunities
- Partnership School In-Service Activities or workshops
• National Association for the Education of Young Children (NAEYC) conferences or webinars
• Association for Supervisions & Curriculum Development (ASCD) conferences or webinars
• Partnership Projects sponsored professional development opportunities
• Kappa Delta Pi conferences, webinars, Professional Development Fairs
• K-12 On Line Conferences (http://k12onlineconference.org/)
• Other offerings by national professional organizations in the field of education such as NCTM, NCTE, NCSS, NCSA
### Documentation of Professional Development 25 Required Hours

Teacher Candidate __________________________________________________    Verification must be provided for each activity completed.

<table>
<thead>
<tr>
<th>Title and Location of Activity</th>
<th>Description of Activity (provider, content, etc.)</th>
<th>Hours Completed</th>
<th>Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://shop.zaner-bloser.com/shop/products/28334/handwriting-correspondence-course">https://shop.zaner-bloser.com/shop/products/28334/handwriting-correspondence-course</a></td>
<td>Zaner Bloser Handwriting Correspondence Course (required in EDUC 301)</td>
<td>4</td>
<td>Certificate of Completion</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.caepfamilyengagement.org/">http://www.caepfamilyengagement.org/</a></td>
<td>CAEP Family Engagement Modules (required prior to admission to student teaching)</td>
<td>4</td>
<td>Notes/Summary</td>
<td></td>
</tr>
<tr>
<td><a href="https://wcs-wv.safeschools.com/login">https://wcs-wv.safeschools.com/login</a></td>
<td>Safe Schools Modules (required in EDUC 320)</td>
<td>7.5</td>
<td>Certificates printed for all modules</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: ______________

128
I have observed the above named teacher candidate in the elementary education program. I have noted the following factor(s) that may indicate that the student will require a Remediation Plan:

**Indicate Course:** ____________________________  **Semester:**

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to follow policies and/or procedures</td>
<td>Disposition Rubric indicates there is an Opportunity for Improvement in:</td>
</tr>
<tr>
<td>Poor performance in the field experience</td>
<td>Respect</td>
</tr>
<tr>
<td>Performance, characteristics, or behavior that are incompatible with expectations for success as a teacher.</td>
<td>Responsiveness</td>
</tr>
<tr>
<td>Lack of ability to use standard grammar in written and/or oral communication</td>
<td>Reflection</td>
</tr>
<tr>
<td>Other</td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>Commitment</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Area(s) of Remediation</th>
<th>Student Actions</th>
<th>Date(s) to Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow-Up Meeting/Action:**

2)

1) Faculty Member’s Signature  2) Faculty Initials  1) Student’s Signature  2) Student Initials

1) Date  2) Date  1) Date  2) Date

**Note:** Student’s signature signifies the student has seen and 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.
Part VII Student Teaching
Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES
EDUC 403, 404, 405, 406, 407, 408, 409, 411
Student Teaching – All Areas

As the capstone field placement, teacher candidates will be assessed in all areas of the philosophical framework and the West Virginia Professional Teaching Standards. The ability to work with all students will be demonstrated at the emerging level on the West Virginia Evaluation Rubrics of Teachers.

1.0 FIELD EXPERIENCE OBJECTIVES:

1.16 The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.
1.17 The teacher candidate designs standards-driven instruction using state-approved curricula.
1.18 The teacher candidate uses a balanced assessment approach to guide student learning.
1.19 The teacher candidate understands and responds to the unique characteristics of learners.
1.20 The teacher candidate establishes and maintains a safe and appropriate learning environment.
1.21 The teacher candidate establishes and maintains a learner-centered culture.
1.22 The teacher utilizes a variety of research-based instructional strategies.
1.23 The teacher candidate motivates and engages students in learning, problem solving and collaboration.
1.24 The teacher candidate adjusts instruction based on a variety of assessments and student responses.
1.25 The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.
1.26 The teacher candidate actively engages in collaborative learning opportunities for self-renewal with colleagues.
1.27 The teacher candidate participates in school-wide collaborative efforts to support the success of all students.
1.28 The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.
1.29 The teacher candidate promotes practices and policies that improve school environment and student learning.
1.30 The work of the teacher candidate results in measurable progress of student learning of state-approved curricula.
1.31 The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.
2.0 TEACHER CANDIDATE RESPONSIBILITIES:
2.5 Confer with school-based educator to establish a schedule for the gradual assumption of all teaching and professional responsibilities during each of the two eight week placements.
2.6 Carry out teaching and professional classroom responsibilities.
2.7 Maintain a notebook which contains planning, assessment and self-evaluation documents.
2.8 Keep a reflective electronic journal with daily dated entries.
2.9 Submit reflective journal, self-evaluations, assessments and other documentation in a timely manner.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:
3.5 Welcome the student teacher as a member of the education community.
3.6 Conference with the student teacher to establish a schedule for the gradual assumption of all teaching and professional responsibilities.
3.7 Provide the student teacher with regular, informal assessment of their progress.
3.8 Complete formative evaluations using the West Virginia Evaluation Rubric of Teachers and content assessments in a timely manner and discuss them with the student teacher and the university supervisor.
3.9 Supply necessary information and paperwork to university personnel.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:
4.3 Make regular and timely visits to supervise the student teacher and to review journals and other documentation.
4.4 Conference with the student teacher and the school-based educator on each visit.
4.5 Complete formative West Virginia Evaluation Rubric of Teachers and content assessments in a timely manner and discuss them with the student teacher and the school-based educator.
4.6 Complete a dispositions rubric in a timely manner and discuss it with the student teacher and school-based supervisor in the Exit Interview.
4.7 Schedule and lead the final conference with the student teacher and the school-based supervisor.
4.8 Submit all documentation submitted to the certification analyst and into LiveText.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:
5.6 Submit teacher candidate names to county central office for approval.
5.7 Initiate contact with building principals to arrange placement.
5.8 Meet with teacher candidates to assign field placement.
5.9 Conduct an orientation for school-based supervisors and student teachers.
5.10 Maintain open communication between the Education Division faculty, principals and school-based supervisors.
5.11 Maintain records of teacher candidate field experience
Student Teaching Semester

STUDENT TEACHING SEMESTER

During the student teaching semester the student teacher will enroll in Education 404 and Education 408. Education 404 is the student teaching experience in kindergarten through 2nd grade, while Education 408 is the student teaching experience in the 3rd through 6th grades. The student teacher is required to complete a minimum of eight (8) weeks of field experience in each level. Education 403, 405, 406, 407, 409, and 411 are specialization student teaching experiences; enrollment is dependent upon the candidate’s chosen teaching field(s).

COMPONENTS OF THE STUDENT TEACHING SEMESTER

A. Phases of the Student Teaching Experience

1. Observation - The first week of the field experience is devoted to classroom orientation. This provides the teacher candidate opportunities for becoming acquainted with pupils, instructional organization, available resources, and non-instructional duties. The student teacher should expect to assume some responsibilities in the first week.

2. Partial Participation - Responsibility for planning and presenting instruction increases gradually during the student teaching experience. The student teacher may assume direct responsibility for classroom instruction as early as the end of the first week of the experience by planning and teaching a lesson to a group or the whole class. Responsibility for planning and teaching will increase until the student teacher is teaching all classes.

3. Full Responsibility - The student teacher assumes full teaching responsibility when the school-based supervisor and the student teacher deem it advisable. While every placement is different, one approach often used in assuming full class responsibility is by adding on a subject or class a day until by the end of the third week the student teacher is teaching all subjects or classes.

4. Ending Experience - During the student teacher's last week of placement, the school-based supervisor will gradually resume classroom responsibility. This will facilitate pupil reorientation to the teacher and culminate the experience for the student teacher. Arrangements should be made for observation in other classroom environments as time permits.

B. Notebook - Student teachers are to maintain a three ring binder which will hold lesson plans, journals, records of student progress, copies of assessments and other related materials. The notebook will be kept in a location which is accessible to the university-based supervisor.
C. **Journal** – The student teacher is to keep a reflective journal with daily dated entries and submit the entry to their university-based supervisor. The journal should reflect classroom experiences related to planning, teaching, relationships with students and professional personnel and other matters related to student teaching.

D. **Seminar** – Student teachers will attend EDUC 410 each Wednesday evening from 4:30 – 6:30 p.m. this is the **only** activity that can take priority over school related experiences.

**POLICIES**

A. **Commitment** - The student teaching semester requires a full-time commitment and must be kept free of all conflicts. Student teachers will not be permitted to work for the college or take other daytime courses during this semester.

B. **Communication Paths** - If a problem exists with:
   - The school-based supervisor- see the university-based supervisor.
   - The university-based supervisor - see the division chairperson.
   - Placement data or stipend forms - see coordinator of field experiences.

C. **Proof of Background Check** – No placements will be made without proof of a clear background check and the granting of the Student Teacher Permit.

D. **Student Teacher Liability** - Student teachers have the same liability for their professional/non-professional activities and behaviors as regular classroom teachers. While student teachers are covered by state liability insurance, the student teacher might want to consider additional liability protection through the West Virginia Student Education Association or some other source.

E. **Student Teacher Duties** - Student teachers are to assume all of the duties and responsibilities of the school-based supervisor. The only exception would be duties of the school-based supervisor which are covered under an extra duty assignment contract.

F. **Student Teacher Calendar** - Student teachers are to follow the calendar of their host school/county. The only exception is attendance at Education 410 which will follow the College calendar.

G. **Absence** - The student teacher is to notify the school-based supervisor, the school, the university-based supervisor, and the education division office of any absence before the school day begins. Upon return to school a *Report of Absence From Duty* form must be completed and submitted to the university-based supervisor. Make-up days may be arranged in cooperation with the school-based supervisor, university-based supervisor and coordinator of field experiences if more than three (3) days are missed in a placement.
only reasons for absence from student teaching are illness, family emergency, or death in the immediate family.

H. **Professional Conduct** – Student teachers are expected to follow the rules, policies and procedures of the host school and conduct themselves in accordance with the highest standards of professional and ethical behavior.

I. **School-Based Supervisor’s Schedule** - Student teachers are responsible for delivering a copy of their school-based supervisors’ schedule to the education division office during the first week of student teaching. This schedule will indicate the dates when specific responsibilities will be assumed by the student teacher.

J. **Lesson Plans** - Student teachers are to prepare daily detailed lesson plans. Plans will be prepared in a manner and form satisfactory to the university-based supervisor and meet all criteria set forth in the WV Evaluation of Rubrics for Teachers.

K. **Appearance** - Professional dress and appearance is expected of all WVU Parkersburg student teachers irrespective of what the norm may be at the host school.

L. **Grades** - Student teaching is graded on a credit (CR)/no credit (NC) basis. In order to receive a grade of CR, the student teacher must earn a satisfactory rating on each of the competencies listed on the WV Evaluation of Rubrics for Teachers.

M. **Removal from Student Teaching** - At the discretion of the university-based supervisor, after consultation with the division chair, a student teacher determined to be grossly at risk or a student teacher whose continued presence in the classroom poses a threat to the academic, physical, mental or emotional health of students will be removed from student teaching placement. Such removal from student teaching will initiate the Student Teacher Assistance Team.
**Assistance Program**

**STUDENT TEACHER ASSISTANCE PROGRAM**

The Student Teacher Assistance Program is intended to aid candidates in their efforts to become successful teachers. It is also intended to protect the health, safety and education of children entrusted to the student teachers’ care.

1. The Student Teacher Assistance Program will provide appropriate guidance, support and direction to student teachers who are having difficulty demonstrating satisfactory performance of professional competencies or who are otherwise determined to be at risk.

2. A Student Teacher Assistance Team may be initiated at the request of the university based supervisor after appropriate consultation with the student teacher and the school-based supervisor.

3. If, in the judgment of the university-based supervisor and the division chair, or the school-based supervisor, a situation requires the immediate removal of a student teacher, such consultation may occur after the fact.

4. The university-based supervisor notifies the division chair of circumstances requiring the initiation of the Student Teacher Assistance Team.

5. The division chair convenes a meeting which may include the affected university-based supervisor, the school-based supervisor and the coordinator of field placement (STA Team). The STA Team reviews completed WVERT’s, discusses deficiencies, considers other relevant information, and selects a person to conduct an independent observation of the student teacher.

6. After receipt of the WVERTS’s completed during the independent observation, the STA Team meets with the affected student teacher to discuss identified deficiencies and determine appropriate remediation and its duration.

7. The STA Team and the student teacher meet to consider specific options, which may include, but are not limited to:

   a. auditing a class or classes
   b. specific activities designed by the STA Team
   c. class observation
   d. microteaching
   e. counseling
   f. mentoring by one or more designated College faculty
   g. withdrawal from student teaching

8. The student teacher is notified of the decision by the STA Team.

9. After being notified of satisfactory compliance with the directives of the STA Team, the affected student teacher may make a formal request for the resumption of student teaching.

10. The division chair convenes a meeting of the STA Team to review a request by the affected student
teacher for resumption of student teaching placement.

11. The division chair notifies the affected student teacher of the STA Team’s decision regarding the resumption of student teaching.

**Evaluation**

Student Teacher Assessment - The student teacher will be assessed throughout the student teaching semester by the school-based supervisor and the university-based supervisor. The tool used for these assessments will be the WV Evaluation Rubrics for Teachers (WVERT). A detailed description of this instrument follows, as does a copy of the actual observation assessment form.

A minimum of seven WVERT's will be completed during each of the candidate's student teaching placements: three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor. The first WVERT from the school-based supervisor must be completed before the end of the third student teaching week. The first university-based supervisor WVERT is to be completed by the third week of student teaching.

The university-based supervisor will make a copy of the completed WVERT for both the school-based supervisor and the student teacher after each visit and put the formative WVERT into Livetext FEM. While conferences will be on-going between the student teacher and the school-based supervisor, throughout the experience, the university-based supervisor will have a conference with the student teacher after each visit. There will be at least one conference between the university-based supervisor, the school-based supervisor, and the student teacher to discuss the performance of the teacher candidate.

Other questions about the student teaching semester may be directed to the Education Division

**School Based Supervisors**

**SCHOOL BASED SUPERVISORS**

**ELIGIBILITY CRITERIA FOR SCHOOL-BASED SUPERVISOR**

According to WV Policy 5100- The cooperating educator should:

- Hold a valid West Virginia five-year teaching credential in the content area of the candidate placed in his/her classroom with a minimum of five years of teaching experience.
- Hold “Accomplished” or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment

AND
A) Have successfully completed a WVBE-approved mentor/induction coaching course, at no cost to the teacher

OR

B) Hold or be eligible for the Master Mentor Advanced Credential

OR

C) Hold certification through National Board for Professional Teaching Standards (NBTS).

GUIDELINES FOR STUDENT TEACHER SUPERVISION

- Student teachers are to receive three written, formative WV Evaluation Rubrics for Teachers assessment scores and Content Performance Assessment scores from their university-based supervisor and three written, formative WV Evaluation Rubrics for Teachers assessment scores and Content Performance Assessment scores from their school-based supervisor. One is to be completed by the end of the third week of each placement. The other two can be completed between the third week and the final week. Final, summative student teaching evaluations will be completed at the end of each placement. Final student teaching evaluations should be completed together by the university-based supervisor, the school-based supervisor and the student teacher. Student teachers who are having difficulty should receive more formative evaluations to assist them in meeting student teaching objectives. Completed evaluations are to be filed in the Education Division Office. All evaluations should be put into Livetext FEM. The university-based supervisor will submit the final evaluations in Livetext.

- Student teachers must receive a rating of “Emerging” or higher on all indicators of both assessments except for Standard 7 of the WVERT. They are required to receive a rating of “Satisfactory” on every indicator under Standard 7.

- Classroom visits are to be planned during a time when student teachers are actively engaged in teaching. Each visit should be no less than one hour in length.

- During classroom visits, the student teacher’s lesson plans are to be reviewed and notations made if appropriate. Journal entries are sent electronically and should be read and written comments made where appropriate.

- Communication should be given to each student teacher during each visit. Evaluations are to be reviewed and signed by the student teacher and the evaluators. Strengths and weaknesses of the student teacher are to be discussed and specific directions given.
• The university-based supervisor will communicate with the school-based supervisor during each visit to discuss the student teacher’s progress and to review evaluations completed by the school-based supervisor.

• At the conclusion of each placement a three-way conference is to be held. The evaluations are to be used to review the student teacher’s progress during the placement and the final evaluation form is to be completed and signed by all parties. The Student Teaching Exit Interview Procedures should be followed.

• The same process should be followed for the Content Performance Assessment.

• The Dispositions Rubric will be completed at the end of the second student teaching placement. The university-based supervisor will complete the assessment with input from the school-based supervisor. The assessment will be discussed with the student teacher at the Exit Interview. Dispositional issues that arise during student teaching should be remediated using the Teacher Candidate Remediation plan. The evaluation data should be submitted in Livetext FEM.
Dispositions Evaluation Rubric

Division of Education
Dispositions Evaluation

Candidate Name: __________________________________________________ Date: ____________________________

Person Completing Rubric: __________________________________________________

Check One: □ Self □ Course Instructor □ Student Teaching Supervisor
Check One: □ ED 100 □ ED 300 □ ED 401 □ Student Teaching

Directions: Place an X to indicate the level met in the space provided to the right of each indicator.

Advanced (3): Exemplary professional behaviors are consistently observed. The performance is outstanding, beyond what is required.

Proficient (2): Effective professional behaviors are frequently observed, and sometimes the candidate exceeds expectations.

Novice (1): The candidate has achieved the minimum level of performance. Additional readings, observations, and experience may enable the candidate to become proficient in this area.

Opportunity for Improvement (0): Effective professional behaviors are not evident. The candidate does not meet expectations.

### DISPOSITION 1: Respect

**ELEMENT 1.1:** The teacher candidate respects learners. InTASC Dispositions 1j, 2l, 2n

<table>
<thead>
<tr>
<th>ADVANCED 3</th>
<th>PROFICIENT 2</th>
<th>NOVICE 1</th>
<th>OPPORTUNITY FOR IMPROVEMENT 0</th>
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<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
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<tr>
<td>______Demonstrates the belief that all students can learn and achieve.</td>
<td>______Demonstrates the belief that all students can learn and achieve.</td>
<td>______Demonstrates the belief that all students can learn and achieve.</td>
<td>______Demonstrates the belief that all students can learn and achieve.</td>
</tr>
<tr>
<td>______Persist in helping the learners reach their potential.</td>
<td>______Persist in helping the learners reach their potential.</td>
<td>______Persist in helping the learners reach their potential.</td>
<td>______Persist in helping the learners reach their potential.</td>
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<tr>
<td>______Assists in helping the learners to value each other.</td>
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**ELEMENT 1.2:** The teacher candidate respects others. InTASC Dispositions 3q, 3r, 8q

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<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
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<tr>
<td>______Observe and listens in a thoughtful and responsive way.</td>
<td>______Observe and listens in a thoughtful and responsive way.</td>
<td>______Observe and listens in a thoughtful and responsive way.</td>
<td>______Observe and listens in a thoughtful and responsive way.</td>
</tr>
<tr>
<td>______Communicates respectfully using a variety of forms of communication.</td>
<td>______Communicates respectfully using a variety of forms of communication.</td>
<td>______Communicates respectfully using a variety of forms of communication.</td>
<td>______Communicates respectfully using a variety of forms of communication.</td>
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<tr>
<td>______Fosters respectful communication among all members of the learning community.</td>
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**ELEMENT 1.3:** The teacher candidate respects learning. InTASC Dispositions 3o, 5r

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<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
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<tr>
<td>______Values the acquisition of knowledge.</td>
<td>______Values the acquisition of knowledge.</td>
<td>______Values the acquisition of knowledge.</td>
<td>______Values the acquisition of knowledge.</td>
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<tr>
<td>______Establishes a climate of learning in the classroom.</td>
<td>______Establishes a climate of learning in the classroom.</td>
<td>______Establishes a climate of learning in the classroom.</td>
<td>______Establishes a climate of learning in the classroom.</td>
</tr>
</tbody>
</table>

The teacher candidate: ______Demonstrates a lack of respect for learners.

The teacher candidate: ______Demonstrates a lack of respect for others.

The teacher candidate: ______Demonstrates a lack of respect for knowledge and learning.
### ELEMENT 1.4: The teacher candidate respects diversity. InTASC Dispositions 1h, 2m, 7n

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<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
<td>_____Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
<td>_____Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
<td>_____Does not demonstrate a commitment to understanding the needs of diverse learners.</td>
</tr>
<tr>
<td>_____Uses this understanding when planning instruction.</td>
<td>_____Uses this understanding when planning instruction.</td>
<td>_____Uses this understanding when planning instruction.</td>
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<tr>
<td>_____Consistently differentiates instruction based on diverse needs.</td>
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### DISPOSITION 2: RESPONSIVENESS

### ELEMENT 2.1: The teacher candidate is responsive to learners’ needs. InTASC Dispositions 3p, 5s

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<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
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<tr>
<td>_____Demonstrates flexibility by adapting to new situations specifically with respect to learners</td>
<td>_____Demonstrates flexibility by adapting to new situations specifically with respect to learners</td>
<td>_____Demonstrates flexibility by adapting to new situations specifically with respect to learners</td>
<td>_____Does not demonstrate flexibility or responsiveness.</td>
</tr>
<tr>
<td>_____Commits to supporting learners as they engage in purposeful learning.</td>
<td>_____Commits to supporting learners as they engage in purposeful learning.</td>
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</tr>
<tr>
<td>_____Values flexible learning environments that encourage learner discovery and expression across content areas.</td>
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### ELEMENT 2.2: The teacher candidate is responsive during teaching. InTASC Dispositions 7q, 8p, 8s

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<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
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<tr>
<td>_____Values flexibility in the teaching process.</td>
<td>_____Values flexibility in the teaching process.</td>
<td>_____Values flexibility in the teaching process.</td>
<td>_____Does not demonstrate flexibility during the teaching process.</td>
</tr>
<tr>
<td>_____Demonstrates a belief that plans must be open to adjustment based on learners’ needs.</td>
<td>_____Demonstrates a belief that plans must be open to adjustment based on learners’ needs and/or assessment results.</td>
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<tr>
<td>_____Adjusts instruction based on changing circumstances and/or teachable moments.</td>
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### ELEMENT 2.3: The teacher candidate is responsive in the use of assessment techniques. InTASC Dispositions 1i, 6r, 6u

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<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
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<tr>
<td>_____Takes responsibility for aligning assessment with learning goals.</td>
<td>_____Takes responsibility for aligning assessment with learning goals.</td>
<td>_____Takes responsibility for aligning assessment with learning goals.</td>
<td>_____Does not take responsibility for aligning assessment with learning goals.</td>
</tr>
<tr>
<td>_____Commits to using learners’ strengths as opportunities for</td>
<td>_____Commits to using learners’ strengths as opportunities for</td>
<td>_____Commits to using learners’ strengths as opportunities for</td>
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growth, and their misconceptions as opportunities for learning. 
Commits to making accommodations in assessment and testing conditions, especially for learners with disabilities.

<table>
<thead>
<tr>
<th>DISPOSITION 3: REFLECTION</th>
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<tbody>
<tr>
<td><strong>ELEMENT 3.1:</strong> The teacher candidate reflects on his/her potential for biases. InTASC Dispositions 4q, 9m</td>
</tr>
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<td><strong>ADVANCED</strong></td>
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<td>3</td>
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<tr>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____Commits to deepening understanding of his/her own frames of reference and potential biases in these frames.</td>
</tr>
<tr>
<td>_____Recognizes his/her potential biases and their impact on learners and their families</td>
</tr>
</tbody>
</table>

| **ELEMENT 3.2:** The teacher candidate reflects on his/her teaching practices. InTASC Dispositions 9t |
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____Reflects on his/her teaching practices or the teaching practices of others. | _____Reflects on his/her teaching practices or the teaching practices of others. | _____Reflects on his/her teaching practices or the teaching practices of others. | _____Does not reflect on teaching practices. |
| _____Analyzes his/her teaching practices to improve planning and practice. | _____Analyzes his/her teaching practices to improve planning and practice. | _____Acts on analysis of teaching to improve planning and practice. |

| **ELEMENT 3.3:** The teacher candidate reflects on his/her application of content knowledge. InTASC Dispositions 4o, 4p, 5q |
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. | _____Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. | _____Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. | _____Believes content knowledge is a fixed body of knowledge |
| _____Explores how to use disciplinary knowledge as a lens to address local and/or global issues. | _____Explores how to use disciplinary knowledge as a lens to address local and/or global issues. |
| _____Appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives. |

| **ELEMENT 3.4:** The teacher candidate reflects on the need for lifelong learning. InTASC Dispositions 9n, 10t |
| **ADVANCED** | **PROFICIENT** | **NOVICE** | **OPPORTUNITY FOR IMPROVEMENT** |
| 3 | 2 | 1 | 0 |
The teacher candidate:
_____ Embraces the challenge of continuous improvement and change.
_____ Keeps abreast of new ideas and understanding in the field.
_____ Continuously seeks opportunities to draw upon current education policy and research and reflects to improve practice.

The teacher candidate:
_____ Embraces the challenge of continuous improvement and change.
_____ Keeps abreast of new ideas and understanding in the field.

The teacher candidate:
_____ Embraces the challenge of continuous improvement and change.

The teacher candidate:
_____ Does not see the need for continuous improvement.

**DISPOSITION 4: COLLABORATION**

**ELEMENT 4.1:** The teacher candidate values collaboration with learners. InTASC 3n, 6q

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____ Demonstrates the ability to solve problems with their own classmates.</td>
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<tr>
<td>_____ Seeks to work with learners in meeting challenging goals.</td>
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<tr>
<td>_____ Seeks to develop each learners’ capacity to communicate about their own learning.</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____ Demonstrates the ability to solve problems with their own classmates.</td>
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<tr>
<td>_____ Seeks to work with learners in meeting challenging goals.</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____ Demonstrates the ability to solve problems with their own classmates.</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____ Does not demonstrate effective collaboration skills with others.</td>
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**ELEMENT 4.2:** The teacher candidate values collaboration with colleagues. InTASC Dispositions 1k, 7o

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<th>ADVANCED 3</th>
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<th>OPPORTUNITY FOR IMPROVEMENT 0</th>
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</thead>
<tbody>
<tr>
<td>The teacher candidate:</td>
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<td></td>
</tr>
<tr>
<td>_____ Demonstrates a willingness to use input from others.</td>
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<td>_____ Works together with colleagues to meet challenging goals.</td>
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<tr>
<td>_____ Takes the initiative to develop her/his own skills through interactions with colleagues that enhance practice and support learning.</td>
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<td>The teacher candidate:</td>
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<tr>
<td>_____ Demonstrates a willingness to use input from others.</td>
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<td>The teacher candidate:</td>
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<tr>
<td>_____ Does not demonstrate a willingness to use input from others.</td>
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**ELEMENT 4.3:** The teacher candidate values collaboration with families. InTASC Dispositions 3n, 10q

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<th>ADVANCED 3</th>
<th>PROFICIENT 2</th>
<th>NOVICE 1</th>
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<td>The teacher candidate:</td>
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<td>_____ Demonstrates a respect for differences in families.</td>
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<td>_____ Seeks to work together with families to create a positive learning environment.</td>
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<tr>
<td>_____ Takes the initiative to collaborate with families to meet challenging goals.</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____ Does not appear to value differences in families.</td>
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**DISPOSITION 5: COMMITMENT**

**ELEMENT 5.1:** The teacher candidate is committed to improving student learning through appropriate planning. InTASC
### Dispositions 7p

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The teacher candidate:
- Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning.
- Takes professional responsibility to use short-term planning as a means of assuring student learning.
- Takes professional responsibility to use long-term planning as a means of assuring student learning.

### ELEMENT 5.2: The teacher candidate is committed to improving student learning through mastery of content. InTASC Dispositions 4r, 5q

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The teacher candidate:
- Displays a commitment to work toward his/her own mastery of disciplinary content and skills.
- Displays a commitment to work towards learners' mastery of disciplinary content and skills.
- Displays a commitment to constantly explore how to use disciplinary knowledge as a lens to address local and/or global issues.

### Element 5.3: The teacher candidate is committed to improving student learning through appropriate teaching practices. InTASC Dispositions 6s, 6t, 6v

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The teacher candidate:
- Displays a commitment to becoming competent with instructional skills including classroom management.
- Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth.
- Commits to using timely descriptive feedback to learners on their progress.

### ELEMENT 5.4: The teacher candidate is committed to improving student learning through the appropriate use of technology. InTASC Dispositions 8r

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The teacher candidate:
- Displays a commitment to becoming competent with instructional skills including classroom management.
- Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth.
- Displays a lack of interest and enthusiasm in the teaching profession.
The teacher candidate:
- Displays a commitment to becoming competent with the appropriate use of technology.
- Demonstrates a commitment to using technology during instruction.
- Demonstrates a commitment to using technology to assist with assessment.

The teacher candidate:
- Displays a commitment to understanding the expectations of the profession and code of ethics.
- Displays a commitment to strengthening the profession by displaying an understanding of relevant law and policy.
- Shares responsibility for shaping and supporting of mission of his/her school as one of advocacy for learners and accountability for their success.

ELEMENT 5.5: The teacher candidate is committed to strengthening the profession. InTASC Dispositions 9o, 10p, 10s

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<th>ELEMENT 5.5</th>
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The teacher candidate:
- Displays a commitment to understanding the expectations of the profession and code of ethics.
- Displays a commitment to understanding the expectations of the profession and code of ethics.
- Displays a commitment to understanding the expectations of the profession and code of ethics.

The teacher candidate:
- Displays a commitment to strengthening the profession by displaying an understanding of relevant law and policy.

The teacher candidate:
- Shares responsibility for shaping and supporting of mission of his/her school as one of advocacy for learners and accountability for their success.

Element 5.6: The teacher candidate is committed to projecting a professional image. InTASC Dispositions 10r

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<th>ELEMENT 5.6</th>
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The teacher candidate projects a professional image by meeting the proficiencies under “Novice”, “Proficient”, AND
- By demonstrating a commitment to developing a culture of professionalism in all areas with his/her colleagues.

The teacher candidate projects a professional image by meeting the proficiencies under “Novice” AND exhibits sound judgment in the following areas:
- Integrity
- Problem-solving
- Tolerance
- Confidentiality

The teacher candidate projects a professional image by consistently demonstrating proficiencies in the following areas:
- Oral communication
- Written communication
- Physical Stamina
- Mental Stamina
- Appearance
- Interpersonal Communications
- Punctuality
- Reliability

The teacher candidate projects a lack of professionalism by showing deficiencies in one or more of the following areas:
- Oral communication
- Written communication
- Physical Stamina
- Mental Stamina
- Appearance
- Interpersonal Communications
- Punctuality
- Reliability

Signatures:

Observer
University Based Supervisor
Date

Student Teacher
Date

145
**Student Teaching Schedule**

Student Teacher _______________________________  Student Teacher Phone __________________

School-Based Supervisor Name_______________________________________  Room______________

Principal _________________________________________School Phone_________________________

University-Based Supervisor______________________________  Endorsement Area _______________

**AM**

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**SPECIAL NOTES:**
Self-Assessment Form
STUDENT TEACHER SELF ASSESSMENT FORM

Name _______________________________________________________  Date ____________________

Lesson Topic: _______________________________________________________________________    

Rate this lesson utilizing the following items using the scale of 1-5 (1 - ineffective; 2 - needs 
improvement; 3 - average; 4 - good; 5 - very good).

A. How would you assess the plan you prepared to teach this lesson?  1  2  3  4  5 
Comments:

B. How would you assess the instructional strategy used to assess this lesson?  1  2  3  4  5 
Comments:

C. How effectively did you communicate with students, your aide, your team 
   members or other professional personnel?  1  2  3  4  5 
Comments:

D. How appropriate was this lesson for all students?  1  2  3  4  5

E. Name at least two behaviors that you could perform that would make the lesson work 
better the next time you teach it.

F. What did you learn about content, teaching or students from teaching this lesson?
Absence from Duty Report
WEST VIRGINIA UNIVERSITY AT PARKERSBURG
REPORT OF ABSENCE FROM DUTY

NAME ___________________________________________________ DATE __________________

I report absence from student teaching duties on the following date(s):

Reason for Absence: Personal Professional

Explain:

Note: Give distinction. Personal reasons are those which are not related to school duties (i.e., illness or death in family); professional reasons are those which enhance your professional development.

APPROVED:

Yes _____ No _____ ________________________________ Date
College Supervisor

Yes _____ No _____ ________________________________ Date
School-based educator

Yes _____ No _____ ________________________________ Date
Chairperson, Education Department

*This form must be received by the Education Division office no later than TWO working days following the absence.
Request for Permission to Be Absent
WEST VIRGINIA UNIVERSITY AT PARKERSBURG
REQUEST FOR PERMISSION TO BE ABSENT FROM DUTY

NAME ____________________________ DATE ________________

I request to be absent from student teaching duties on the following date(s):

Reason for Absence:     Personal     Professional

Explain:

Note: Give distinction. Personal reasons are those which are not related to school duties; professional reasons are those which enhance your professional development.

APPROVED:

Yes _____  No _____  ____________________________________________  ____________
College Supervisor  Date

Yes _____  No _____  ____________________________________________  ____________
School-based educator  Date

Yes _____  No _____  ____________________________________________  ____________
Chairperson, Education Department  Date
### West Virginia Evaluation Rubrics for Educators – Formative

**WEST VIRGINIA EVALUATION RUBRICS FOR EDUCATORS – FORMATIVE**

**STANDARD 1: CURRICULUM AND PLANNING**

**CRITICAL STANDARD ELEMENT 1.1:** The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.

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The teacher candidate: 
_____ demonstrates
specialized content
knowledge
_____ collaborates with
teachers from other
grades and subjects
to extend and
connect student
learning to other
content areas

The teacher candidate: 
_____ demonstrates
extensive content
knowledge
_____ connects student
learning to other
content areas

The teacher candidate: 
_____ demonstrates
content knowledge
_____ attempts to connect
student learning to
other content areas

The teacher candidate: 
_____ does not demonstrate
sufficient content
knowledge
_____ does not attempt to
connect student
learning to other
content areas

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**CRITICAL STANDARD ELEMENT 1.2:** The teacher candidate designs standards-driven instruction using state-approved curricula.

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</table>

The teacher candidate: 
_____ collaborates with
others including
students, to design
instruction and
assessment aligned to
the state approved
curricula
_____ collaborates with
students to design
sequential learning
activates that provide
for varied student
abilities and interests
_____ collaborates with
others, including
students, to design

The teacher candidate: 
_____ designs written
instructional plans
that align instruction
and assessment to
the state-approved
curricula
_____ designs sequential
learning activities
that provide for
varied student
abilities and interests
_____ designs activities
that promote student
collaboration, critical
thinking, and problem
solving

The teacher candidate: 
_____ designs written
instructional plans
aligned to the state-
approved curricula
_____ designs sequential
learning activities at
appropriate
developmental levels
_____ designs activities
that promote
student collaboration

The teacher candidate: 
_____ does not design
written instructional
plans
_____ does not design
instructional plans
and/or units that are
driven by state-
approved curricula
_____ does not design
sequential learning
activities at appropriate
developmental levels
_____ does not design
activities that promote
student collaboration
learning activities that promote student collaboration, critical thinking and problem solving

**CRITICAL STANDARD ELEMENT 1.3:** The teacher candidate uses a balanced assessment approach to guide student learning.

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The teacher candidate:  
_____ collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals  
_____ collaborates with students and others to clearly define and communicate assessment criteria  
_____ shares assessment data and provides timely feedback to students

The teacher candidate:  
_____ designs and uses formative and summative assessments to monitor student progress and set learning goals  
_____ clearly defines and communicates assessment criteria  
_____ shares assessment data with students

The teacher candidate:  
_____ designs and uses formative and summative assessments  
_____ communicates assessment criteria  
_____ shares assessment data and provides feedback to students

The teacher candidate:  
_____ does not use of formative and summative assessments  
_____ does not communicate assessment criteria  
_____ does not share assessment data and/or provide feedback to students

**STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT**

**CRITICAL STANDARD ELEMENT 2.1:** The teacher candidate understands and responds to the unique characteristics of learners.

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The teacher candidate:  
_____ demonstrates extensive knowledge of students’ social, emotional and academic needs, interest, learning styles, cultural heritage, and gender  
_____ plans and implements

The teacher candidate:  
_____ demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender  
_____ plans and implements

The teacher candidate:  
_____ demonstrates adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender  
_____ plans and implements

The teacher candidate:  
_____ does not demonstrate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender  
_____ does not plan and implement appropriate
| CRITICAL STANDARD ELEMENT 2.2: The teacher candidate establishes and maintains a safe and appropriate learning environment. |
|---|---|---|---|
| DISTINGUISHED | ACCOMPLISHED | EMERGING | UNSATISFACTORY |
| 3 | 2 | 1 | 0 |
| The teacher candidate: _____ collaborates with students to establish an effective classroom management system _____ organizes space and materials in a safe, highly efficient and well-designed learning environment | The teacher candidate: _____ establishes an effective classroom management system _____ responds appropriately and respectfully to student behavior as defined by the code of conduct _____ organizes space and materials to ensure safety and efficiency | The teacher candidate: _____ establishes a classroom management system _____ responds inadequately to student behavior as defined by the code of conduct _____ organizes space and materials to ensure safety | The teacher candidate: _____ does not implement an effective classroom management system _____ does not respond to student behavior as defined by the code of conduct _____ does not organize space and materials to ensure safety |

| CRITICAL STANDARD ELEMENT 2.3: The teacher candidate establishes and maintains a learner-centered culture. |
|---|---|---|---|
| DISTINGUISHED | ACCOMPLISHED | EMERGING | UNSATISFACTORY |
| 3 | 2 | 1 | 0 |
| The teacher candidate: _____ establishes with students clear criteria for high-quality work _____ collaborates with students to maximize instructional time _____ engages students in active, self-directed learning as part of a community of learners _____ provides extensive opportunities for students to collaborate in learning | The teacher candidate: _____ sets and communicates clear criteria for high-quality work _____ uses instructional time efficiently _____ engages students in active learning _____ provides adequate opportunities for students to collaborate in learning | The teacher candidate: _____ sets criteria for high-quality work _____ uses instructional time with limited efficiency _____ engages students in learning _____ provides limited opportunities for students to collaborate in learning | The teacher candidate: _____ does not establish criteria for quality work _____ does not use instructional time efficiently _____ does not engage students in learning _____ does not provide opportunities for students to collaborate in learning |

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<tr>
<th>STANDARD 3: TEACHING</th>
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<tr>
<td>CRITICAL STANDARD ELEMENT 3.1: The teacher utilizes a variety of research-based instructional strategies.</td>
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</table>

The teacher candidate: _____collaborates with students to use an extensive variety of effective instructional strategies to deliver content
_____collaborates with students to provide scaffolding and differentiated instruction
_____extensively uses appropriate technology to deliver content

The teacher candidate: _____uses a variety of effective instructional strategies to deliver content
_____demonstrates adequate use of scaffolding and differentiated instruction
_____adequately uses technology to deliver content

The teacher candidate: _____uses a limited variety of effective instructional strategies to deliver content
_____demonstrates limited use of scaffolding or differentiated instruction
_____demonstrates limited use of appropriate technology to deliver content

The teacher candidate: _____does not use effective instructional strategies to deliver content
_____does not scaffold or differentiate instruction
_____does not use appropriate technology to deliver content

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**CRITICAL STANDARD ELEMENT 3.2:** The teacher candidate motivates and engages students in learning, problem solving and collaboration.

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The teacher candidate: _____facilitates student-led learning activities leading to deep understanding of the content
_____encourages students to initiate or adapt learning activities to deepen understanding
_____provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning

The teacher candidate: _____provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding
_____explains directions and procedures clearly and models them when necessary
_____provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning

The teacher candidate: _____provides learning activities relevant to the content
_____explains directions and procedures
_____provides students with limited opportunities to collaborate using appropriate technologies

The teacher candidate: _____provides learning activities that are relevant to the content
_____does not explain directions and procedures
_____does not provide student collaboration opportunities

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**CRITICAL STANDARD ELEMENT 3.3:** The teacher candidate adjusts instruction based on a variety of assessments and student responses.

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</table>
| The teacher candidate:  
_____effectively modifies  
instruction to meet  
the needs of all  
students  
_____extensively monitors  
student progress  
using a variety of  
assessments  
_____collaborates with  
students and others to  
make instructional  
decisions  
_____extensively analyzes  
and uses student data  
to make instructional  
decisions  
_____uses a variety of  
formative  
assessments to  
differentiate  
instruction and  
provide effective  
interventions | The teacher candidate:  
_____effectively modifies  
instruction when need is  
apparent  
_____consistently  
monitors student  
progress using a  
variety of assessments  
_____uses student  
feedback to make  
instructional decisions  
_____analyzes student  
data to make  
instructional decisions  
_____uses a variety of  
formative  
assessments to  
differentiate  
instruction and  
provide effective  
interventions | The teacher candidate:  
_____recognizes missed  
opportunities to  
make instructional  
decisions  
_____consistently  
monitors student  
progress using a  
variety of assessments  
_____examines student  
data  
_____uses formative  
assessments to  
provide whole-group  
interventions | The teacher candidate:  
_____does not modify  
instruction  
_____does not monitor  
student progress  
_____does not base  
instruction on a variety  
of assessments  
_____does not provide  
interventions based on  
student data |

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL**

**CRITICAL STANDARD ELEMENT 4.1:** The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

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| The teacher candidate:  
_____initiates the  
investigation that  
leads to the  
development of best  
practices  
_____extensively  
implements best  
practices  
_____mentors others in  
implementation of  
best practices  
_____shares results of  
investigation at the  
local, state, or  
national level | The teacher candidate:  
_____engages in  
professional learning  
to investigate best  
practices  
_____consistently  
implements best  
practices  
_____shares best practices  
within the school  
community | The teacher candidate:  
_____participates in  
opportunities to  
investigate best  
practices when invited  
to do so  
_____inconsistently  
implements best  
practices  
_____shares best practices  
within the school  
community | The teacher candidate:  
_____does not participate  
in professional  
development of best  
practices as required  
for self-renewal  
_____does not implement  
best practices  
_____does not implement  
best practices acquired  
through professional  
development |

**CRITICAL STANDARD ELEMENT 4.2:** The teacher candidate actively engages in collaborative learning opportunities
for self-renewal with colleagues.

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The teacher candidate: _____initiates or advances the development of a collaborative team
_____contributes consistently to group learning
_____mentors others in utilizing the knowledge and skills gained

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</table>

The teacher candidate: _____participates actively in and/or facilitates a collaborative team
_____contributes to group learning
_____utilizes the knowledge and skills gained

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The teacher candidate: _____participates in a collaborative team when invited to do so
_____attempts to utilize the knowledge and skills gained

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</table>

The teacher candidate: _____participates in collaborative teams as required for self-renewal
_____does not utilize knowledge and skills gained to improve unsatisfactory performance rating

**STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY**

**CRITICAL STANDARD ELEMENT 5.1:** The teacher candidate participates in school-wide collaborative efforts to support the success of all students.

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<td>2</td>
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The teacher candidate: _____leads the ongoing development of school-wide initiatives based on school and student data
_____participates in the design and delivery of professional development for the implementation of school-wide initiatives

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<th>DISTINGUISHED</th>
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<td>2</td>
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The teacher candidate: _____collaborates in the development of school-wide initiatives based on school and student data
_____participates in the implementation of school-wide initiatives

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The teacher candidate: _____participates in school-wide initiatives

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</tbody>
</table>

The teacher candidate: _____works in isolation
_____does not contribute productively to work in collaborative teams

**CRITICAL STANDARD ELEMENT 5.2:** The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.

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</table>

The teacher candidate: _____develops ongoing opportunities for families to participate in classroom activities based on needs assessment
_____interacts appropriately with families within the classroom

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The teacher candidate: _____offers ongoing opportunities for families to participate in classroom activities
_____interacts appropriately with families within the school setting
_____seeks relevant

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The teacher candidate: _____participates in school-wide family activities
_____has minimal interaction with families
_____responds appropriately to contact from families
_____occasionally

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</table>

The teacher candidate: _____does not participate in school-wide initiatives
_____does not attend school-wide family activities
_____does not respond or inappropriately responds to contact from families
_____does not positively contribute to the relationship between

155
school and community
_____utilizes theory and current research to facilitate meaningful connections between the school and family
_____develops and promotes meaningful school activities by utilizing community expertise and resources
knowledge of the family in order to provide meaningful connections between the school and family
_____creates positive connections between the school and the community
connects school activities with community resources

**CRITICAL STANDARD ELEMENT 5.3:** The teacher candidate promotes practices and policies that improve school environment and student learning.

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</table>

The teacher candidate:
_____involves and coaches others to implement and sustain teacher-identified change
_____takes a leadership role in growth initiatives that affect practice and policy throughout the school community
The teacher candidate:
_____identifies possible areas of growth within the classroom and school
_____recommends and facilitates opportunities for change and growth in the classroom and school.
The teacher candidate:
_____participates in required initiatives leading to change in practice and policy in the classroom and school.
The teacher candidate:
_____does not participate in available opportunities for change and growth that affect practice and policy.

**STANDARD 6: STUDENT LEARNING**

**Student Learning:** Student Learning is the single most important goal of education. Many things affect students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

**CRITICAL STANDARD ELEMENT 6.1:** The work of the teacher candidate results in measurable progress of student learning of state-approved curricula.

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</table>

Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplished a student-learning goal that
Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.
Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.
Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.
involves collaborative efforts across classrooms.

**STANDARD 7: PROFESSIONAL CONDUCT**

**Professional Conduct:** Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action.

**CRITICAL STANDARD ELEMENT 7.1:** The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BELOW STANDARD</th>
<th>UNSATISFACTORY</th>
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<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>POLICY AND PROCEDURE</td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure with few exceptions</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>The teacher candidate adheres to state, district, school, attendance policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school, and attendance policy and procedures with few exceptions</td>
</tr>
<tr>
<td>SCHEDULE</td>
<td>The teacher candidate adheres to state, district, school, work schedule policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school work schedule policy and procedure with few exception</td>
</tr>
<tr>
<td>RESPECT</td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community.</td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community with few exceptions</td>
</tr>
</tbody>
</table>

**Signatures:**
**Evaluation #1**

Observer  Circle One: School Based School-based educator    University Based Supervisor    Date

Student Teacher    Date

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### Evaluation #2

<table>
<thead>
<tr>
<th>Observer</th>
<th>Circle One: School Based School-based educator</th>
<th>University Based Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
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### Evaluation #3

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<tr>
<th>Observer</th>
<th>Circle One: School Based School-based educator</th>
<th>University Based Supervisor</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Student Teacher</td>
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### Evaluation #4

<table>
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<tr>
<th>Observer</th>
<th>Circle One: School Based School-based educator</th>
<th>University Based Supervisor</th>
<th>Date</th>
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<tbody>
<tr>
<td>Student Teacher</td>
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In 2012, West Virginia Governor Earl Ray Tomblin approved House Bill 4236 requiring the implementation of a statewide teacher evaluation system that includes student learning as an indicator among extensive measures of educator performance. The legislation was approved in both chambers of the West Virginia legislature. The bill specifies school wide student learning growth, as measured by summative assessment data, be employed as an evaluative measure. The law requires that the West Virginia Board of Education establish policies to ensure the comprehensive teacher evaluation system, based on the revised system piloted in 136 West Virginia schools, and be fully implemented in all 55 West Virginia counties by school year 2013-2014.

The WV Evaluation Rubrics For Teachers is part of this system. It is used annually to evaluate all P12 teachers in the state of WV.

Directions for Scoring of the WV Evaluation Rubrics for Teachers

1. **ONE form should be used for ALL formative assessments. (ONE per evaluator).** Date each element with the day and month (e.g., 1/9) when it is observed during an assessment. You might want to consider using a different color of ink for each observation since the same form is being used. Write small so that 3 to 4 evaluations can be done on one form.

2. To eliminate confusion, date your comments.

3. Read the entire assessment carefully.

4. Scores should be based on the current situation that is observed and evidence presented.

5. When scoring an item, always start reading from 0 “Unsatisfactory” and progress upward, scoring each indicator.

6. Do not move to 1 (Emerging) until none of the items under 0 “Unsatisfactory” are marked.

7. Once all elements of a level are met (after a 1 “Emerging” is achieved), proceed to the next level.

8. Find time to communicate the evaluation results with the student teacher. Use this time to discuss his or her strengths. Clarify what needs to be demonstrate mastery of deficient areas.

9. When a formative assessment is completed, a scanned copy should be sent to the student teacher and to the other evaluator. Original copies will need to be given to the Education
Division at the end of the placement. (If you are unable to scan a copy, please make a hard copy for distribution.)

10. School-based supervisors should communicate with the university-based supervisor concerning any areas that are not showing immediate improvement.

11. Student teachers need to achieve an “Emerging” or 1 on every indicator (Standards 1-6) to successfully complete the student teaching placement.

12. Student teachers must achieve a “Standard” rating on every element of Standard 7 to successfully complete the student teaching placement.

13. Final scores will be written on the Final WV Evaluation Rubrics for Teachers form. Exit Interview procedures are detailed in the section below. The college-based supervisor will submit the final scores in LiveText FEM.

**Directions for Conducting the Student Teaching Exit Interview Procedures**

The WV Evaluation Rubrics for Teachers and the Content Performance Assessment Instrument assess the pre-service teacher’s performance in student teaching. The instruments can also serve as a guide to assist the student teacher in developing a professional growth plan that can strengthen beginning teaching skills through the transitional period from college to public or private school classrooms.

The purpose of the Student Teaching Exit Interview is to review the student teacher’s performance over the course of the entire teaching placement and assign a final rating for both the WV Evaluation Rubrics for Teachers and the Content Performance Assessment (CPA). The interview is also used to provide a time for reflection on how well the student teacher addressed the components of the philosophical framework: Architects of the Future including their areas of strengths and areas of needed improvement. **The Student Teaching Exit Interview should not take place unless the student teacher has achieved an “Emerging” rating on every indicator on Standards 1-6, a “Standard” rating on all elements of Standard 7 on the WV Evaluation Rubrics for Teachers and an “Emerging” rating on all indicators of the Content Performance Assessment.**

The following is a list of procedures to follow to ensure the Student Teaching Exit Interview addresses all of the requirements. The Student Teaching Exit Interview should take place during the final week of the placement.

The university-based supervisor should do the following:
Preparing for the Meeting

- Establish a time to meet with the student teacher and the school-based supervisor. This should occur before or after school, during a planning time or other times that it is most convenient. You should plan for approximately 30 minutes to complete the meeting.

- Remind both the student teacher and the school-based supervisor to review each WV Evaluation Rubrics for Teachers and Content Performance Assessment (both completed by the school-based supervisor and the university-based supervisor) and note any specific items in each of the categories that they would like to discuss.

- Review each WV Evaluation Rubrics for Teachers and Content Performance Assessment and note anything you would like to highlight or discuss.

- Gather forms for the meeting including the following:
  - All school-based supervisor WV Evaluation Rubrics for Teacher instruments and CPA Forms
  - All university-based supervisor WV Evaluation Rubrics for Teacher instruments and CPA Forms
  - The Final WV Evaluation for Teacher Form
  - The Final Content Performance Summary Form
  - The Summary Form

Conducting the Meeting

- Conduct a brief overview of what to expect during the meeting which will include a review of the components of the philosophical framework: Architects of the Future, a review of each standard on the WV Evaluation Rubrics for Teachers instrument and a review of the CPA and the final scoring of the WV Evaluation for Teachers and CPA.

- Address the components of the framework: Architects of the Future and engage in a conversation with the student teacher on which components he/she considers to be strengths and also which components still needs improvement. Invite the school-based supervisor to also address the strengths and areas of needed improvement during the conversation.

- Review of WV Evaluation of Teacher Instrument
  - Lay out the school-based supervisor WV Evaluation Rubrics for Teachers instrument and the university-based supervisor WV Evaluation Rubrics for Teachers instrument in front of the group.
  - Review the first standard of the WV Evaluation Rubrics for Teachers instrument and then ask the student teacher if there are any indicators he/she believes have been performed above “Emerging”. Listen to the comments and then refer to the formative WV Evaluation Rubrics for Teachers instruments to see if the ratings support the comments and invite input from the school-based supervisor.
o Consider the comments made and score each of the indicators listed under the category on the Final Performance Assessment by marking the number that coincides with each rating (e.g., for “Emerging” mark 1). Repeat the above for the other standards.

o Transfer the scores to the “Score and Signature” page and determine the mean score.

o The assessment should be signed by the school-based teacher, the student teacher and the university-based supervisor.

• **Review of Content Performance Assessment**

  o Lay out each school-based teacher CPA and each university-based supervisor CPA in front of the group.

  o Review the CPA and then ask the student teacher if there are any indicators he/she believes have been performed above “Emerging”. Listen to the comments and then refer to the formative Content Performance Assessments to see if the ratings support the comments and invite input from the school-based supervisor.

  o Consider the comments made and score each of the indicators listed on the Content Performance Assessment by utilizing the scoring key at the top of the paper. (The final score determination should be based on the CPAs).

  o After arriving at a score for each indicator under each category for the Final Content Performance Assessment, add each of the rating columns up and put the total at the bottom of the page under the appropriate rating.

  o The assessment should be signed by the school-based supervisor, the student teacher and the university-based supervisor.

• **Summary**

  • Locate the Summary and complete the information at the top of the form including the following:
    o Teacher Candidate’s Name
    o Programmatic Level or Grade Assigned
    o Specializations (if applicable)
    o Placement Number
    o Name of School
    o Date Assigned (the date the student teacher started the placement)
    o Specific subjects and grade levels taught by the student teacher
• Add any comments to the bottom of the form that you would like to include.

• Indicate the success or failure of the student teacher by marking the appropriate statement:
  
  o Successful demonstration of competencies
  o Failure to successfully demonstrate competencies

• Obtain the signatures from the school-based supervisor and the student teacher.

**After the Meeting**

• Enter the **final** WV Evaluation Rubrics for Teachers instrument scores into LiveText FEM.

• Enter the **final** CPA Scores into LiveText FEM.

• At the end of the **second** placement, enter the Dispositions Assessment into LiveText FEM.

• Gather all required paperwork and turn into the Education Office including the following:
  
  o The school-based supervisor formative assessments and CPAs
  o The university-based supervisor formative assessments and CPAs
  o The Final WV Evaluation Rubrics for Teachers Form
  o The Final CPA Form
  o The Supervisory Log (pink form)
  o At the end of the **second** placement, the Dispositions Rubric will be completed and submitted.
West Virginia Evaluation Rubric – Summative

WEST VIRGINIA EVALUATION RUBRIC FOR TEACHERS – SUMMATIVE

Placement 1__________ Placement 2 __________ Exit Interview Date ________________

Teacher Candidate: ____________________________________________________________

School Based Supervisor: ________________________________________________________

University Based Supervisor: _____________________________________________________

**Final Evaluation Scoring:** Place an X in the line of the achieved performance indicator for the final evaluation. Circle the number of the level achieved in each Critical Standard Element. The level achieved in each Critical Standard Element must have ALL indicators checked in that level. Partial mastery does not count. The student teacher must achieve the Emerging Level to pass. On Standard 7: Professional Commitment, the student teacher must achieve a “Standard” rating. Please see further directions in the WV Rubrics for Teachers Procedures.

<table>
<thead>
<tr>
<th>CRITICAL STANDARD ELEMENT 1.1: The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.</th>
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<tr>
<td>The teacher candidate: _____demonstrates expert, specialized content knowledge _____collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas</td>
<td>The teacher candidate: _____demonstrates extensive content knowledge _____connects student learning to other content areas</td>
<td>The teacher candidate: _____demonstrates content knowledge _____attempts to connect student learning to other content areas</td>
<td>The teacher candidate: _____does not demonstrate sufficient content knowledge _____does not attempt to connect student learning to other content areas</td>
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<tr>
<th>CRITICAL STANDARD ELEMENT 1.2: The teacher candidate designs standards-driven instruction using state-approved curricula.</th>
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<th>UNSATISFACTORY</th>
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<tr>
<td>The teacher candidate: _____collaborates with others including students, to design instruction and assessment aligned</td>
<td>The teacher candidate: _____designs written instructional plans that align instruction and assessment to the state-approved curricula</td>
<td>The teacher candidate: _____designs written instructional plans aligned to the state-approved curricula _____designs sequential learning activities at</td>
<td>The teacher candidate: _____does not design written instructional plans _____does not design instructional plans and/or units that are</td>
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<tr>
<td>CRITICAL STANDARD ELEMENT 1.3: The teacher candidate uses a balanced assessment approach to guide student learning.</td>
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<tr>
<td>GAME</td>
<td>Distinguishing</td>
<td>Accomplished</td>
<td>Emerging</td>
<td>Unsatisfactory</td>
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<tr>
<td>3</td>
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</tr>
<tr>
<td>The teacher candidate: ____collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals ____collaborates with students and others to clearly define and communicate assessment criteria ____shares assessment data and provides timely feedback to students</td>
<td>The teacher candidate: ____designs and uses formative and summative assessments to monitor student progress and set learning goals ____clearly defines and communicates assessment criteria ____shares assessment data and provides timely feedback to students</td>
<td>The teacher candidate: ____designs and uses formative and summative assessments ____communicates assessment criteria ____shares assessment data with students</td>
<td>The teacher candidate: ____Does not use of formative and summative assessments ____does not communicate assessment criteria ____does not share assessment data and/or provide feedback to students</td>
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STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

CRITICAL STANDARD ELEMENT 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

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165
The teacher candidate: ___demonstrates extensive knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender

___plans and implements differentiated learning activities with students

___helps colleagues understand the unique characteristics of all learners

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CRITICAL STANDARD ELEMENT 2.2: The teacher candidate establishes and maintains a safe and appropriate learning environment.

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The teacher candidate: ___collaborates with students to establish an effective classroom management system

___responds appropriately and respectfully to student behavior as defined by the code of conduct

___organizes space and materials in a safe, highly efficient and well-designed learning environment

---

CRITICAL STANDARD ELEMENT 2.3: The teacher candidate establishes and maintains a learner-centered culture.

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<th>DISTINGUISHED</th>
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<th>UNSATISFACTORY</th>
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</table>

The teacher candidate: The teacher candidate: The teacher candidate: The teacher candidate:
**STANDARD 3: TEACHING**

**CRITICAL STANDARD ELEMENT 3.1:** The teacher utilizes a variety of research-based instructional strategies.

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<th>Unsatisfactory</th>
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The teacher candidate:
- ___ collaborates with students to use an extensive variety of effective instructional strategies to deliver content
- ___ collaborates with students to provide scaffolding and differentiated instruction
- ___ extensively uses appropriate technology to deliver content

The teacher candidate:
- ___ uses a variety of effective instructional strategies to deliver content
- ___ demonstrates adequate use of scaffolding and differentiated instruction
- ___ adequately uses technology to deliver content

The teacher candidate:
- ___ uses a limited variety of effective instructional strategies to deliver content
- ___ demonstrates limited use of scaffolding or differentiated instruction
- ___ demonstrates limited use of appropriate technology to deliver content

The teacher candidate:
- ___ does not use effective instructional strategies to deliver content
- ___ does not scaffold or differentiate instruction
- ___ does not use appropriate technology to deliver content

**CRITICAL STANDARD ELEMENT 3.2:** The teacher candidate motivates and engages students in learning, problem solving and collaboration.

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<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
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The teacher candidate:
- ___ facilitates student-led learning activities leading to deep understanding of the content

The teacher candidate:
- ___ provides learning activities relevant to the content that involve meaningful real-world experiences leading

The teacher candidate:
- ___ provides learning activities relevant to the content
- ___ explains direction and procedures

The teacher candidate:
- ___ does not provide learning activities that are relevant to the content
<table>
<thead>
<tr>
<th>CRITICAL STANDARD ELEMENT 3.3:</th>
<th>The teacher candidate adjusts instruction based on a variety of assessments and student responses.</th>
</tr>
</thead>
<tbody>
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<td>DISTINGUISHED</td>
<td>ACHIEVED</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____effectively modifies</td>
<td>instruction to meet the needs of all students</td>
</tr>
<tr>
<td>instruction to meet the needs of all students</td>
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<tr>
<td>_____extensively monitors student progress using a variety of assessments</td>
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<tr>
<td>_____collaborates with students and others to make instructional decisions</td>
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<tr>
<td>_____extensively analyzes and uses student data to make instructional decisions</td>
<td></td>
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<tr>
<td>_____uses a variety of formative assessments to differentiate instruction and provide effective interventions</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____modifies instruction when need is apparent</td>
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<tr>
<td>_____consistently monitors student progress using a variety of assessments</td>
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<tr>
<td>_____uses student feedback to make instructional decisions</td>
<td></td>
</tr>
<tr>
<td>_____analyses student data to make instructional decisions</td>
<td></td>
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<tr>
<td>_____uses a variety of formative assessments to differentiate instruction and provide appropriate interventions</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____recognizes missed opportunities to modify instruction</td>
<td></td>
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<tr>
<td>_____inconsistently monitors student progress using a variety of assessments</td>
<td></td>
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<tr>
<td>_____examines student data</td>
<td></td>
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<tr>
<td>_____uses formative assessments to provide whole-group interventions</td>
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<tr>
<td>The teacher candidate:</td>
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<tr>
<td>_____does not modify instruction</td>
<td></td>
</tr>
<tr>
<td>_____does not monitor student progress</td>
<td></td>
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<tr>
<td>_____does not base instruction on a variety of assessments</td>
<td></td>
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<tr>
<td>_____does not provide interventions based on student data</td>
<td></td>
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</tbody>
</table>
### STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

**CRITICAL STANDARD ELEMENT 4.1:** The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
<th>EMERGING</th>
<th>UNSATISFACTORY</th>
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</table>

The teacher candidate:
- _____initiates the investigation that leads to the development of best practices
- _____extends extensively implements best practices
- _____mentors others in implementation of best practices
- _____shares results of investigation at the local, state, or national level

The teacher candidate:
- _____engages in professional learning to investigate best practices
- _____consistently implements best practices
- _____shares best practices within the school community

The teacher candidate:
- _____participates in opportunities to investigate best practices when invited to do so
- _____inconsistently implements best practices

The teacher candidate:
- _____does not contribute productively to work in collaborative teams as required for self-renewal
- _____does not utilize knowledge and skills gained to improve unsatisfactory performance rating

**CRITICAL STANDARD ELEMENT 4.2:** The teacher candidate actively engages in collaborative learning opportunities for self-renewal with colleagues.

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
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</table>

The teacher candidate:
- _____initiates or advances the development of a collaborative team
- _____contributes consistently to group learning
- _____mentors others in utilizing the knowledge and skills gained

The teacher candidate:
- _____participates actively in and/or facilitates a collaborative team
- _____contributes to group learning
- _____utilizes the knowledge and skills gained

The teacher candidate:
- _____participates in a collaborative team when invited
- _____attempts to utilize the knowledge and skills gained

The teacher candidate:
- _____works in isolation
- _____does not contribute productively to work in collaborative teams as required for self-renewal
- _____does not utilize knowledge and skills gained to improve unsatisfactory performance rating

### STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

**CRITICAL STANDARD ELEMENT 5.1:** The teacher candidate participates in school-wide collaborative efforts to support the success of all students.

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<th>DISTINGUISHED</th>
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</table>

The teacher candidate:
- _____leads the ongoing development of school-wide initiatives based on

The teacher candidate:
- _____collaborates in the development of school-wide initiatives based on

The teacher candidate:
- _____participates in school-wide initiatives

The teacher candidate:
- _____does not participate in school-wide initiatives
CRITICAL STANDARD ELEMENT 5.2: The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.

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<thead>
<tr>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
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</table>

- The teacher candidate: ___develops ongoing opportunities for families to participate in classroom activities based on needs assessment.
- The teacher candidate: ___interacts appropriately with families within the school setting.
- The teacher candidate: ___seeks relevant knowledge of the family in order to provide meaningful connections between the school and family.
- The teacher candidate: ___creates positive connections between the school and the community.

CRITICAL STANDARD ELEMENT 5.3: The teacher candidate promotes practices and policies that improve school environment and student learning.

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<th>DISTINGUISHED</th>
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</table>

- The teacher candidate: ___involves and coaches others to participate in required initiatives.
- The teacher candidate: ___identifies possible areas of growth.
- The teacher candidate: ___participates in school-wide family activities.
- The teacher candidate: ___does not positively contribute to the relationship between school and community.
implement and sustain teacher-identified change takes a leadership role in growth initiatives that affect practice and policy throughout the school community

within the classroom and school recommends and facilitates opportunities for change and growth in the classroom and school.

leading to change in practice and policy in the classroom and school.

available opportunities for change and growth that affect practice and policy

**STANDARD 6: STUDENT LEARNING**

**Student Learning:** Student Learning is the single most important goal of education. Many things affects students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

**CRITICAL STANDARD ELEMENT 6.1:** The work of the teacher candidate results in measurable progress of student learning of state-approved curricula.

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Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplished a student-learning goal that involves collaborative efforts across classrooms.

Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.

Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.

**STANDARD 7: PROFESSIONAL CONDUCT**

**Professional Conduct:** Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action.

**CRITICAL STANDARD ELEMENT 7.1:** The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BELOW STANDARD</th>
<th>UNSATISFACTORY</th>
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</thead>
<tbody>
<tr>
<td>2</td>
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<tr>
<td>POLICY AND PROCEDURE</td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure with few exceptions</td>
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<tr>
<td>ATTENDANCE</td>
<td>The teacher candidate adheres to state, district, school, attendance policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school, and attendance policy and procedures with few exceptions</td>
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<tr>
<td>SCHEDULE</td>
<td>The teacher candidate adheres to state, district, school, work schedule policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school work schedule policy and procedure with few exception</td>
</tr>
<tr>
<td>RESPECT</td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community.</td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community with few exceptions</td>
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</tbody>
</table>
Final Scores: Transfer the final score to the table below. Total the number of points and derive a mean score for the 7 standards.

<table>
<thead>
<tr>
<th>Standard 1.1</th>
<th>Standard 1.2</th>
<th>Standard 1.3</th>
<th>Standard 2.1</th>
<th>Standard 2.2</th>
<th>Standard 2.3</th>
<th>Standard 3.1</th>
<th>Standard 3.2</th>
<th>Standard 3.3</th>
<th>Standard 4.1</th>
<th>Standard 4.2</th>
<th>Standard 5.1</th>
<th>Standard 5.2</th>
<th>Standard 5.3</th>
<th>Standard 6.1</th>
<th>Standard 7.1</th>
<th>Standard Below Standard Unsatisfactory</th>
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<tbody>
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<tr>
<td>Policy &amp; Procedure</td>
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<td>Below Standard 1</td>
<td>Unsatisfactory 0</td>
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<tr>
<td>Attendance</td>
<td>Schedule</td>
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Mean Score: Total Score_____________/19 = ____________________

Signatures:

Student Teacher: ________________________________ Date: ________________

School Based Supervisor: ________________________________ Date: ________________

University Based Supervisor: ________________________________ Date: ________________
## Content Observation Forms

### FINAL PERFORMANCE ASSESSMENT

**Student Teacher Elementary Education Content**

Teacher Candidate __________________________________________

Exit Conference: First Placement ___________________               Second Placement ___________________

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Teacher candidate demonstrates high level of competence in use of English language arts. Teacher candidate uses concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Teacher candidate uses concepts to help children apply skills to different situations, materials, and ideas.</td>
<td>Teacher candidate demonstrates high level of competence in use of English language arts. Teacher candidate uses concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Teacher candidate uses concepts to help children apply skills to different situations, materials, and ideas.</td>
<td>Teacher candidate demonstrates high level of competence in use of English language arts. Teacher candidate uses concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Teacher candidate uses concepts to help children apply skills to different situations, materials, and ideas.</td>
<td>Teacher candidate presents English language arts content that is incorrect.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2 a</strong> Teacher candidate knows and uses fundamental concepts of physical, life, and/or earth/space sciences.</td>
<td>Teacher candidate knows and uses fundamental concepts of physical, life, and/or earth/space sciences. Teacher candidate integrates science content into other curricular areas. Teacher candidate uses science content to engage students in real-world problem-based learning.</td>
<td>Teacher candidate knows and uses fundamental concepts of physical, life, and/or earth/space sciences. Teacher candidate integrates science content into other curricular areas.</td>
<td>Teacher candidate presents science content that is incorrect.</td>
<td></td>
</tr>
</tbody>
</table>
### 1.2 b Inquiry methods are used to teach and build student understanding of personal and social applications of learning.

- Teacher candidate uses inquiry methods to build student understanding of personal and social applications of learning.
- Teacher candidates can implement multiple lessons that use a variety of ways of doing inquiry to teach science (such as structured, guided and open-ended inquiry).

### 1.3a Teacher candidate knows, understands and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis or probability.

- Teacher candidate knows, understands and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis or probability.
- Teacher candidate consistently integrates the mathematical content into other curricular areas.
- Teacher candidate uses mathematical content to engage students in real-world problem-based learning.

### 1.3b Teacher candidate engages in problem solving, reasoning and proof, communication connections, and/or representation.

- Teacher candidate engages students in problem solving, reasoning and proof, communication connections, and representation.
- Teacher candidate integrates mathematical processes into other curricular areas.
- Teacher candidate uses mathematical processes to engage students in real-world problem-based learning.

### 1.4 Teacher candidate use methods of inquiry and integrated study of history

- Teacher candidate uses methods of inquiry and integrated study of history, geography, and
- Teacher candidate uses methods of inquiry and
- Teacher candidate presents social studies content

Teacher candidate attempts to use inquiry methods to build student understanding of personal and social applications of learning.

Teacher candidate designs multiple inquiry lessons that use the same type of inquiry to teach science.

Teacher candidate integrates mathematical processes into other curricular areas.

Teacher candidate uses mathematical processes to engage students in real-world problem-based learning.

Teacher candidate does not attempt to use inquiry methods during instruction.

Teacher candidate presents mathematical content that is incorrect.

Teacher candidate does not engage students in the mathematical processes of problem solving, reasoning, proof, communications connections, and representation.

Teacher candidate uses methods of inquiry and
<table>
<thead>
<tr>
<th>1.5a Teacher candidate knows, understands, and uses the content, functions, and achievements of the performing arts as media for communication, inquiry and engagement among elementary students.</th>
<th>Teacher candidate knows, understands, and uses the content, functions, and achievements of the performing arts as media for communication, inquiry and engagement among elementary students. Teacher candidate consistently integrates the performing arts into other curricular areas. Teacher candidate differentiates instruction by allowing students to use the performing arts to demonstrate competency.</th>
<th>Teacher candidate knows, understands, and uses the content, functions, and achievements of the performing arts as media for communication, inquiry and engagement among elementary students. Teacher candidate consistently integrates the performing arts into other curricular areas.</th>
<th>Teacher candidate does not attempt to address the performing arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>geography, and the social sciences to promote students’ abilities to make informed decisions and citizens of a culturally diverse democratic society.</td>
<td>Teacher candidate consistently integrates the social studies into other curricular areas. Teacher candidates uses social studies to engage students in real-world problem-based learning.</td>
<td>integrated study of history, geography, and the social sciences to promote students’ abilities to make informed decisions and citizens of a culturally diverse democratic society. Teacher candidate consistently integrates the social studies into other curricular areas.</td>
<td>Teacher candidate does not attempt to address the visual arts.</td>
</tr>
<tr>
<td>1.5b Teacher candidate knows, understands, and uses the content, functions, and achievements of the visual arts as media for communication, inquiry and engagement among elementary students.</td>
<td>Teacher candidate knows, understands, and uses the content, functions, and achievements of the visual arts as media for communication, inquiry and engagement among elementary students. Teacher candidate consistently integrates the visual arts into other curricular areas.</td>
<td>Teacher candidate knows, understands, and uses the content, functions, and achievements of the visual arts as media for communication, inquiry and engagement among elementary Teacher candidate knows, understands, and uses the content, functions, and achievements of the visual arts as media for communication, inquiry and engagement among elementary students. Teacher candidate consistently integrates the visual arts into other curricular areas.</td>
<td>Teacher candidate does not attempt to address the performing arts.</td>
</tr>
</tbody>
</table>
**1.6a Teacher candidate uses concepts that contribute to student development of good health practices.**

<table>
<thead>
<tr>
<th>Teacher candidate uses concepts that contribute to student development of good health practices.</th>
<th>Teacher candidate uses concepts that contribute to student development of good health practices.</th>
<th>Teacher candidate uses concepts that contribute to student development of good health practices.</th>
<th>Teacher candidate does not attempt to address health practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidate consistently integrates health into other curricular areas.</td>
<td>Teacher candidate consistently integrates health into other curricular areas.</td>
<td>Teacher candidate consistently integrates health into other curricular areas.</td>
<td></td>
</tr>
<tr>
<td>Teacher candidate daily promotes good health practices that would contribute to student development of a healthy lifestyle.</td>
<td>Teacher candidate daily promotes good health practices that would contribute to student development of a healthy lifestyle.</td>
<td>Teacher candidate daily promotes good health practices that would contribute to student development of a healthy lifestyle.</td>
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</tbody>
</table>

**1.6b Teacher candidate uses knowledge of movement and physical activity to foster healthy lifestyles.**

<table>
<thead>
<tr>
<th>Teacher candidate uses knowledge of movement and physical activity to foster healthy lifestyles.</th>
<th>Teacher candidate uses knowledge of movement and physical activity to foster healthy lifestyles.</th>
<th>Teacher candidate uses knowledge of movement and physical activity to foster healthy lifestyles.</th>
<th>Teacher candidate does not attempt to address physical activity.</th>
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<tbody>
<tr>
<td>Teacher candidate consistently integrates movement and physical activity into other curricular areas.</td>
<td>Teacher candidate consistently integrates movement and physical activity into other curricular areas.</td>
<td>Teacher candidate consistently integrates movement and physical activity into other curricular areas.</td>
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<tr>
<td>Teacher candidate daily promotes physical activity that would contribute to student development of a healthy lifestyle.</td>
<td>Teacher candidate daily promotes physical activity that would contribute to student development of a healthy lifestyle.</td>
<td>Teacher candidate daily promotes physical activity that would contribute to student development of a healthy lifestyle.</td>
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</tr>
</tbody>
</table>

**Total**

**Comments:**
### ELA 5-9 Content

**Teacher Candidate:**

**Evaluator:** ____________________________________________________________________________

Date ______________________

Circle one:                First               Second               Third               Other

### 1.1 Teacher candidate are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts

<table>
<thead>
<tr>
<th>Distinguished 3</th>
<th>Accomplished 2</th>
<th>Emerging 1</th>
<th>Unsatisfactory 0</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Teacher candidate consistently integrates the English language arts into other curricular areas</td>
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<td></td>
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<tr>
<td>Candidate uses language arts to engage students in real-world problem-based learning</td>
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### Comments:

### Points

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### 1.2 Teacher candidate are knowledgeable

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<thead>
<tr>
<th>Distinguished 3</th>
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</thead>
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<tr>
<td>Candidate uses language arts to engage students in real-world problem-based learning</td>
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<tr>
<td>Points</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Distinguished 3</td>
<td>Teacher candidate know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplished 2</td>
<td>Teacher candidate know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging 1</td>
<td>Teacher candidate know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory 0</td>
<td>Teacher candidate has limited knowledge of conventions in the English language</td>
<td></td>
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</tbody>
</table>

Candidate consistently integrates the English language arts into other curricular areas.
### 2.3 Teacher candidate are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

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<thead>
<tr>
<th>Points</th>
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<th>Accomplished</th>
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<th>Unsatisfactory</th>
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<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

- Teacher candidate are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.
- Candidate consistently integrates the English language arts into other curricular areas.
- Candidate uses language arts to engage students in real-world problem-based learning.

**Total**

**Comments:**
### 1.0 Content: Preservice teacher candidates demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the NCTM CAEP Mathematics Content for Middle Grades

<table>
<thead>
<tr>
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<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Number Systems</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Teacher candidate should know the following topics related to number systems with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</td>
<td>Teacher candidate: demonstrates &amp; applies knowledge of the content related to <strong>number systems</strong> supported by concrete models, varied representational tools, and appropriate technology. Teacher candidate consistently integrates math into other curricular areas. Teacher candidate uses mathematics to engage students in real-world problem-based learning.</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>number systems</strong> supported by concrete models, varied representational tools, and appropriate technology. Teacher candidate consistently integrates math into other curricular areas.</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>number systems</strong> supported by concrete models, varied representational tools, and appropriate technology. Teacher candidate presents <strong>number systems</strong> content that is incorrect.</td>
<td></td>
</tr>
</tbody>
</table>

**Points**

**Comments:**

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2 Algebra</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Teacher candidates should know the following topics related to algebra with their content understanding and mathematical practices</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>algebra</strong> supported by concrete models,</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>algebra</strong> supported by concrete models,</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>algebra</strong> supported by concrete models,</td>
<td>Teacher candidate presents <strong>algebra</strong> content that is incorrect.</td>
</tr>
</tbody>
</table>
supported by appropriate technology and varied representational tools, including concrete models:

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments:</th>
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<tbody>
<tr>
<td></td>
<td>Distinguished</td>
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</table>

1.3 Geometry and Trigonometry
Teacher candidates should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
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</tbody>
</table>

Teacher candidate demonstrates & applies knowledge of the content related to geometry & trigonometry supported by concrete models, varied representational tools and appropriate technology.

Teacher candidate consistently integrates math into other curricular areas.

Teacher candidate uses mathematics to engage students in real-world problem-based learning.

Teacher candidate presents geometry & trigonometry content that is incorrect.
<table>
<thead>
<tr>
<th>1.4 Statistics and Probability</th>
<th>3</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>statistics &amp; probability</strong> supported by concrete models, varied representational tools and appropriate technology. Teacher candidate consistently integrates math into other curricular areas. Teacher candidate uses mathematics to engage students in real-world problem-based learning.</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>statistics &amp; probability</strong> supported by concrete models, varied representational tools and appropriate technology. Teacher candidate consistently integrates math into other curricular areas.</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>statistics &amp; probability</strong> supported by concrete models, varied representational tools and appropriate technology. Teacher candidate consistently integrates math into other curricular areas.</td>
<td>Teacher candidate presents <strong>statistics &amp; probability</strong> content that is incorrect.</td>
</tr>
</tbody>
</table>

**Points**

**Comments:**

<table>
<thead>
<tr>
<th>1.5. Calculus</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>calculus</strong> supported by concrete models, varied representational tools and appropriate technology. Teacher candidate consistently integrates math into other curricular areas. Teacher candidate uses mathematics to engage students in real-world problem-based learning.</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>calculus</strong> supported by concrete models, varied representational tools and appropriate technology. Teacher candidate consistently integrates math into other curricular areas.</td>
<td>Teacher candidate demonstrates &amp; applies knowledge of the content related to <strong>calculus</strong> supported by concrete models, varied representational tools and appropriate technology. Teacher candidate consistently integrates math into other curricular areas.</td>
<td>Teacher candidate presents <strong>calculus</strong> content that is incorrect.</td>
</tr>
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<td>Points</td>
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<td>Comments:</td>
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</tbody>
</table>
### 1.0 Teacher candidates demonstrate knowledge of social studies disciplines. Teacher candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

#### 1.1 Teacher candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences

<table>
<thead>
<tr>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Distinguished 3</td>
<td>Teacher candidate is knowledgeable of the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences. Teacher candidate consistently integrates the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences. Teacher candidate uses the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences to engage students in real-world problem-based learning.</td>
</tr>
<tr>
<td>Accomplished 2</td>
<td>Teacher candidate is knowledgeable of the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences. Teacher candidate consistently integrates the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.</td>
</tr>
<tr>
<td>Emerging 1</td>
<td>Teacher candidate is knowledgeable of the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.</td>
</tr>
<tr>
<td>Un satisfactory 0</td>
<td>Teacher candidate has limited knowledge about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.</td>
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</tbody>
</table>

### 1.2 Teacher candidates are knowledgeable about disciplinary inquiry in civics.

<table>
<thead>
<tr>
<th>Points</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Distinguished 3</td>
<td>Teacher candidate is knowledgeable about disciplinary inquiry in civics,</td>
</tr>
<tr>
<td>Accomplished 2</td>
<td>Teacher candidate is knowledgeable about disciplinary inquiry in civics,</td>
</tr>
<tr>
<td>Emerging 1</td>
<td>Teacher candidate is knowledgeable about disciplinary inquiry in civics,</td>
</tr>
<tr>
<td>Un satisfactory 0</td>
<td>Teacher candidate has limited knowledge about disciplinary inquiry in</td>
</tr>
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<td>Points</td>
<td>Comments:</td>
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</table>

**1.3 Teacher candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.**

<table>
<thead>
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</table>

Teacher candidate is knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Teacher candidate consistently integrates the disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Teacher candidate has limited knowledge about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Teacher candidate consistently integrates the disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.
Teacher candidate uses the disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences in real-world problem-based learning.

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<th>Points</th>
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### STANDARD 1: CURRICULUM AND PLANNING

#### CRITICAL STANDARD ELEMENT 1.1:
The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.

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<thead>
<tr>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
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</tbody>
</table>

- The teacher candidate: _____demonstrates expert, specialized content knowledge
- The teacher candidate: _____collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas

- The teacher candidate: _____demonstrates extensive content knowledge
- The teacher candidate: _____connects student learning to other content areas

- The teacher candidate: _____demonstrates content knowledge
- The teacher candidate: _____attempts to connect student learning to other content areas

- The teacher candidate: _____does not demonstrate sufficient content knowledge
- The teacher candidate: _____does not attempt to connect student learning to other content areas

#### CRITICAL STANDARD ELEMENT 1.2:
The teacher candidate designs standards-driven instruction using state-approved curricula.

<table>
<thead>
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</table>

- The teacher candidate: _____collaborates with others including students, to design instruction and assessment aligned to the state approved curricula
- The teacher candidate: _____collaborates with students to design sequential learning activities that provide for varied student abilities and interests
- The teacher candidate: _____collaborates with others, including students, to design learning activities that promote student collaboration

- The teacher candidate: _____designs written instructional plans
- The teacher candidate: _____designs sequential learning activities at appropriate developmental levels

- The teacher candidate: _____designs written instructional plans aligned to the state-approved curricula
- The teacher candidate: _____designs sequential learning activities at appropriate developmental levels

- The teacher candidate: _____does not design written instructional plans
- The teacher candidate: _____does not design instructional plans and/or units that are driven by state-approved curricula

- The teacher candidate: _____does not design sequential learning activities at appropriate developmental levels
- The teacher candidate: _____does not design activities that promote student collaboration
CRITICAL STANDARD ELEMENT 1.3: The teacher candidate uses a balanced assessment approach to guide student learning.

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</table>

The teacher candidate:  
______ collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals  
______ collaborates with students and others to clearly define and communicate assessment criteria  
______ shares assessment data and provides timely feedback to students

The teacher candidate:  
______ designs and uses formative and summative assessments to monitor student progress and set learning goals  
______ clearly defines and communicates assessment criteria  
______ shares assessment data and provides timely feedback to students

The teacher candidate:  
______ designs and uses formative and summative assessments  
______ communicates assessment criteria  
______ shares assessment data with students

The teacher candidate:  
______ does not use of formative and summative assessments  
______ does not communicate assessment criteria  
______ does not share assessment data and/or provide feedback to students

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

CRITICAL STANDARD ELEMENT 2.1: The teacher candidate understands and responds to the unique characteristics of learners.

<table>
<thead>
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</table>

The teacher candidate:  
______ demonstrates extensive knowledge of students’ social, emotional and academic needs, interest, learning styles, cultural heritage, and gender  
______ plans and implements differentiated learning activities with

The teacher candidate:  
______ demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender  
______ plans and implements differentiated learning activities for students

The teacher candidate:  
______ demonstrates adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender  
______ plans and implements differentiated learning activities for some

The teacher candidate:  
______ does not demonstrate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender  
______ does not plan and implement appropriate learning activities
**students helps colleagues understand the unique characteristics of all learners**

**students**

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**CRITICAL STANDARD ELEMENT 2.2:** The teacher candidate establishes and maintains a safe and appropriate learning environment.

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<th>UNSATISFACTORY</th>
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<td>3</td>
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The teacher candidate:
- collaborates with students to establish an effective classroom management system
- collaborates with students to ensure appropriate behavior as defined by the code of conduct
- organizes space and materials in a safe, highly efficient and well-designed learning environment

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**CRITICAL STANDARD ELEMENT 2.3:** The teacher candidate establishes and maintains a learner-centered culture.

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<tr>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
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</table>

The teacher candidate:
- establishes with students clear criteria for high-quality work
- collaborates with students to maximize instructional time
- engages students in active, self-directed learning as part of a community of learners
- provides extensive opportunities for students to collaborate in learning

---

**STANDARD 3: TEACHING**

**CRITICAL STANDARD ELEMENT 3.1:** The teacher utilizes a variety of research-based instructional strategies.
<p>| CRITICAL STANDARD ELEMENT 3.2: The teacher candidate motivates and engages students in learning, problem solving and collaboration. |
|---|---|---|---|
| DISTINGUISHED | ACCOMPLISHED | EMERGING | UNSATISFACTORY |
| 3 | 2 | 1 | 0 |
| The teacher candidate: ____facilitates student-led learning activities leading to deep understanding of the content | The teacher candidate: ____provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding | The teacher candidate: ____provides learning activities relevant to the content and procedures clearly and models them when necessary | The teacher candidate: ____does not provide learning activities that are relevant to the content and procedures |
| ____encourages students to initiate or adapt learning activities to deepen understanding | ____explains directions and procedures | ____provides learning opportunities to collaborate using appropriate technologies | ____does not explain directions and procedures |
| ____provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | ____provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | ____does not provide student collaboration opportunities |
| CRITICAL STANDARD ELEMENT 3.3: The teacher candidate adjusts instruction based on a variety of assessments and student responses. |
|---|---|---|---|
| DISTINGUISHED | ACCOMPLISHED | EMERGING | UNSATISFACTORY |
| 3 | 2 | 1 | 0 |
| The teacher candidate: ____collaborates with students to use an extensive variety of effective instructional strategies to deliver content | The teacher candidate: ____uses a variety of effective instructional strategies to deliver content | The teacher candidate: ____uses a limited variety of effective instructional strategies to deliver content | The teacher candidate: ____does not use effective instructional strategies to deliver content |
| ____collaborates with students to provide scaffolding and differentiated instruction | ____demonstrates adequate use of scaffolding and differentiated instruction | ____demonstrates limited use of scaffolding or differentiated instruction | ____does not scaffold or differentiate instruction |
| ____extensively uses appropriate technology to deliver content | ____adequately uses technology to deliver content | ____demonstrates limited use of appropriate technology to deliver content | ____does not use appropriate technology to deliver content |</p>
<table>
<thead>
<tr>
<th></th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
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</tr>
<tr>
<td>_____effectively modifies instruction to meet the needs of all students</td>
<td>_____modifies instruction when need is apparent</td>
<td>_____recognizes missed opportunities to modify instruction</td>
<td>_____does not modify instruction</td>
<td></td>
</tr>
<tr>
<td>_____extensively monitors student progress using a variety of assessments</td>
<td>_____consistently monitors student progress using a variety of assessments</td>
<td>_____inconsistently monitors student progress using a variety of assessments</td>
<td>_____does not monitor student progress</td>
<td></td>
</tr>
<tr>
<td>_____collaborates with students and others to make instructional decisions</td>
<td>_____uses student feedback to make instructional decisions</td>
<td>_____analyzes student data to make instructional decisions</td>
<td>_____does not base instruction on a variety of assessments</td>
<td></td>
</tr>
<tr>
<td>_____extensively analyzes and uses student data to make instructional decisions</td>
<td>_____uses a variety of formative assessments to differentiate instruction and provide effective interventions</td>
<td>_____uses formative assessments to provide whole-group interventions</td>
<td>_____does not provide interventions based on student data</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL**

**CRITICAL STANDARD ELEMENT 4.1:** The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

<table>
<thead>
<tr>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
<th>EMERGING</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate:</td>
</tr>
<tr>
<td>_____initiates the investigation that leads to the development of best practices</td>
<td>_____engages in professional learning to investigate best practices</td>
<td>_____participates in opportunities to investigate best practices when invited to do so</td>
<td>_____does not participate in professional development of best practices as required for self-renewal</td>
</tr>
<tr>
<td>_____extensively implements best practices</td>
<td>_____consistently implements best practices</td>
<td>_____inconsistently implements best practices</td>
<td>_____does not implement best practices</td>
</tr>
<tr>
<td>_____mentors others in implementation of best practices</td>
<td>_____shares best practices within the school community</td>
<td></td>
<td>_____does not implement best practices acquired through professional development</td>
</tr>
<tr>
<td>_____shares results of investigation at the local, state, or national level</td>
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</tr>
</tbody>
</table>

**CRITICAL STANDARD ELEMENT 4.2:** The teacher candidate actively engages in collaborative learning opportunities.
The teacher candidate:
_____initiates or advances the development of a collaborative team
_____contributes consistently to group learning
_____mentors others in utilizing the knowledge and skills gained

The teacher candidate:
_____participates actively in and/or facilitates a collaborative team
_____contributes to group learning
_____utilizes the knowledge and skills gained

The teacher candidate:
_____participates in a collaborative team when invited to do so
_____attempts to utilize the knowledge and skills gained

The teacher candidate:
_____works in isolation
_____does not contribute productively to work in collaborative teams as required for self-renewal
_____does not utilize knowledge and skills gained to improve unsatisfactory performance rating

### CRITICAL STANDARD ELEMENT 5.1

The teacher candidate participates in school-wide collaborative efforts to support the success of all students.

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</tbody>
</table>

The teacher candidate:
_____leads the ongoing development of school-wide initiatives based on school and student data
_____participates in the design and delivery of professional development for the implementation of school-wide initiatives

The teacher candidate:
_____collaborates in the development of school-wide initiatives based on school and student data
_____participates in the implementation of school-wide initiatives

The teacher candidate:
_____participates in school-wide initiatives

The teacher candidate:
_____does not participate in school-wide initiatives

### CRITICAL STANDARD ELEMENT 5.2

The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.

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</tbody>
</table>

The teacher candidate:
_____develops ongoing opportunities for families to participate in classroom activities based on needs assessment
_____interacts appropriately with families within the school setting
_____seeks relevant

The teacher candidate:
_____offers ongoing opportunities for families to participate in classroom activities
_____interacts appropriately with families within the school setting
_____seeks relevant

The teacher candidate:
_____participates in school-wide family activities
_____has minimal interaction with families
_____responds appropriately to contact from families
_____occasionally

The teacher candidate:
_____does not attend school-wide family activities
_____does not respond or appropriately responds to contact from families
_____does not positively contribute to the relationship between
**CRITICAL STANDARD ELEMENT 5.3:** The teacher candidate promotes practices and policies that improve school environment and student learning.

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</tbody>
</table>

The teacher candidate:
- **D** involves and coaches others to implement and sustain teacher-identified change
- **A** takes a leadership role in growth initiatives that affect practice and policy throughout the school community
- **E** identifies possible areas of growth within the classroom and school
- **M** recommends and facilitates opportunities for change and growth in the classroom and school

**STANDARD 6: STUDENT LEARNING**

**Student Learning:** Student Learning is the single most important goal of education. Many things affects students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

**CRITICAL STANDARD ELEMENT 6.1:** The work of the teacher candidate results in measurable progress of student learning of state-approved curricula.

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</tbody>
</table>

Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplished a student-learning goal that

- **D** evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.
- **A** evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.
- **U** evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.
Professional Conduct: Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action.

**CRITICAL STANDARD ELEMENT 7.1**: The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>BELOW STANDARD</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLICY AND PROCEDURE</strong></td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure with few exceptions</td>
</tr>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td>The teacher candidate adheres to state, district, school, attendance policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school, and attendance policy and procedures with few exceptions</td>
</tr>
<tr>
<td><strong>SCHEDULE</strong></td>
<td>The teacher candidate adheres to state, district, school, work schedule policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school work schedule policy and procedure with few exception</td>
</tr>
<tr>
<td><strong>RESPECT</strong></td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community.</td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community with few exceptions</td>
</tr>
</tbody>
</table>

**Signatures:**
**Evaluation #1**

<table>
<thead>
<tr>
<th>Observer</th>
<th>Circle One</th>
<th>School Based School-based educator</th>
<th>University Based Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
<td>Date</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
**Evaluation #2**

<table>
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<th>School-based educator</th>
<th>University Based Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
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</table>

**Evaluation #3**

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<tr>
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<th>Circle One: School Based</th>
<th>School-based educator</th>
<th>University Based Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
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</table>

**Evaluation #4**

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<th>Circle One: School Based</th>
<th>School-based educator</th>
<th>University Based Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
<td></td>
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</tbody>
</table>
**STANDARD 1: CURRICULUM AND PLANNING**

**CRITICAL STANDARD ELEMENT 1.1:** The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.

<table>
<thead>
<tr>
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</table>

The teacher candidate: ____________ demonstrates expert, specialized content knowledge ____________ collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas

<table>
<thead>
<tr>
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</table>

The teacher candidate: ____________ demonstrates extensive content knowledge ____________ connects student learning to other content areas

**CRITICAL STANDARD ELEMENT 1.2:** The teacher candidate designs standards-driven instruction using state-approved curricula.

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</tbody>
</table>

The teacher candidate: ____________ collaborates with others including students, to design ____________ designs written instructional plans that align instruction

The teacher candidate: ____________ designs written instructional plans ____________ designs written instructional plans

The teacher candidate: ____________ does not design written instructional plans
### CRITICAL STANDARD ELEMENT 1.3: The teacher candidate uses a balanced assessment approach to guide student learning.

<table>
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<tr>
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</tbody>
</table>

The teacher candidate:
- **collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals**
- **collaborates with students and others to clearly define and communicate assessment criteria**
- **shares assessment data and provides timely feedback to students**

The teacher candidate:
- **designs and uses formative and summative assessments to monitor student progress and set learning goals**
- **clearly defines and communicates assessment criteria**
- **shares assessment data with students**

The teacher candidate:
- **Does not use of formative and summative assessments**
- **does not communicate assessment criteria**
- **does not share assessment data and/or provide feedback to students**

### STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

### CRITICAL STANDARD ELEMENT 2.1: The teacher candidate understands and responds to the unique...
The teacher candidate: _____demonstrates extensive knowledge of students’ social, emotional and academic needs, interest, learning styles, cultural heritage, and gender plans and implements differentiated learning activities with students.

The teacher candidate: _____helps colleagues understand the unique characteristics of all learners.

CRITICAL STANDARD ELEMENT 2.2: The teacher candidate establishes and maintains a safe and appropriate learning environment.

The teacher candidate: _____collaborates with students to establish an effective classroom management system.

The teacher candidate: _____collaborates with students to ensure appropriate behavior as defined by the code of conduct.

The teacher candidate: _____organizes space and materials to ensure safety and efficiency.

CRITICAL STANDARD ELEMENT 2.3: The teacher candidate establishes and maintains a learner-centered culture.
<table>
<thead>
<tr>
<th>CRITICAL STANDARD ELEMENT 3.1: The teacher utilizes a variety of research-based instructional strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINGUISHED</strong></td>
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<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate: ___collaborates with students to use an extensive variety of effective instructional strategies to deliver content</td>
</tr>
<tr>
<td>The teacher candidate: ___collaborates with students to provide scaffolding and differentiated instruction</td>
</tr>
<tr>
<td>The teacher candidate: ___extensively uses appropriate technology to deliver content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITICAL STANDARD ELEMENT 3.2: The teacher candidate motivates and engages students in learning, problem solving and collaboration.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINGUISHED</strong></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>The teacher candidate: ___facilitates student-led learning activities leading to deep engagement</td>
</tr>
<tr>
<td>The teacher candidate: ___explains direction and procedures</td>
</tr>
</tbody>
</table>

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201
understanding of the content
encourages students to initiate or adapt learning activities to deepen understanding
provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning
provides students with limited opportunities to collaborate using appropriate technologies
does not provide meaningful activities
does not explain directions and procedures
does not provide student collaboration opportunities

CRITICAL STANDARD ELEMENT 3.3: The teacher candidate adjusts instruction based on a variety of assessments and student responses.

<table>
<thead>
<tr>
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<tbody>
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</table>

The teacher candidate:  
_____effectively modifies instruction to meet the needs of all students  
_____extensively monitors student progress using a variety of assessments  
_____collaborates with students and others to make instructional decisions  
_____extensively analyzes and uses student data to make instructional decisions  
_____uses a variety of formative assessments to differentiate instruction and provide effective interventions

The teacher candidate:  
_____modifies instruction when need is apparent  
_____consistently monitors student progress using a variety of assessments  
_____uses student feedback to make instructional decisions  
_____analyzes student data to make instructional decisions  
_____uses a variety of formative assessments to differentiate instruction and provide appropriate interventions

The teacher candidate:  
_____recognizes missed opportunities to modify instruction  
_____inconsistently monitors student progress using a variety of assessments  
_____examines student data  
_____uses formative assessments to provide whole-group interventions

The teacher candidate:  
_____does not modify instruction  
_____does not monitor student progress  
_____does not base instruction on a variety of assessments  
_____does not provide interventions based on student data
### STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

#### CRITICAL STANDARD ELEMENT 4.1: The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

<table>
<thead>
<tr>
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<tbody>
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</tbody>
</table>

**The teacher candidate:**
- ___ initiates the investigation that leads to the development of best practices
- ___ extensively implements best practices
- ___ mentors others in implementation of best practices
- ___ shares results of investigation at the local, state, or national level

**The teacher candidate:**
- ___ engages in professional learning to investigate best practices
- ___ consistently implements best practices
- ___ shares best practices within the school community

**The teacher candidate:**
- ___ participates in opportunities to investigate best practices when invited to do so
- ___ inconsistently implements best practices

**The teacher candidate:**
- ___ does not participate in professional development of best practices as required for self-renewal
- ___ does not implement best practices
- ___ does not implement best practices acquired through professional development

#### CRITICAL STANDARD ELEMENT 4.2: The teacher candidate actively engages in collaborative learning opportunities for self-renewal with colleagues.

<table>
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**The teacher candidate:**
- ___ initiates or advances the development of a collaborative team
- ___ contributes consistently to group learning
- ___ mentors others in utilizing the knowledge and skills gained

**The teacher candidate:**
- ___ participates actively in and/or facilitates a collaborative team
- ___ contributes to group learning
- ___ utilizes the knowledge and skills gained

**The teacher candidate:**
- ___ participates in a collaborative team when invited
- ___ attempts to utilize the knowledge and skills gained

**The teacher candidate:**
- ___ works in isolation
- ___ does not contribute productively to work in collaborative teams as required for self-renewal
- ___ does not utilize knowledge and skills gained to improve unsatisfactory performance rating

### STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

#### CRITICAL STANDARD ELEMENT 5.1: The teacher candidate participates in school-wide collaborative efforts to support the success of all students.

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</tbody>
</table>

**The teacher candidate:**
- ___ leads the ongoing development of school-wide initiatives based on

**The teacher candidate:**
- ___ collaborates in the development of school-wide initiatives based on

**The teacher candidate:**
- ___ participates in school-wide initiatives

**The teacher candidate:**
- ___ does not participate in school-wide initiatives
| **CRITICAL STANDARD ELEMENT 5.2:** The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being. |
|---|---|---|---|
| DISTINGUISHED | ACCOMPLISHED | EMERGING | UNSATISFACTORY |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____develops ongoing opportunities for families to participate in classroom activities based on needs assessment | _____offers ongoing opportunities for families to participate in classroom activities | _____participates in school-wide family activities | _____does not attend school-wide family activities |
| _____interacts appropriately with families within the school setting | _____interacts appropriately with families within the school setting | _____has minimal interaction with families | _____does not respond or inappropriately responds to contact from families |
| _____seeks relevant knowledge of the family in order to provide meaningful connections between the school and family | _____seeks relevant knowledge of the family in order to provide meaningful connections between the school and family | _____responds appropriately to contact from families | _____does not positively contribute to the relationship between school and community |
| _____creates positive connections between the school and the community | | | |

| **CRITICAL STANDARD ELEMENT 5.3:** The teacher candidate promotes practices and policies that improve school environment and student learning. |
|---|---|---|---|
| DISTINGUISHED | ACCOMPLISHED | EMERGING | UNSATISFACTORY |
| 3 | 2 | 1 | 0 |
| The teacher candidate: | The teacher candidate: | The teacher candidate: | The teacher candidate: |
| _____involves and coaches others to | _____identifies possible areas of growth | _____participates in required initiatives | _____does not participate in |
| | | | |
implement and sustain teacher-identified change ______ takes a leadership role in growth initiatives that affect practice and policy throughout the school community

within the classroom and school ______ recommends and facilitates opportunities for change and growth in the classroom and school.

leading to change in practice and policy in the classroom and school

available opportunities for change and growth that affect practice and policy

<table>
<thead>
<tr>
<th>STANDARD 6: STUDENT LEARNING</th>
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<tr>
<td><strong>Student Learning:</strong> Student Learning is the single most important goal of education. Many things affect students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.</td>
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**CRITICAL STANDARD ELEMENT 6.1:** The work of the teacher candidate results in measurable progress of student learning of state-approved curricula.

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Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplished a student-learning goal that involves collaborative efforts across classrooms.

Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.

Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.

**STANDARD 7: PROFESSIONAL CONDUCT**

**Professional Conduct:** Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action.

**CRITICAL STANDARD ELEMENT 7.1:** The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

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<tbody>
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<td>1</td>
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</tr>
<tr>
<td>POLICY AND PROCEDURE</td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure.</td>
<td>The teacher candidate adheres to state, district, school, and policy and procedure with few exceptions</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>The teacher candidate adheres to state, district, school, attendance policy and procedure.</td>
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<td>SCHEDULE</td>
<td>The teacher candidate adheres to state, district, school, work schedule policy and procedure.</td>
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</tr>
<tr>
<td>RESPECT</td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community.</td>
<td>The teacher candidate interacts professionally with students, parents/guardians, colleagues and community with few exceptions</td>
</tr>
</tbody>
</table>
Final Scores: Transfer the final score to the table below. Total the number of points and derive a mean score for the 7 standards.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Standard 1.2</td>
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<tr>
<td>Standard 1.3</td>
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<tr>
<td>Standard 2.1</td>
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<tr>
<td>Standard 2.2</td>
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**Mean Score:** Total Score____________/19 =__________________

Signatures:

Student Teacher: ______________________________________ Date: __________________

School Based Supervisor: ________________________________ Date: __________________

University Based Supervisor: _____________________________ Date: __________________
Evaluation Summary Sheet

WEST VIRGINIA UNIVERSITY AT PARKERSBURG
CLINICAL EXPERIENCE - STUDENT TEACHING
EVALUATION SUMMARY SHEET

Semester _______ Year _________ Days absent _______ Times Tardy _______

Teacher Candidate: ____________________________________________________________________

Last       First       Middle       (Maiden)

ID Number: __________________________ E-mail Address: ___________________________________

Complete Name of School: __________________________________________ County: ____________

Grade Level: ______ Subject(s) Taught: __________________________________ No. of weeks: ______

Subject Specialization(s): __________________________________________________________________

University Supervisor: ____________________________________________________________________

Public School Supervisor: ________________________________________________________________

** THIS EVALUATION SHOULD BE BASED ON TEACHER CANDIDATE’S CURRENT LEVEL OF EXPERIENCE.
** A marking of unsatisfactory on the FINAL evaluation in any area will result in failure of this portion
of student teaching.

_______ Recommendation of Supervisors: The undersigned agree that the teacher candidate has
successfully completed the student teaching experience. It is recommended that the stipulated hours of
credit be entered on the teacher candidate’s record. It is also agreed that upon completion of the
approved program requirements at West Virginia University at Parkersburg, the teacher candidate be
recommended for a teaching license at the appropriate level and/or subject area of specialization.

_______ Non-recommendation of supervisors: The undersigned agree that the teacher candidate has
not successfully completed student teaching; no credit will be entered on the teacher candidate’s
record.

Comments:

________________________________________________________________________

School Based School-based educator         Date        University Based Supervisor                Date

I have read the completed evaluation.

________________________________________________________________________

Teacher Candidate                                                                                                                                                                                                    Date
This plan was formulated by the candidate and an Education Division representative and agreed to by all parties.
# Supervisory Log

**Semester** ___________________ - 20
**Supervisor** ________________________

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>School</th>
<th>Date(s) Assigned</th>
<th>Contact Dates/Codes</th>
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**Contact Codes:**
1 = Classroom; 2 = Student Conference; 3 = Cooperating Teacher Conference; 4 = 3/Way Conference; 5 = Group Conference

**Submit to Chairperson of Education by two (2) working days after exit conference.**
Student Teaching Syllabi

Education 403 Student Teaching – Early Education

Division: Education

Credit Hours: 5 hours

Scheduled Hours Per Week: Students will be required to follow the schedule of their school-based supervisor in the public school system.

Prerequisite: Passage of all required state mandated tests.

Course Description: Full-time planning, teaching and evaluation at the PreK-K levels under the direct supervision of public school and university-based supervisors.

Learning Outcomes

1. Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to the PreK-K classroom.
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media appropriate for the PreK-K classroom.
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
7. Demonstrate the appropriate integration of 21st century skills and technology throughout the curriculum.
8. Demonstrates satisfactory performance related to the appropriate content standards.

Topics to be Studied

1. Pre-teaching WVERT Competencies
2. Teaching WVERT Competencies
3. Post-teaching WVERT Competencies
4. Other Professional WVERT Competencies
5. Content Competencies

**Relationship of course to program outcomes:**

Philosophical Framework: Students will be assessed in all areas of the philosophical framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

**Special Projects to be Included in Course**

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.

**Additional information:**

Methods of Student Evaluation

1. WV Evaluation Rubrics for Teachers form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “emerging” or higher on each of the competencies is required for successful completion of student teaching).
2. Evaluation of the reflective journal and other materials which document participation.
3. Completion of two Student Teacher Self-Assessment Forms
4. Content Performance Assessment form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “satisfactory” or higher on each of the competencies is required for successful completion of student teaching).
5. Dispositions Rubric - The Dispositions Rubric should be completed by the university-based supervisor in collaboration with the school-based supervisor at the end of the SECOND placement.

**Other Information**

Prepared by: Dr. Melissa Spivy

Date: April 2017
Education 404 Student Teaching- Primary

Division: Education

Credit Hours: 5 hours

Scheduled Hours Per Week: Students will be required to follow the schedule of their school-based supervisor in the public school system.

Prerequisite: Passage of all required state mandated tests.

Course Description: Eight weeks of full time observation, planning, teaching, and evaluation at the Primary (K-2) levels under the direct supervision of public school and university-based supervisors.

Learning Outcomes

1. Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to the primary classroom.
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media appropriate for the primary classroom.
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
7. Demonstrate the appropriate integration of 21st century skills and technology throughout the curriculum.
8. Demonstrates satisfactory performance related to the appropriate content standards.

Topics to be Studied

1. Pre-teaching WVERT Competencies
2. Teaching WVERT Competencies
3. Post-teaching WVERT Competencies
4. Other Professional WVERT Competencies
5. Content Competencies

**Relationship of course to program outcomes:**

Philosophical Framework: Students will be assessed in all areas of the philosophical framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

**Special Projects to be Included in Course**

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.

**Additional information:**

Methods of Student Evaluation

1. WV Evaluation Rubrics for Teachers form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “emerging” or higher on each of the competencies is required for successful completion of student teaching).
2. Evaluation of the reflective journal and other materials which document participation.
3. Completion of two Student Teacher Self-Assessment Forms
4. Content Performance Assessment form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “satisfactory” or higher on each of the competencies is required for successful completion of student teaching).
5. Dispositions Rubric - The Dispositions Rubric should be completed by the university-based supervisor in collaboration with the school-based supervisor at the end of the SECOND placement.

**Other Information**

Prepared by: Dr. Melissa Spivy

Date: April 2017
Education 408 Student Teaching- Intermediate

**Division:** Education

**Credit Hours:** 5 hours

**Scheduled Hours Per Week:** Students will be required to follow the schedule of their school-based supervisor in the public school system.

**Prerequisite:** Passage of all required state mandated tests.

**Course Description:** Eight weeks of full time observation, planning, teaching, and evaluation at the Intermediate (3-6) levels under the direct supervision of public school and university-based supervisors.

**Learning Outcomes**

1. Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to the intermediate classroom.
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media appropriate for the intermediate classroom.
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
7. Demonstrate the appropriate integration of 21st century skills and technology throughout the curriculum.
8. Demonstrates satisfactory performance related to the appropriate content standards.

**Topics to be Studied**

1. Pre-teaching WVERT Competencies
2. Teaching WVERT Competencies
3. Post-teaching WVERT Competencies
4. Other Professional WVERT Competencies
5. Content Competencies

Relationship of course to program outcomes:

Philosophical Framework: Students will be assessed in all areas of the philosophical framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

Special Projects to be Included in Course

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.

Additional information:

Methods of Student Evaluation

1. WV Evaluation Rubrics for Teachers form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “emerging” or higher on each of the competencies is required for successful completion of student teaching).
2. Evaluation of the reflective journal and other materials which document participation.
3. Completion of two Student Teacher Self-Assessment Forms
4. Content Performance Assessment form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “satisfactory” or higher on each of the competencies is required for successful completion of student teaching).
5. Dispositions Rubric- The Dispositions Rubric should be completed by the university-based supervisor in collaboration with the school-based supervisor at the end of the SECOND placement.

Other Information

Prepared by: Dr. Melissa Spivy
Date: April 2017
Education 405 Student Teaching in Science

Division: Education

Credit Hours: 5 hours

Scheduled Hours Per Week: Students will be required to follow the schedule of their school-based supervisor in the public school system.

Prerequisite: Passage of all required state mandated tests.

Course Description: Full-time planning, teaching and evaluation at the middle school level in Science under the direct supervision of public school and university-based supervisors.

Learning Outcomes

1. Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to the middle school science classroom.
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media appropriate for the middle school science classroom.
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
7. Demonstrate the appropriate integration of 21st century skills and technology throughout the curriculum.
8. Demonstrates satisfactory performance related to the appropriate content standards.

Topics to be Studied

1. Pre-teaching WVERT Competencies
2. Teaching WVERT Competencies
3. Post-teaching WVERT Competencies
4. Other Professional WVERT Competencies
5. Content Competencies
Relationship of course to program outcomes:

Philosophical Framework: Students will be assessed in all areas of the philosophical framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

Special Projects to be Included in Course

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.

Additional information:

Methods of Student Evaluation

1. WV Evaluation Rubrics for Teachers form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “emerging” or higher on each of the competencies is required for successful completion of student teaching).
2. Evaluation of the reflective journal and other materials which document participation.
3. Completion of two Student Teacher Self-Assessment Forms
4. Content Performance Assessment form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “satisfactory” or higher on each of the competencies is required for successful completion of student teaching).
5. Dispositions Rubric- The Dispositions Rubric should be completed by the university-based supervisor in collaboration with the school-based supervisor at the end of the SECOND placement.

Other Information

Prepared by: Dr. Melissa Spivy

Date: April 2017
Education 406 Student Teaching Middle School General Math-Algebra 1

**Division:** Education

**Credit Hours:** 5 hours

**Scheduled Hours Per Week:** Students will be required to follow the schedule of their school-based supervisor in the public school system.

**Prerequisite:** Passage of all required state mandated tests.

**Course Description:** Full-time planning, teaching and evaluation at the middle school level in mathematics under the direct supervision of public school and university-based supervisors.

**Learning Outcomes**

1. Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to the middle school math classroom.
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media appropriate for the middle school math classroom.
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
7. Demonstrate the appropriate integration of 21st century skills and technology throughout the curriculum.
8. Demonstrates satisfactory performance related to the appropriate content standards.

**Topics to be Studied**

1. Pre-teaching WVERT Competencies
2. Teaching WVERT Competencies
3. Post-teaching WVERT Competencies
4. Other Professional WVERT Competencies
5. Content Competencies
**Relationship of course to program outcomes:**

Philosophical Framework: Students will be assessed in all areas of the philosophical framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

**Special Projects to be Included in Course**

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.

**Additional information:**

Methods of Student Evaluation

1. WV Evaluation Rubrics for Teachers form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “emerging” or higher on each of the competencies is required for successful completion of student teaching).
2. Evaluation of the reflective journal and other materials which document participation.
3. Completion of two Student Teacher Self-Assessment Forms
4. Content Performance Assessment form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “satisfactory” or higher on each of the competencies is required for successful completion of student teaching).
5. Dispositions Rubric- The Dispositions Rubric should be completed by the university-based supervisor in collaboration with the school-based supervisor at the end of the SECOND placement.

**Other Information**

Prepared by: Dr. Melissa Spivy

Date: April 2017
Education 407 Student Teaching in English (5-9)

**Division:** Education

**Credit Hours:** 5 hours

**Scheduled Hours Per Week:** Students will be required to follow the schedule of their school-based supervisor in the public school system.

**Prerequisite:** Passage of all required state mandated tests.

**Course Description:** Full-time planning, teaching and evaluation at the middle school level in English under the direct supervision of public school and university-based supervisors.

**Learning Outcomes**

1. Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to the middle school English classroom.
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media appropriate for the middle school English classroom.
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
7. Demonstrate the appropriate integration of 21st century skills and technology throughout the curriculum.
8. Demonstrates satisfactory performance related to the appropriate content standards.

**Topics to be Studied**

1. Pre-teaching WVERT Competencies
2. Teaching WVERT Competencies
3. Post-teaching WVERT Competencies
4. Other Professional WVERT Competencies
5. Content Competencies
**Relationship of course to program outcomes:**

Philosophical Framework: Students will be assessed in all areas of the philosophical framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

**Special Projects to be Included in Course**

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.

**Additional information:**

Methods of Student Evaluation

1. WV Evaluation Rubrics for Teachers form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “emerging” or higher on each of the competencies is required for successful completion of student teaching).
2. Evaluation of the reflective journal and other materials which document participation.
3. Completion of two Student Teacher Self-Assessment Forms
4. Content Performance Assessment form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “satisfactory” or higher on each of the competencies is required for successful completion of student teaching).
5. Dispositions Rubric- The Dispositions Rubric should be completed by the university-based supervisor in collaboration with the school-based supervisor at the end of the SECOND placement.

**Other Information**

Prepared by: Dr. Melissa Spivy

Date: April 2017
Education 409 Student Teaching in Social Studies (5-9)

Division: Education

Credit Hours: 5 hours

Scheduled Hours Per Week: Students will be required to follow the schedule of their school-based supervisor in the public school system.

Prerequisite: Passage of all required state mandated tests.

Course Description: Full-time planning, teaching and evaluation at the middle school level in social studies under the direct supervision of public school and university-based supervisors.

Learning Outcomes

1. Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to the middle school social studies classroom.
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media appropriate for the middle school social studies classroom.
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
7. Demonstrate the appropriate integration of 21st century skills and technology throughout the curriculum.
8. Demonstrates satisfactory performance related to the appropriate content standards.

Topics to be Studied

1. Pre-teaching WVERT Competencies
2. Teaching WVERT Competencies
3. Post-teaching WVERT Competencies
4. Other Professional WVERT Competencies
5. Content Competencies
Relationship of course to program outcomes:

Philosophical Framework: Students will be assessed in all areas of the philosophical framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

Special Projects to be Included in Course

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.

Additional information:

Methods of Student Evaluation

1. WV Evaluation Rubrics for Teachers form - Seven copies minimum; three completed by local school-based supervisor; three completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based supervisor, and the university-based supervisor (a rating of “emerging” or higher on each of the competencies is required for successful completion of student teaching).
2. Evaluation of the reflective journal and other materials which document participation.
3. Completion of two Student Teacher Self-Assessment Forms
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5. Dispositions Rubric- The Dispositions Rubric should be completed by the university-based supervisor in collaboration with the school-based supervisor at the end of the SECOND placement.

Other Information

Prepared by:  Dr. Melissa Spivy

Date:   April 2017