

2025

2026



EDUCATION HANDBOOK



Teacher Education Handbook



2025-2026

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Part I Overview

Introduction

The WVU Parkersburg Teacher Education Handbook provides detailed guidance for teacher candidates pursuing a baccalaureate degree in elementary education. It outlines the program's curriculum, admission criteria, graduation requirements, and licensure information.

For additional details on academic programs and college policies, candidates should refer to the WVU Parkersburg Course Catalog, which serves as the official governing document for all programs. Policies, procedures, and campus services are detailed in the WVU Parkersburg Student Handbook.

Both the Teacher Education Handbook and the institutional Student Handbook supplement the Course Catalog and are subordinate to it. All three documents are subject to ongoing review and revision by the Board of Governors, college administrators, and faculty. Various governing bodies may influence policies and requirements, so the college reserves the right to modify program details, admission criteria, rules, or policies without prior notice.

Note: Teacher candidates planning to transfer should consult the catalog and advisors from their intended transfer institution before enrolling in education courses at WVU Parkersburg. It is the candidate's responsibility to stay informed about all policies and requirements related to their degree plan.

For additional information about the Education Program at WVU Parkersburg you may contact any of the offices listed below:

Professional Studies Division

(304)-424-8314

Center for Student Services

(304)-424-8310

Architects of the Future

At WVU Parkersburg, the “Architects of the Future” framework guides the development of teacher candidates, emphasizing that today’s educators shape tomorrow’s world. This philosophy encourages future teachers to see themselves as builders of society; reflective, skilled, and committed professionals who influence not just academic success, but the social and emotional growth of their students.

The framework is built on six core pillars: Planning, Teaching Skills, Interpersonal Skills, Decision-Making, Professional Commitment, and Diversity. Through hands-on experiences, coursework, and field placements; candidates develop the ability to plan effective instruction, deliver engaging lessons, communicate professionally, and respond to diverse student needs. Reflection is central, helping candidates grow as thoughtful decision-makers and adaptive educators.

To support and evaluate this development, the program integrates the Danielson Framework for Teaching, a nationally recognized model that outlines four key domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The *Architects* framework provides the vision; Danielson offers the structure.

Together, these frameworks ensure that WVU Parkersburg graduates are not only prepared to meet today’s classroom demands; they’re also ready to lead, inspire, and truly become architects of the future.

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:

1.) Planning - Instructional planning involves the decisions teachers make to organize, deliver, and assess effective instruction. It is a dynamic, ongoing process built around five key steps:

1. Establishing instructional goals
2. Defining specific learning objectives
3. Assessing student needs related to those goals
4. Designing instructional strategies and learning activities, including appropriate use of technology
5. Evaluating student performance based on the stated objectives

In this model, planning is viewed as a dynamic process. Each phase informs and influences the others through ongoing data and reflection.

Teacher candidates begin developing their planning skills by organizing their time, coursework, and field experiences to meet program expectations. As they progress, they collaborate with advisors, cooperating teachers, and university supervisors to design increasingly complex instructional plans. Coursework requires a variety of plans, including classroom management,

tutoring, technology integration, and lessons for individuals and groups.

Residency serves as the culminating experience, where candidates demonstrate full proficiency in planning. This includes setting goals and objectives aligned with state standards, designing instruction for diverse learners, developing assessments, and creating a plan for continued professional growth.

2.) Teaching Skills - Effective teaching requires intentional planning, diverse instructional strategies, and appropriate assessment practices. Strong lessons begin by capturing student attention, activating prior knowledge, and clearly presenting objectives. Throughout instruction, teachers must maintain an engaging, well-managed environment and conclude with effective closure that reinforces key concepts. Attention to pacing, clarity, student engagement, and data use is essential.

Teacher candidates build these skills through a progression of field experiences and coursework, where they observe, practice, and refine a range of instructional approaches. Performance assessments in each placement provide targeted feedback to support ongoing development.

Residency is the capstone experience, where candidates demonstrate mastery of teaching skills and the integration of 21st-century learning practices. They apply both discipline-specific and general instructional methods; such as cooperative learning and small-group instruction, within diverse classroom settings. Regular feedback from university supervisors and cooperating teachers supports continued growth and instructional excellence.

3.) Interpersonal Skills - Interpersonal skills are essential to effective teaching, enabling educators to communicate and collaborate across diverse school environments. These skills are found at the heart of teachers. Teachers must engage productively with students, families, colleagues, administrators, and other professionals to foster positive relationships and support student success.

Throughout the program, teacher candidates gain regular opportunities to build these skills through interactions with school personnel, collaborative teaching experiences, and professional communication. Co-teaching and teamwork help develop perspective-taking and other key social competencies.

During residency, candidates participate in settings such as IEP meetings and Student Assistance Teams (SAT), emphasizing the importance of professional collaboration. Interviewing skills are also developed through seminar activities and refined in real-world contexts, such as career fairs with prospective employers.

4.) Decision-Making Skills - Teachers continuously make decisions as they plan, implement, and assess instruction. Each decision shapes future choices and contributes to a responsive and effective learning environment. With experience, educators increasingly rely on reflective practice—a process of evaluating past actions to inform future improvements.

Rooted in the philosophy of John Dewey, reflective decision-making requires thoughtful analysis of one's actions, beliefs, and their impact in the classroom. This habit of intentional reflection is essential to professional growth.

Throughout the program, teacher candidates engage in diverse field experiences that foster these skills. Reflective journals, action research, and classroom-based activities support their ability to assess both their own decision-making and that of others, building a foundation for thoughtful, student-centered teaching.

4.) Professional Commitment - Being an effective teacher means genuinely caring about students, learning, your subject area, and upholding strong ethical standards. It also involves a commitment to continual growth and improving your teaching practice.

This program fosters professional commitment through service learning and professional development opportunities. As candidates progress, especially during their practicum experiences, they take on important responsibilities such as handling student information with care and collaborating with school staff.

Participation in college activities and field experiences further helps candidates understand the dedication required to succeed in the teaching profession and prepares them for its challenges.

5.) 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 assessment:

✓ *Field Experience Performance Assessments*

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West Virginia University Parkersburg Mission Statement

West Virginia University at Parkersburg provides accessible, life-changing educational opportunities in a safe and supportive environment.

EPP Mission Statement

The Educator Preparation Provider (EPP) at West Virginia University at Parkersburg prepares effective, reflective, and compassionate educators through research-based, data-informed practices. Committed to accessibility and diversity, the EPP supports teacher candidates in becoming skilled professionals who positively impact all learners in a global society.

West Virginia University Parkersburg Education Program Goals

The teacher education curriculum at WVU Parkersburg reflects the collaborative efforts of faculty, students, and practicing educators. It is continually refined to align with the college's mission, the standards of the West Virginia Department of Education, and the guidance of professional organizations.

Grounded in its philosophical framework, the education program is committed to the following goals. By graduation, teacher candidates will:

1. Demonstrate effective planning for instruction.
2. Exhibit strong instructional (teaching) skills.
3. Apply effective interpersonal and collaboration skills.
4. Make informed, reflective decisions in educational settings.
5. Show professional commitment to students, the field of education, and the broader community.
6. Effectively support and respond to the needs of diverse learners.

Program Overview

Bachelor of Arts in Elementary Education

The Elementary Education program at WVU Parkersburg is built through collaboration among faculty, students, and practicing educators. Rooted in a practical model, the curriculum integrates theoretical foundations, developmental understanding, and technological tools essential for success in today's classrooms.

The program is designed to:

- ✓ Develop strong instructional planning skills
- ✓ Prepare effective, reflective classroom teachers
- ✓ Foster interpersonal and collaborative abilities
- ✓ Strengthen educational decision-making skills
- ✓ Instill a deep sense of professional commitment
- ✓ Promote an understanding of learner diversity—including developmental, linguistic, cultural, racial, ethnic, and gender differences

In addition to core elementary certification, the program offers two emphasis options:

- ✓ Mathematics (Grades 5 through Algebra I)
- ✓ Special Education – Multi-Categorical (Grades K–12)

Specializations are also available as add-ons to the elementary program, leading to additional endorsements on the professional teaching license. Available specializations include:

- ✓ Early Childhood (PreK–K)
- ✓ English (Grades 5–9)
- ✓ General Science (Grades 5–9)
- ✓ General Mathematics–Algebra I (Grades 5–9)
- ✓ Social Studies (Grades 5–9)

Candidates who meet all specialization requirements will earn an endorsement in the respective subject and programmatic level, broadening their instructional versatility and career opportunities.

Pre-Program Status and Program Pathway

Students interested in pursuing a degree in elementary education may begin by declaring the AAS in Elementary Education on the WVU Parkersburg Application for Admission.

Please note that admission to the AAS does not guarantee full admission into the bachelor's program or eligibility for licensure. Admission to the teacher education program requires meeting additional departmental criteria.

Program of Study

- Associate of Applied Science Elementary Education Degree


For students who wish to work in educational settings but do not plan to pursue teacher licensure, WVU Parkersburg offers an Associate of Applied Science in Elementary Education. This degree is ideal for individuals seeking roles in areas such as early childhood programs, classroom support, or educational services outside of certified teaching.

- Bachelor of Arts Elementary Education Degree
- Bachelor of Arts Elementary Education Degree w/ Emphasis in Math Grade 5-Algebra 1
- Bachelor of Arts Elementary Education Degree w/ Emphasis Special Education Multi-Categorical K-12

Elementary Education Program of Study is reflected in the following Guided Pathway to Success (GPS). Students 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 Dean. Individual copies of this may be printed out from the WVUP website or obtained in the Education Office. Teacher candidates shall refer to the Gateway Section for more information regarding requirements and deadlines.



First Semester

| Course | Credit Hours | Significance |
|---|--------------|--|
| COLL 101 Orientation to College | 1 | WVUP Requirement |
| EDUC 100 Introduction to Education | 3 |  20 HRS. |
| ENGL 101 Composition I | 3 | |
| COMM 111 Fundamentals of Speech | 3 | |
| MATH 121 Introduction to Mathematics | 3 | |
| HIST 152 U.S. History Through the Civil War | 3 | |
| TOTAL | 16 | |

AAS


THE ASSOCIATE OF APPLIED SCIENCE ELEMENTARY EDUCATION DEGREE PREPARES STUDENTS FOR POSSIBLE SUBSTITUTE TEACHING POSITIONS IN SELECT COUNTIES AND ADMISSION TO THE ELEMENTARY EDUCATION PROGRAM.



FIELD EXPERIENCE COURSES

THESE COURSES HAVE A COMPONENT THAT REQUIRES PLACEMENT IN A SCHOOL AND A BACKGROUND CHECK.

Second semester

| Course | Credit Hours | Significance |
|--|--------------|--|
| ENGL 102 Composition II | 3 | |
| MATH 126 College Algebra (prerequisites ACT 23, SAT 560, Accuplacer 270 or MATH 119) | 3 | |
| HIST 153 U.S. History Reconstruction to Present | 3 | |
| EDUC 200 Intro to Exceptional Children | 3 |  20 HRS. |
| PSYC 241 Human Growth & Development | 3 | |
| TOTAL | 15 | |


ADMISSION TO PROGRAM

**APPLICATIONS DUE
APRIL 1 AND NOVEMBER 1**

- COMPLETION OF 45 HOURS
- MINIMUM 3.0 GPA
- NO GRADE BELOW A "C"
- PASSING SCORES OR EXEMPT OF CORE PRAXIS 1 TEST
- 50 HOURS SERVICE LEARNING APPROVED
- COMPLETION OF ENGL 101, 102, COMM 111, PSYC 241, & MATH 121 OR HIGHER
- COMPLETION OF EDUC 100, 200, & 300
- DISPOSITIONAL ASSESSMENT

CONDITIONAL WITH SPECIFIC REQUIREMENTS

Third Semester

| Course | Credit Hours | Significance |
|--|--------------|--|
| ART 101, MUSI 170, or THEA 101 Appreciation | 3 | |
| PSCI 101/101L Fundamentals of Physical Science | 4 | |
| MATH 211 Statistics | 3 | |
| EDUC 253 Trauma Informed Practices | 3 | |
| EDUC 300 Theories of Learning | 3 |  20 HRS. |
| TOTAL | 16 | APPLY FOR PROGRAM |

Fourth Semester

| Course | Credit Hours | Significance |
|--|--------------|--------------|
| BIOL 101/ BIOL 103 General Biology I or BIOL 105/ BIOL 105L Science for Life | 4 | |
| GEOG 102 World Geography | 3 | |
| EDUC 108 Educational Technology | 3 | |
| Choose one class | 3 | |
| ENGL 131, 132, 221, 222, 241, 242, or 285 | | |
| TOTAL | 13 | |

60 Total Degree Credits

Updated 7/9/2024 "West Virginia University at Parkersburg is an Equal Opportunity/Affirmative Action institution."



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



First Semester

| Course | Credit Hours | Significance |
|---|--------------|--|
| COLL 101 Orientation to College | 1 | * WVUP Requirement |
| EDUC 100 Introduction to Education | 3 |  20 HRS. |
| ENGL 101 Composition I | 3 | |
| COMM 111 Fundamentals of Speech | 3 | |
| MATH 121 Introduction to Mathematics | 3 | |
| HIST 152 U.S. History Through the Civil War | 3 | |
| TOTAL | 16 | |

BA

THE BACHELOR OF ARTS

ELEMENTARY EDUCATION DEGREE

PREPARES STUDENTS FOR TEACHING IN THE ELEMENTARY CLASSROOM IN GRADES K-6 GRADE. COMPLETION OF THE PROGRAM OF STUDY PROVIDES ELIGIBILITY TO APPLY FOR CERTIFICATION IN THE STATE OF WEST VIRGINIA.



FIELD EXPERIENCE &/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 HIGHER REQUIRED IN EACH COURSE IN THE PROGRAM OF STUDY.

THESE COURSES REQUIRE FULL ADMISSION



TO THE EDUCATION PROGRAM.


ADMISSION TO PROGRAM

**APPLICATIONS DUE
APRIL 1 AND NOVEMBER 1**


- COMPLETION OF 45 HOURS
- MINIMUM 3.0 GPA
- NO GRADE BELOW A "C"
- PASSING SCORES OR EXEMPT OF CORE PRAXIS 1 TEST
- 50 HOURS SERVICE LEARNING APPROVED
- COMPLETION OF ENGL 101, 102, COMM 111, PSYC 241, & MATH 121 OR HIGHER
- COMPLETION OF EDUC 100, 200, & 300
- DISPOSITIONAL ASSESSMENT

CONDITIONAL WITH SPECIFIC REQUIREMENTS





Second semester

| Course | Credit Hours | Significance |
|--|--------------|--|
| ENGL 102 Composition II | 3 | |
| MATH 126 College Algebra (prerequisites ACT 23, SAT 560, Accuplacer 270 or MATH 119) | 3 | |
| HIST 153 U.S. History Reconstruction to Present | 3 | |
| EDUC 200 Intro to Exceptional Children | 3 |  20 HRS. |
| PSYC 241 Human Growth & Development | 3 | |
| TOTAL | 15 | |

Third Semester




| Course | Credit Hours | Significance |
|--|--------------|--|
| ART 101, MUSI 170, or THEA 101 Appreciation | 3 | |
| PSCI 101/101L Fundamentals of Physical Science | 4 | |
| MATH 211 Statistics | 3 | |
| EDUC 253 Trauma Informed Practices | 3 | |
| EDUC 300 Theories of Learning | 3 |  20 HRS. |
| TOTAL | 16 | APPLY FOR PROGRAM |

Fourth Semester

| Course | Credit Hours | Significance |
|--|--------------|--|
| BIOL 101/ BIOL 103 General Biology I or BIOL 105/ BIOL 105L Science for Life | 4 | |
| GEOG 102 World Geography | 3 | |
| EDUC 108 Educational Technology | 3 | |
| EDUC 301 Teaching Reading Grades K-2 | 3 |   20 HRS. |
| EDUC 304 Math Strategies K-3 | 3 |   20 HRS. |
| TOTAL | 16 | |



Fifth Semester




| Course | Credit Hours | Significance |
|---|--------------|---|
| Choose one class | 3 | |
| ENGL 131, 132, 221, 222, 241, 242, or 285 | | |
| EDUC 303 Teaching Reading Grades 3-6 | 3 | ★  20 HRS. |
| EDUC 308 Math Strategies 4-6 | 3 | ★  20 HRS. |
| EDUC 310 Diversity in Education | 3 | ★  20 HRS. |
| EDUC 320 Educational Assessment | 3 | ★ |
| TOTAL | 15 | |

RESIDENCY CO-REQUISITES

EDUC 401 MUST BE TAKEN DURING RESIDENCY I

EDUC 410 MUST BE TAKEN DURING RESIDENCY II

Sixth semester

| Course | Credit Hours | Significance |
|---|--------------|---|
| EDUC 305 Instructional Strategies in Science | 3 | ★ |
| EDUC 314 Instructional Strategies in Soc. Studies | 3 | ★ |
| EDUC 322 Integrating Arts & Movement in K6 | 3 | ★ |
| EDUC 330 Classroom Management | 3 | ★ |
| EDUC 330L Classroom Management Practicum | 1 | ★  40 HRS. |
| EDUC 412 Diagnostic and Prescriptive Reading | 3 | ★ |
| EDUC 412L Diagnostic and Prescriptive Reading L | 1 | ★  30 HRS. |
| TOTAL | 17 |  |

ADMISSION TO RESIDENCY I



APPLICATIONS DUE

APRIL 1 AND NOVEMBER 1

- COMPLETION OF ALL COURSE WORK
- MINIMUM 3.0 GPA
- 25 HOURS OF PROFESSIONAL DEVELOPMENT (INCLUDING HANDWRITING COURSE & ETHICS MODULE)
- DISPOSITIONAL ASSESSMENT
- ATTEMPT ALL PRAXIS EXAMS
- ISSUANCE OF RESIDENCY PERMIT

CONDITIONAL WITH SPECIFIC REQUIREMENTS


Seventh Semester

| Course | Credit Hours | Significance |
|---|--------------|---|
| EDUC 401 Organizing Learning Environments | 3 | ★ |
| EDUC 414 Residency I | 9 | ★  |
| TOTAL | 12 |  |

ADMISSION TO RESIDENCY II

- PASSING SCORES ON ALL PRAXIS EXAMS
- PASSING SCORES OF ALL RESIDENCY I ASSESSMENTS

Eighth Semester

| Course | Credit Hours | Significance |
|-------------------------------|--------------|---|
| EDUC 410 Residency II Seminar | 3 | ★ |
| EDUC 415 Residency II | 11 | ★  |
| TOTAL | 14 | |

120 TOTAL DEGREE CREDITS

***COLL 101 is a WVUP requirement and is not counted in the degree total but is still a required course.—1 credit hour**



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First Semester

| Course | Credit Hours | Significance |
|---|--------------|---|
| COLL 101 Orientation to College | 1 | WVUP Requirement |
| EDUC 100 Introduction to Education | 3 |  20 HRS. |
| ENGL 101 Composition I | 3 | |
| EDUC 108 Educational Technology | 3 | |
| COMM 111 Fundamentals of Speech | 3 | |
| MATH 121 Introduction to Mathematics | 3 | |
| HIST 152 U.S. History Through the Civil War | 3 | |
| TOTAL | 19 | |

BA

THE BACHELOR OF ARTS ELEMENTARY EDUCATION DEGREE WITH MATH

EMPHASIS GRADE 5— ALGEBRA 1 PREPARES STUDENTS FOR TEACHING IN THE ELEMENTARY CLASSROOM IN GRADES K-6 GRADE AND MIDDLE SCHOOL MATH GRADES 7— ALGEBRA 1. COMPLETION OF THE PROGRAM OF STUDY PROVIDES ELIGIBILITY TO APPLY FOR CERTIFICATION IN THE STATE OF WEST VIRGINIA.



FIELD EXPERIENCE &/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 HIGHER REQUIRED IN EACH COURSE IN THE PROGRAM OF STUDY.

THESE COURSES REQUIRE FULL ADMISSION



TO THE EDUCATION PROGRAM.


ADMISSION TO PROGRAM

APPLICATIONS DUE APRIL 1 AND NOVEMBER 1


- COMPLETION OF 45 HOURS
- MINIMUM 3.0 GPA
- NO GRADE BELOW A "C"
- PASSING SCORES OR EXEMPT OF CORE PRAXIS 1 TEST
- 50 HOURS SERVICE LEARNING APPROVED
- COMPLETION OF ENGL 101, 102, COMM 111, PSYC 241, & MATH 121 OR HIGHER
- COMPLETION OF EDUC 100, 200, & 300
- DISPOSITIONAL ASSESSMENT

CONDITIONAL WITH SPECIFIC REQUIREMENTS





Second semester

| Course | Credit Hours | Significance |
|--|--------------|--|
| ENGL 102 Composition II | 3 | |
| MATH 126 College Algebra (prerequisites ACT 23, SAT 560, Accuplacer 270 or MATH 119) | 3 | |
| HIST 153 U.S. History Reconstruction to Present | 3 | |
| EDUC 200 Intro to Exceptional Children | 3 |  20 HRS. |
| PSYC 241 Human Growth & Development | 3 | |
| EDUC 253 Trauma Informed Practices | 3 | |
| TOTAL | 18 | |

Third Semester




| Course | Credit Hours | Significance |
|--|--------------|---|
| ART 101, MUSI 170, or THEA 101 Appreciation | 3 | |
| PSCI 101/101L Fundamentals of Physical Science | 4 | |
| MATH 211 Statistics | 3 | |
| MATH 230 Introduction to Euclidean Geometry | 3 | |
| EDUC 300 Theories of Learning | 3 |  20 HRS. |
| TOTAL | 16 | APPLY FOR PROGRAM |

Fourth Semester

| Course | Credit Hours | Significance |
|--|--------------|---|
| MATH 150 Introduction to Calculus | 3 | |
| BIOL 101/ BIOL 103 General Biology I or BIOL 105/ BIOL 105L Science for Life | 4 | |
| GEOG 102 World Geography | 3 | |
| EDUC 301 Teaching Reading Grades K-2 | 3 |   20 HRS. |
| EDUC 304 Math Strategies K-3 | 3 |   20 HRS. |
| TOTAL | 16 | |



Fifth Semester




| Course | Credit Hours | Significance |
|--|--------------|---|
| Choose one class | 3 | |
| ENGL 131, 132, 221, 222, 241, 242, or 285 | | |
| EDUC 303 Teaching Reading Grades 3-6 | 3 | ★  20 HRS. |
| EDUC 305 Instructional Strategies in Science | 3 | ★ |
| EDUC 308 Math Strategies 4-6 | 3 | ★  20 HRS. |
| EDUC 310 Diversity in Education | 3 | ★  20 HRS. |
| EDUC 320 Educational Assessment | 3 | ★ |
| TOTAL | 18 | |

RESIDENCY CO-REQUISITES

EDUC 401 MUST BE TAKEN DURING RESIDENCY I

EDUC 410 MUST BE TAKEN DURING RESIDENCY II

Sixth semester

| Course | Credit Hours | Significance |
|---|--------------|---|
| EDUC 314 Instructional Strategies in Soc. Studies | 3 | ★ |
| EDUC 322 Integrating Arts & Movement in K6 | 3 | ★ |
| EDUC 330 Classroom Management | 3 | ★ |
| EDUC 330L Classroom Management Practicum | 1 | ★  40 HRS. |
| EDUC 388 Math Strategies Grade 7– Algebra 1 | 3 | ★  20 HRS. |
| EDUC 412 Diagnostic and Prescriptive Reading | 3 | ★ |
| EDUC 412L Diagnostic and Prescriptive Reading L | 1 | ★  30 HRS. |
| TOTAL | 17 |  |



ADMISSION TO RESIDENCY I



APPLICATIONS DUE

APRIL 1 AND NOVEMBER 1

- COMPLETION OF ALL COURSE WORK
- MINIMUM 3.0 GPA
- 25 HOURS OF PROFESSIONAL DEVELOPMENT (INCLUDING HANDWRITING COURSE & ETHICS MODULE)
- DISPOSITIONAL ASSESSMENT
- ATTEMPT ALL PRAXIS EXAMS
- ISSUANCE OF RESIDENCY PERMIT

CONDITIONAL WITH SPECIFIC REQUIREMENTS

Seventh Semester


| Course | Credit Hours | Significance |
|---|--------------|---|
| EDUC 401 Organizing Learning Environments | 3 | ★ |
| EDUC 414 Residency I | 9 | ★  |
| TOTAL | 12 |  |



ADMISSION TO RESIDENCY II

- PASSING SCORES ON ALL PRAXIS EXAMS
- PASSING SCORES OF ALL RESIDENCY I ASSESSMENTS

Eighth Semester

| Course | Credit Hours | Significance |
|-------------------------------|--------------|---|
| EDUC 410 Residency II Seminar | 3 | ★ |
| EDUC 415 Residency II | 11 | ★  |
| TOTAL | 14 | |

129 TOTAL DEGREE CREDITS

***COLL 101 is a WVUP requirement and is not counted in the degree total but is still a required course.—1 credit hour**



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First Semester

| Course | Credit Hours | Significance |
|---|--------------|--|
| COLL 101 Orientation to College | 1 | WVUP Requirement |
| EDUC 100 Introduction to Education | 3 |  20 HRS. |
| ENGL 101 Composition I | 3 | |
| EDUC 108 Educational Technology | 3 | |
| COMM 111 Fundamentals of Speech | 3 | |
| MATH 121 Introduction to Mathematics | 3 | |
| HIST 152 U.S. History Through the Civil War | 3 | |
| TOTAL | 19 | |

BA

THE BACHELOR OF ARTS ELEMENTARY EDUCATION DEGREE WITH SPECIAL EDUCATION EMPHASIS MULTI-CATEGORICAL K-12 PREPARES STUDENTS FOR TEACHING IN THE ELEMENTARY CLASSROOM IN GRADES K-6 AND MULTI-CATEGORICAL SPECIAL EDUCATION K-12. COMPLETION OF THE PROGRAM OF STUDY PROVIDES ELIGIBILITY TO APPLY FOR CERTIFICATION IN THE STATE OF WEST VIRGINIA.



FIELD EXPERIENCE &/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 HIGHER REQUIRED IN EACH COURSE IN THE PROGRAM OF STUDY.

THESE COURSES REQUIRE FULL ADMISSION TO THE EDUCATION PROGRAM.




ADMISSION TO PROGRAM

**APPLICATIONS DUE
APRIL 1 AND NOVEMBER 1**


- COMPLETION OF 45 HOURS
- MINIMUM 3.0 GPA
- NO GRADE BELOW A "C"
- PASSING SCORES OR EXEMPT OF CORE PRAXIS 1 TEST
- 50 HOURS SERVICE LEARNING APPROVED
- COMPLETION OF ENGL 101, 102, COMM 111, PSYC 241, & MATH 121 OR HIGHER
- COMPLETION OF EDUC 100, 200, & 300
- DISPOSITIONAL ASSESSMENT

CONDITIONAL WITH SPECIFIC REQUIREMENTS




Second semester

| Course | Credit Hours | Significance |
|--|--------------|---|
| ENGL 102 Composition II | 3 | |
| MATH 126 College Algebra (prerequisites ACT 23, SAT 560, Accuplacer 270 or MATH 119) | 3 | |
| HIST 153 U.S. History Reconstruction to Present | 3 | |
| EDUC 200 Intro to Exceptional Children | 3 |  20 HRS. |
| PSYC 241 Human Growth & Development | 3 | |
| EDUC 253 Trauma Informed Practices | 3 | |
| TOTAL | 18 | |

Third Semester




| Course | Credit Hours | Significance |
|--|--------------|--|
| ART 101, MUSI 170, or THEA 101 Appreciation | 3 | |
| PSCI 101/101L Fundamentals of Physical Science | 4 | |
| MATH 211 Statistics | 3 | |
| SPED 210 Linking Policy and Practices | 3 | |
| EDUC 300 Theories of Learning | 3 |  20 HRS. |
| TOTAL | 16 | APPLY FOR PROGRAM |

Fourth Semester





| Course | Credit Hours | Significance |
|--|--------------|--|
| BIOL 101/ BIOL 103 General Biology I or BIOL 105/ BIOL 105L Science for Life | 4 | |
| GEOG 102 World Geography | 3 | |
| EDUC 301 Teaching Reading Grades K-2 | 3 | ★  20 HRS. |
| EDUC 304 Math Strategies K-3 | 3 | ★  20 HRS. |
| EDUC 310 Diversity in Education | 3 | ★  20 HRS. |
| TOTAL | 16 | |





Fifth Semester

| Course | Credit Hours | Significance |
|---|--------------|---|
| Choose one class | 3 | |
| ENGL 131, 132, 221, 222, 241, 242, or 285 | | |
| EDUC 303 Teaching Reading Grades 3-6 | 3 | ★  20 HRS. |
| EDUC 305 Instructional Strategies in Science | 3 | ★ |
| EDUC 308 Math Strategies 4-6 | 3 | ★  20 HRS. |
| SPED 312 Instructional Practices in Special Education | 3 | ★  20 HRS. |
| EDUC 320 Educational Assessment | 3 | ★ |
| TOTAL | 18 | |


Sixth semester

| Course | Credit Hours | Significance |
|---|--------------|---|
| EDUC 314 Instructional Strategies in Soc. Studies | 3 | ★ |
| EDUC 322 Integrating Arts & Movement in K6 | 3 | ★ |
| EDUC 330 Classroom Management | 3 | ★ |
| EDUC 330L Classroom Management Practicum | 1 | ★  40 HRS. |
| EDUC 412 Diagnostic and Prescriptive Reading | 3 | ★ |
| EDUC 412L Diagnostic and Prescriptive Reading L | 1 | ★  30 HRS. |
| SPED 422 Collaboration in the School Setting | 3 | ★  20 HRS. |
| TOTAL | 17 |  |

Seventh Semester

| Course | Credit Hours | Significance |
|---|--------------|---|
| EDUC 401 Organizing Learning Environments | 3 | ★ |
| EDUC 414 Residency I | 9 | ★  |
| TOTAL | 12 |  |

Eighth Semester

| Course | Credit Hours | Significance |
|-------------------------------|--------------|---|
| EDUC 410 Residency II Seminar | 3 | ★ |
| EDUC 415 Residency II | 11 | ★  |
| TOTAL | 14 | |

129 TOTAL DEGREE CREDITS

***COLL 101 is a WVUP requirement and is not counted in the degree total but is still a required course.—1 credit hour**

RESIDENCY CO-REQUISITES

EDUC 401 MUST BE TAKEN DURING RESIDENCY I

EDUC 410 MUST BE TAKEN DURING RESIDENCY II



ADMISSION TO RESIDENCY I

APPLICATIONS DUE

APRIL 1 AND NOVEMBER 1

- COMPLETION OF ALL COURSE WORK
- MINIMUM 3.0 GPA
- 25 HOURS OF PROFESSIONAL DEVELOPMENT (INCLUDING HANDWRITING COURSE & ETHICS MODULE)
- DISPOSITIONAL ASSESSMENT
- ATTEMPT ALL PRAXIS EXAMS
- ISSUANCE OF RESIDENCY PERMIT

CONDITIONAL WITH SPECIFIC REQUIREMENTS



ADMISSION TO RESIDENCY II

- PASSING SCORES ON ALL PRAXIS EXAMS
- PASSING SCORES OF ALL RESIDENCY I ASSESSMENTS



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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+

| Course Number and Title | | Credit Hours |
|-------------------------|---|--------------|
| Math 126* | College Algebra | 3 hours |
| Math 128 | College Trigonometry | 3 hours |
| Math 150 | Introduction to Calculus | 3 hours |
| Math 230 | Introduction to Euclidean Geometry | 3 hours |
| Math 315 | Modern Algebra | 3 hours |
| Math 121* | Introduction to Mathematics | 3 hours |
| Math 211* | Statistics | 3 hours |
| EDUC 304*◇ | Instructional Strategies in Mathematics (K-6) | 3 hours |
| EDUC 388◇ | Math Strategies Grade 7 - Algebra 1 | 3 hours |
| EDUC 406◇ | <i>Student Teaching in Middle School Math</i> | 5 hours |
| TOTAL HOURS | | 32 hours |

TESTING REQUIREMENT FOR GENERAL MATH: All candidates completing this specialization are required to pass 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

General Science 5-9 Specialization+

Course Number and Title

Credit Hours

| | | |
|----------------------|--|----------------|
| Biology 101 & 103* | General Biology | 4 hours |
| Biology 211 | Zoology | 4 hours |
| Biology 212 | Botany | 4 hours |
| Chemistry 111 or 115 | General Chemistry I or Fundamentals of Chemistry I | 4 hours |
| Physics 103 | Introductory Physics | 4 hours |
| Geology 101 | Physical Geology | 3 hours |
| Geology 102 | Physical Geology Lab | 1 hour |
| Astronomy 106 | Introduction to Astronomy | 4 hours |
| PSCI 114 | Meteorology | 1 hour |
| EDUC 305* | Instructional Strategies in Science | 3 hours |
| EDUC 390◇ | Science Strategies for Middle School | 2 hours |
| EDUC 405◇ | <i>Student Teaching Middle School Science</i> | <i>5 hours</i> |
| TOTAL HOURS | | 39 hours |

TESTING REQUIREMENT FOR GENERAL SCIENCE: All candidates completing this specialization are required to pass 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+

Course Number and Title

Credit Hours

| | | |
|------------------------------|--|----------|
| English 221 | World Literature I | 3 hours |
| English 222 | World Literature II | 3 hours |
| English 241 or 242* | American Literature I or American Literature II | 3 hours |
| English 131 or 132* | Types of Literature I or Types of Literature II | 3 hours |
| English 251 | Creative Writing | 3 hours |
| English 404 | Adolescent Literature | 3 hours |
| English 350 | Approaches to Teaching Grammar | 3 hours |
| EDUC 301*◇ | English/Language Arts K-6 | 3 hours |
| EDUC 387◇ | Reading/Language Arts for Middle School | 3 hours |
| Choose one of the following: | | |
| English 261 | English Literature I | 3 hours |
| English 262 | English Literature II | |
| English 263 | Shakespeare | |
| English 285 | Gender in Literature | |
| EDUC 407◇ | <i>Student Teaching in Middle School English</i> | 5 hours |
| TOTAL HOURS | | 35 hours |

TESTING REQUIREMENTS FOR ENGLISH: All candidates completing this specialization are required to pass 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+

Course Number and Title

Credit Hours

| | | |
|-----------------------|---|----------|
| History 101 | Western Civilization through the Reformation | 3 hours |
| History 102 | Western Civilization from the Reformation | 3 hours |
| American History 152* | US History through the Civil War | 3 hours |
| American History 153* | US History from Reconstruction to Present | 3 hours |
| History 250* | West Virginia and the Appalachian Region | 3 hours |
| Geography 102* | World Geography | 3 hours |
| Geography 240 | North American Geography | 3 hours |
| Economics 201 or 202 | Microeconomics or Macroeconomics | 3 hours |
| Sociology 101 | Introduction to Sociology | 3 hours |
| Political Science 102 | American Federal Government | 3 hours |
| EDUC 314* | Instructional Strategies in Social Studies | 3 hours |
| EDUC 389◇ | Instructional Strategies for Middle School Social Studies | 2 hours |
| EDUC 409◇ | <i>Student Teaching in Middle School Social Studies</i> | 5 hours |
| TOTAL HOURS | | 40 hours |

TESTING REQUIREMENTS FOR SOCIAL STUDIES: All candidates completing this specialization are required to pass the Praxis II Exam Middle School Social Studies (test code 5089).

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

Early Education PreK – K+

Course Number and Title

Credit

Hours

| | | |
|-----------------|--|----------------|
| Psychology 241* | Human Growth and Development | 3 hours |
| EDUC 250◇ | Intro to Early Childhood Education | 3 hours |
| EDUC 300*◇ | Theories of Learning | 3 hours |
| EDUC 255◇ | Language Arts Foundations and Emergent Literacy | 3 hours |
| EDUC 302◇ | Inquiry and Strategies for Early Childhood Education | 3 hours |
| EDUC 320* | Educational Assessment | 3 hours |
| EDUC 402◇ | Early Childhood Curriculum | 2 hours |
| EDUC 403◇ | <i>Student Teaching—Early Education</i> | <i>5 hours</i> |
| TOTAL HOURS | | 25 hours |

TESTING REQUIREMENTS FOR EARLY EDUCATION: All candidates completing this specialization are required to pass 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

Special Education Multi-Categorical K-12 Certificate

This program is available for **currently certified teachers** that wish to add special education to an **existing teaching license**. Courses do not follow a specific pathway and can be taken in any order but must be completed within three years.

| | | |
|-------------|---|----------|
| EDUC 200* ◇ | Introduction to Exceptional Children | 3 hours |
| SPED 210 | Linking Policy and Practice | 3 hours |
| EDUC 310*◇ | Diversity in Education | 3 hours |
| SPED 312◇ | Instructional Practice in Special Education | 3 hours |
| SPED 422◇ | Collaboration in the School Setting | 3 hours |
| TOTAL HOURS | | 15 hours |

TESTING REQUIREMENTS FOR Special Education Certificate: All candidates completing this certificate are required to pass the PRAXIS test Special Education: Foundational Knowledge (Test Code 5355).

Organizational Framework

The Executive Vice President for Academic and Student Affairs

The Executive Vice President for Academic and Student Affairs serves as the university's chief academic officer, overseeing educational policy, academic programs, and student success initiatives. Responsibilities include curriculum development, accreditation, assessment, faculty affairs, budget planning, and enrollment management. The EVPAA collaborates closely with Division Dean, Director of Teacher Education, and administrators to ensure the quality and effectiveness of the academic program.

Dean of the Division of Professional Studies

The Dean of the Division of Professional Studies serves as both the academic and administrative leader of the division. In this role, the dean oversees curriculum planning, faculty assignments, program and faculty evaluations, and budget management. The dean guides the development of new programs, coordinates textbook adoption, and leads the division's outcomes assessment efforts. Using student achievement data and institutional goals, the dean works collaboratively with student services and other divisions to improve student retention and completion. The Division Dean works closely with the Director of Teacher Education to stay informed on state initiatives and broader trends, helping to guide strategic decisions that support the program's future and sustainability.

Director of Teacher Education

The Director of Teacher Education serves as the primary contact and representative of the program, leading recruitment efforts and ensuring alignment with state initiatives. The Director oversees advising during pre-registration, prepares course schedules, recommends qualified adjunct faculty and manages memorandums of understanding (MOUs) with partner organizations. The Director supports and orients new faculty, lead weekly team and assessment meetings to guide data-informed decision-making, and works closely with the Division Dean and other institutional administrators. The director also assists with institutional reporting, catalog updates, all activities pertaining to the Partnership Education Center (PEC) and facilitates ongoing collaboration among education faculty. The Director provides purchasing orders for resources, hiring and scheduling student workers, updating equipment as needed and keeping inventory of PEC resources.

Field Placement Coordinator

The Field Placement Coordinator manages all teacher candidate placements within the eight-county partnership and works closely with the Director of Teacher Education. They secure board approval for each candidate and coordinate directly with principals and cooperating teachers at placement sites. The coordinator ensures all candidates have completed required background checks and assists the certification analyst with the West Virginia Department of Education residency and initial certification processes. Additionally, the coordinator delivers resources and

training to yearlong residents, co-teachers, and supervisors, while maintaining electronic records of placements and managing documentation through LiveText FEM.

Assessment Coordinator

The Assessment Coordinator works closely with the Director of Teacher Education and Program Specialist to track and analyze data. They lead fall and spring assessment meetings and oversee the continuous improvement chart. The coordinator participates in CAEP meetings, conferences, and webinars, playing a key role in preparing accreditation reports. They stay informed on WVDE policies and their impact on the program.

Faculty

The Education Department has five full-time employees in total. Of these, four are full-time faculty members, while one serves in a 12-month staff leadership role; Director of Teacher Education. Additionally, the Dean of Professional Studies and Director of the Center for Instructional Innovation each teach one EDUC course each semester.

Faculty and staff are engaged in teaching, advising, accreditation, stakeholder meetings, college committees, and recruitment.

Program Specialist – Certification

The Program Specialist manages certification processes, ensuring candidates receive residency permits and teaching certification upon program completion. This role includes transcript analysis for transfer students, maintaining files and records for Admission to Program and Admission to Residency, completing required reports, advising students, and assisting with recruitment efforts. The Program Specialist also oversees LiveText by setting up courses each semester and providing support to faculty and staff regarding its use. Additionally, this position is responsible for providing data and reports to the Education Department and the Division to support decision-making and program evaluation.

Program Specialist – Student Success Coach

The Student Success Coach supports teacher education candidates by providing advising, resources, and monitoring progress to promote retention and completion. Working closely with the Director of Teacher Education, the coach attends weekly department meetings, takes minutes, and helps with recruitment efforts. This role is a key student contact, fostering success throughout the program.

Administrative Assistant

The Administrative Assistant supports the EPP Division Dean, Director of Teacher Education and faculty by managing a variety of tasks, including budget monitoring, taking meeting minutes, preparing contracts, handling communication with stakeholders, and processing paperwork such as travel documents.

Teacher Education Review Panel

The Teacher Education Review Panel (TERP) is comprised of the EPP's Director of Teacher Education and faculty, an adjunct faculty member, Advisory Council of Teachers representative (when available) and the Program Specialist. The TERP meets each semester to admit candidates to program and to residency. The Program Specialist 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.

Educator Preparation Provider Advisory Council (EPPAC)

As outlined in WVDE Policy 5100: *Preparing Educational Personnel*, each higher education institution offering an educator preparation program must establish an Educator Preparation Provider Advisory Council (EPPAC). This council includes representatives from university faculty, public school administrators, teacher candidates, community members, and school-based educators. A liaison from the West Virginia Department of Education serves in a non-voting capacity.

EPPAC functions as an advisory group to the Director of Teacher Education, providing input on the development and review of programs and policies related to educator preparation at WVU Parkersburg. The council meets once each semester to discuss matters concerning preparation and licensure.

Partnership Advisory Council (PAC)

The Partnership Advisory Council (PAC) collaborates with superintendents, principals, and curriculum directors to support strong partnerships and ensure high-quality clinical experiences for teacher candidates. Membership includes each partnership school principal and curriculum directors from the seven participating counties. The PAC assists in coordinating clinical placements and shares responsibility with the Educator Preparation Provider (EPP) for the ongoing improvement of teacher preparation. Memoranda of Understanding (MOUs) outline shared expectations across all partner counties. The council meets once each semester.

Advisory Council of Teachers (ACT)

The Advisory Council of Teachers (ACT) includes one representative from each partner school that exclusively hosts an education course through WVU Parkersburg. This group meets once each semester and serves to support the program by:

- ✓ Collaborating on expectations for candidate entry, preparation, and exit
- ✓ Advising on the integration of theory and practice
- ✓ Ensuring alignment between clinical and academic components
- ✓ Co-constructing meaningful clinical experiences
- ✓ Assisting in the development and validation of assessments
- ✓ Participating in an online community as needed
- ✓ Maintaining communication between WVU Parkersburg and their schools.

Partnership Placement Council (PPC)

The Partnership Placement Council (PPC) is a collaborative group that brings together the Director of Teacher Education, the Field Placement Coordinator, curriculum directors, and frontline contacts from our partnering counties. The purpose of the PPC is to ensure clear and consistent communication around field placement assignments that best support teacher candidates, mentor teachers, and school partners.

The council meets 1–2 times per semester or as needed, and uses survey data and stakeholder feedback to guide decisions. Through shared analysis and open dialogue, the PPC works to ensure a high-quality, meaningful field experience for all involved.

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 will be added to the group each year, and graduates that are more than four years past graduation will be removed.

Student Organizations

WVU Parkersburg offers multiple extracurricular organizations for students to develop leadership skills. One of these organizations is specific to the education program, Kappa Delta Pi.

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.

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 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 Council of Exceptional Children (CEC), 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 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. In the fall of 2020, the EPP went through the reaccreditation process with CAEP and received full accreditation in the spring of 2021. The EPP additionally received the Frank Murray Leadership Recognition for Continuous Improvement, only one of nine EPP's to receive the honor in 2020.

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 teachers need 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:

- ✓ Curriculum and Planning
- ✓ The Learner and the Learning Environment
- ✓ Teaching
- ✓ Professional Responsibilities for Self-Renewal
- ✓ Professional Responsibilities for School and Community

Standard 1: Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content skills and tools while designing 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 inter-relatedness 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 standard- 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 students in meaningful activities that support the WV Content Standards and Objectives and result in intentional student learning.*

Function 1E: Student Assessments – *The teacher utilizes a balanced approach, both assessment of learning and assessment for learning, to gain information necessary for guiding 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, socioeconomic, 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, appropriate use of technology, 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 assume responsibility for their positive interactions 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 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 while encouraging 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 adjusts 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)

The West Virginia University at Parkersburg Educator Preparation Provider (EPP) aligns its curriculum and clinical experiences with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, developed by the Council of Chief State School Officers (CCSSO). These standards articulate what effective teaching and learning should look like in a 21st-century classroom and provide a framework for preparing and developing highly effective educators.

The 10 InTASC Standards reflect a developmental view of teaching and apply across all subject areas and grade levels. They are organized into four general categories:

The Learner and Learning

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.

Instructional Practice

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.

These standards are integrated into coursework, clinical placements, and assessments throughout the teacher education program and serve as a foundation for preparing teacher candidates to meet the needs of today's diverse classrooms.

International Society for Technology in Education: Standards for Educators

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.

Learning Catalyst

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 co-collaborators 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.

For more information, contact standards@iste.org. ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.

Council for the Accreditation of Educator Preparation Standards (CAEP)

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Competency at Completion The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided, and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness The provider demonstrates that program completers: effectively contribute to P-12 student-learning growth AND apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

R5.1 Quality Assurance System The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

R5.2 Data Quality The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

R5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

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 Residency I, Admission to Residency II, Graduation, and Certification. The following chart lists requirements of each gateway.

PROCEDURES FOR MONITORING CANDIDATES' PROGRESS

| Education Program Gateways | | | | | | |
|---|--|---|---|---|--|---|
| GATEWAY 1 | GATEWAY 2 | GATEWAY 3 | GATEWAY 4 | GATEWAY 5 | GATEWAY 6 | GATEWAY 7 |
| ADMISSION TO THE UNIVERSITY | ADMISSION TO EDUCATION PROGRAM | ADMISSION TO RESIDENCY 1 | ADMISSION TO RESIDENCY 2 | GRADUATION AND CERTIFICATION | RECOMMENDATION FOR GRADUATION | RECOMMENDATION FOR CERTIFICATION |
| WVUP Office of Admissions and (PAC) Professional Advising Center 1. Student will apply to WVU Parkersburg's Office of Admissions 2. Identified as a Pre-Education Major 3. Advised to follow the Elementary Education Academic Map 4. Enroll in EDUC 100: Intro to Education Candidate Responsibilities 1. Enroll in EDUC 100: Intro to Education 2. Pass background check with CastleBranch 3. LiveText/Field Experience Module account required 4. Introduced to expectations: a. Teacher Education Handbook b. Dispositions Rubric c. Plan for completing 50 service learning hours d. Maintain 3.0 GPA and cannot earn below a C in any class on the map | Candidate Responsibilities 1. Submit application by Nov. 1 or April 1 of semester before, requirements listed: a. 45 completed credit hours b. 3.0 GPA (C or higher required in overall coursework, courses listed EDUC/SPED, and all courses listed on GPS c. Pass CASE Praxis Tests (or verified exemptions) d. Pass Background check e. Completed EDUC 100, 200, 253, and 300 (with field experience hours) ENG 101 & 102, COMM 111, MATH 121 or higher, PSYC 241 f. Completed the 50 service learning hours from plan. g. Dispositional Assessment with "novice" each indicator h. Complete Demographic Survey The Program Specialist and Teacher Review Panel 1. Verifies satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel 2. Mail applicant a letter informing a. Letters of Acceptance b. Letters of denial with requirements needed and to schedule a meeting with the Director of Education 3. Candidate information updated in files a. In division office b. In certification analyst's database c. In Banner | Candidate Responsibilities 1. Submit application by Nov. 1 or April 1 of semester before with requirements: a. Complete all coursework b. Overall 3.0 GPA (C or higher required in all classes) c. Attempt all state-required Praxis exams d. Pass Background check e. Complete 25 hours of professional development in addition to: i. Handwriting course ii. CAEP Family Engagement modules iii. Safe Schools modules f. Dispositions Assessment rated "novice" or higher on all indicators g. Complete Demographic Survey h. Apply for WVDE Residency Permit The Program Specialist and Teacher Review Panel 1. Verifies satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel 2. Mail applicant a letter informing a. Letters of Acceptance b. Letters of denial with requirements needed and to schedule a meeting with the Director of Education 3. Residency Permit paperwork submitted to the WVDE 4. Candidate information updated in files a. In division office b. In certification analyst's database c. In Banner | Candidate Responsibilities 1. Submit application by Nov. 1 or April 1 of semester before with requirements: a. Complete all coursework b. Overall 3.0 GPA (C or higher required in all classes) c. Pass State-required Praxis tests prior to Residency 2 d. Pass Background check e. Dispositions Assessment rated "novice" or higher on all indicators f. Complete Demographic Survey g. Apply WVDE Residency Permit (if needed) The Program Specialist and Teacher Review Panel 1. Verifies satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel 2. Mails applicant a letter informing a. Letters of Acceptance b. Letters of denial with requirements needed and to schedule a meeting with the Director of Education 3. All Residency Permit paperwork is submitted to the WVDE 4. Candidate information updated in files a. In division office b. In certification analyst's database c. In Banner | Candidate Responsibilities 1. Complete all coursework and Residency courses 2. 3.0 GPA (C or higher required in all classes) a. Overall coursework b. Courses listed EDUC/SPED c. All courses listed on GPS 3. Pass State-required Praxis tests 4. Pass Dispositions Assessment rated "Proficient" or higher on all indicators. 5. Pass Danielson Framework for Teaching (FFT) (Rating of "Level 3" or above required) 6. Pass WV Teacher Performance Assessment (WVTPA) (Rating of "Emerging" or above required) College Supervisor and Cooperating Teacher 1. Monitor continuously providing ongoing feedback 2. Complete a. Dispositions Assessment Level (Rating of "Proficient" or above required) b. Danielson Framework for Teaching (FFT) (Rating of "Level 3" or above required) The Program Specialist 1. Verifies the completion of all requirements for residency by auditing all files for required forms and assessment data in the certification analyst database and Livetext. | Candidate Responsibilities 1. During the semester prior to graduating, the candidate will submit a graduation application to the Records Office verifying: a. Sixteen of the last thirty-two hours must be completed in residency including EDUC 414 b. Candidate must have completed 120 approved program credit hours with an overall 3.0 GPA, with at least 45 credit hours of upper division courses c. The candidate must have completed at least 30 hours at WVUP 2. All general regulations for graduation at WVUP must be met 3. Residency 2 must have been successfully completed The Program Specialist 1. Verifies the completion of all requirements for residency by auditing all files for required forms and assessment data in the certification analyst database and Livetext for verification to the WVDE. | Graduate Responsibilities 1. Order transcripts to be sent to the Program Specialist 2. Submit transcript with application along with a signed Verification of Program Completion and transcript to West Virginia Department of Education 3. Pass all required licensure tests. 4. The graduate must: a. Have earned a BA in Elementary Education or BA in Elementary Education with an Emphasis in: i. Special Education or ii. Math Grade 5-Algebra b. Successfully complete a supervised residency experience c. Be a US citizen or filed a declaration of intent to be a citizen. 18 years old, intellectually, emotionally, and physically qualified to perform the duties of a teacher d. Comply with WV Board of Education regulations for certification e. Pass criminal background check. f. Be recommended for certification by the Dean of Professional Studies The Program Specialist 1. Verifies the completion of all requirements for residency by auditing all files for required forms and assessment data in the certification analyst database and Livetext for verification to the WVDE. |
| WVUP | | | | | | |

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

Gateway 1: Admission to the University

- **Apply & Declare Pre-Education;** Students apply to WVU Parkersburg. Upon acceptance, those intending to pursue teaching are designated as Pre-Education majors.
- **Advising;** Pre-Education students are assigned an education advisor after reaching 30 college credit hours and follow the Elementary Education Guided Pathway. Formal advising is required twice a year.

- **EDUC 100: Introduction to Education;** Students should take EDUC 100 in their first semester and must earn a grade of C or higher. This course introduces program expectations, the Dispositions Rubric, service learning planning, and the Teacher Education Handbook. Transfer students must meet with the Director of Teacher Education to ensure proper placement and appropriate program alignment (including Live Text Access.)
- **Requirements;** Students must:
 - ✓ Pass a background check for EDUC 100
 - ✓ Maintain a minimum 3.0 GPA with no grade below a C
- **LiveText Access;** Students are assigned a LiveText/Field Experience Module account in EDUC 100, which they will use throughout the program.

Gateway 2: Admission to the Education Program

- Application Timeline; Apply by November 1 (for Fall) or April 1 (for Spring).
- Admission Requirements; Candidates must meet these criteria before the semester of application:
 - ✓ Minimum 45 credit hours
 - ✓ 3.0 GPA overall, in EDUC/SPED courses, and in all GPS-listed courses (no grade below C)
 - ✓ Passed CASE Praxis exams
 - ✓ Completed 50 service-learning hours
 - ✓ Completed EDUC 100, 200, 253, and 300, including required fieldwork
 - ✓ Passed a background check
 - ✓ Earned a C or higher in ENG 101 & 102, COMM 111, MATH 121 (or higher), and PSYCH 241
 - ✓ Earned a “novice” or higher on all Disposition Rubric indicators
 - ✓ Recommended by the Teacher Review Panel
- Verification & Recommendation; The Program Specialist confirms all requirements and recommends qualified candidates to the Teacher Review Panel. Candidates must pass CASE Praxis Tests (or verified exemptions) and completed Background Check. Completion of EDUC 100, 200, 253, and 300 (with field experience hours) along with ENGL 101 & 102, COMM 111, MATH 121 or higher and PSYC 241 (C or higher) 50 hours of service learning hours approved, and dispositional assessment with “novice” or higher on each indicator
- Process
 - ✓ Admission decisions are sent by letter:
 1. Accepted candidates receive an acceptance letter.
 2. Not-yet-qualified candidates receive a denial letter specifying unmet requirements and are advised to meet with the Director of Teacher Education.
 - ✓ Candidates not admitted may not enroll in upper-level EDUC courses.
- Record Updates; Candidate status is updated in the Professional Studies Division Office, Program Specialist’s database, and the Banner system.

Gateway 3: Admission to Residency I

- Application Timeline; Apply by November 1 (for Fall) or April 1 (for Spring).
- Admission Requirements; Candidates must meet these criteria before the semester of application:
 - ✓ Complete all required coursework
 - ✓ Maintain a 3.0 GPA overall, in EDUC/SPED courses, and in GPS-designated courses (no grade below C)
 - ✓ Attempt all required state Praxis exams
 - ✓ Complete 25 professional development hours, including:
 - CAEP Family Engagement Modules
 - Safe Schools modules
 - Handwriting Course
 - Youth Mental Health First Aide Training by National Council
 - ✓ Earn “novice” or higher on each Disposition Rubric indicator
 - ✓ Obtain Teacher Review Panel recommendation
 - ✓ Receive WVDE Residency Permit
- Process
 - ✓ Certification Analyst verifies all criteria
 - ✓ Recommended candidates presented to the Teacher Review Panel
 - ✓ Notification Letters mailed to candidates
 - Accepted: Approved for Residency I
 - Denied: Outlines missing requirements; ineligible for Residency II
 - ✓ Update status in the Professional Studies Division Office, Program Specialist database, and Banner
 - ✓ Program Specialist submits Residency Permit paperwork to WVDE

Gateway 4: Admission to Residency II

- Application Timeline; Apply by November 1 (for Fall) or April 1 (for Spring).
- Admission Requirements; Candidates must meet these criteria before the semester of application:
 - ✓ Complete all required coursework
 - ✓ Maintain a 3.0 GPA overall, in EDUC/SPED courses, and in GPS-designated courses (no grade below C)
 - ✓ Completion of Residency I requirements
 - ✓ Pass all required state Praxis exams
 - ✓ Recommendation from the Teacher Review Panel
- For Specialization (if applicable):

- ✓ Pass all required state Praxis exams
- ✓ Pass all specialization-related state Praxis exams
- ✓ Maintain a 3.0 GPA in specialization coursework (no grade below C)

Process:

- ✓ Certification Analyst verifies all criteria
- ✓ Recommended candidates presented to the Teacher Review Panel
- ✓ Notification Letters mailed to candidates
 - Accepted: Approved for Residency II
 - Denied: Outlines missing requirements; ineligible for Residency II
- ✓ Update status in the Professional Studies Division Office, Program Specialist database, and Banner
- ✓ Program Specialist submits Residency Permit paperwork to WVDE

Gateway 5: Graduation and Certification

- ✓ Candidate progress during residency is continually monitored and assessed by the university-based supervisor and cooperating teacher for required completion of outcomes as assessed by Disposition Assessment, Danielson's Framework and the WV Teacher Performance Assessment submission.
- ✓ The Program Specialist verifies the completion of all requirements for residency by auditing all files for required forms and assessment data. These files are maintained in the Program Specialist database and LiveText.
- ✓ 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 residency placement.

Gateway 6: Recommendation for Graduation

- ✓ During the semester prior to graduating, the candidate will submit a graduation application to the Records Office.
- ✓ Sixteen of the last thirty-two hours must be completed in residency including EDUC 414.
- ✓ The candidate must have completed 120 approved program credit hours with a 3.0 GPA and at least 45 credit hours of upper division courses.
- ✓ The candidate must have completed at least 30 hours at WVUP.
- ✓ All general regulations for graduation at WVUP must be met.
- ✓ Residency I and Residency II must have been successfully completed.

Gateway 7: Recommendation for Certification

- ✓ The graduate applies for certification through the West Virginia Department of Education (WVDE.)
- ✓ All licensure tests must have been passed.
- ✓ The graduate must:

- Have earned a BA in Elementary Education or a BA in Elementary Education with an Emphasis in Special Education.
- Have completed a supervised residency experience.
- Be 18 years of age, and intellectually, emotionally, and 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 the Director of Teacher Education.
- 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 and 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 disposition's 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 300.

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 Residency I and/or Residency II.

At the conclusion of EDUC 330L, the instructor will complete the Dispositions Rubric and record scores for each candidate in LiveText. Candidates must also complete the Dispositions Rubric and include it in their Admission to Residency application packet. To successfully pass EDUC 330L, candidates must earn a rating of "novice" or higher on all indicators. Any candidate at risk of not meeting the required dispositional standards will receive a Plan of Remediation during EDUC 330L. This plan is intended to address and improve dispositional concerns within the same semester. The Teacher Education Review Panel will review both the supervisor's and the candidate's rubrics. All candidates must achieve at least a "novice" rating on all indicators by the time of Admission to Residency.

During both Residency I and II, the college supervisor will complete the Dispositions Rubric and enter scores in LiveText. Prior to completing the rubric, the supervisor will consult with the cooperating teacher and will review the results with the candidate.

If dispositional deficiencies arise during residency, a Resident Support Team (RST) meeting will be convened. Candidates must achieve at least a "novice" rating by the end of Residency I and a "proficient" rating by the end of Residency II on all indicators. Failure to demonstrate mastery on the Dispositions Rubric will require the candidate to repeat the Residency semester.

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 Director of Teacher Education and a Plan of Remediation form will be completed. Deficiencies exhibited during residency will be addressed with a Plan of Remediation and subsequent Resident Support 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 Director of Teacher Education 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 Dean of Professional Studies.

| Timeline for the Dispositions Rubric | | |
|--------------------------------------|--|---|
| When | How | By Whom |
| EDUC 100 | Informed of Dispositions policy and rubric | EDUC 100 Instructor (Introduced) |
| EDUC 300 | Completes the <i>Dispositions Rubric</i> and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Program | EDUC 300 Instructor |
| Admission to Program | Completes the <i>Dispositions Rubric</i> and submits it with Admission to the Teacher Education Application packet | Candidate |
| | Reviews EDUC 300 instructors' <i>Dispositions Rubric</i> scores and candidate's scores | Teacher Education Review Panel |
| EDUC 330 | Completes the <i>Dispositions Rubric</i> and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Residency | EDUC 330 Instructor |
| Admission to Residency I | Completes the Dispositions Rubric and submits it with Admission to Residency I Application Packet | Candidate |
| | Reviews EDUC 330 instructor's <i>Dispositions Rubric</i> scores and candidate's scores | Teacher Education Review Panel |
| Admission to Residency II | Completes the <i>Dispositions Rubric</i> , discusses with candidate and submits scores in LiveText | College Supervisor in consultation with Residency cooperating teacher |
| The end of Residency II | Completes the <i>Dispositions Rubric</i> , Required "Proficient or Above" scores submitted in LiveText | College Supervisor and Resident |

**Education Department
Dispositions Evaluation**



Candidate Name: _____ **Date:** _____

Person Completing Rubric: _____

Check One: ☐ **Self** ☐ **Course Instructor** ☐ **Resident Supervisor**

Check One: ☐ **EDUC 300** ☐ **EDUC 330** ☐ **Resident**

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 | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: _____ Demonstrates the belief that all students can learn and achieve. _____ Persists in helping the learners reach their potential. _____ Assists in helping the learners to value each other. | The teacher candidate: _____ Demonstrates the belief that all students can learn and achieve. _____ Persists in helping the learners reach their potential. | The teacher candidate: _____ Demonstrates the belief that all students can learn and achieve. | The teacher candidate: _____ Demonstrates a lack of respect for learners. |
| ELEMENT 1.2: The teacher candidate respects others. InTASC Dispositions 3q, 3r, 8q | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: _____ Observes and listens in a thoughtful and responsive way. _____ Communicates | The teacher candidate: _____ Observes and listens in a thoughtful and responsive way. _____ Communicates | The teacher candidate: _____ Observes and listens in a thoughtful and responsive way. | The teacher candidate: _____ Demonstrates a lack of respect for others. |

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| respectfully using a variety of forms of communication. ____ Fosters respectful communication among all members of the learning community. | respectfully using a variety of forms of communication. | | |
| ELEMENT 1.3: The teacher candidate respects learning. InTASC Dispositions 3o, 5r | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: ____ Values the acquisition of knowledge. ____ Establishes a climate of learning in the classroom. ____ Values knowledge outside his/her content area. | The teacher candidate: ____ Values the acquisition of knowledge. ____ Establishes a climate of learning in the classroom. | The teacher candidate: ____ Values the acquisition of knowledge. | 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 | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: ____ Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. ____ Uses this understanding when planning instruction. ____ Consistently differentiates instruction based on diverse needs. | The teacher candidate: ____ Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. ____ Uses this understanding when planning instruction. | The teacher candidate: ____ Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. | The teacher candidate: ____ Does not demonstrate a commitment to understanding the needs of diverse learners. |
| DISPOSITION 2: RESPONSIVENESS | | | |
| ELEMENT 2.1: The teacher candidate is responsive to learners' needs. InTASC Dispositions 3p, 5s | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: ____ Demonstrates flexibility by adapting to new situations specifically with | The teacher candidate: ____ Demonstrates flexibility by adapting to new situations specifically | The teacher candidate: ____ Demonstrates flexibility by adapting to new | The teacher candidate: ____ Does not demonstrate flexibility or |

| | | | |
|--|--|---|---|
| respect to learners _____ Commits to supporting learners as they engage in purposeful learning. _____ Values flexible learning environments that encourage learner discovery and expression across content areas. | with respect to learners _____ Commits to supporting learners as they engage in purposeful learning. | situations specifically with respect to learners. | responsiveness. |
| ELEMENT 2.2: The teacher candidate is responsive during teaching. InTASC Dispositions 7q, 8p, 8s | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: _____ Values flexibility in the teaching process. _____ Demonstrates a belief that plans must be open to adjustment based on learners' needs. _____ Adjusts instruction based on changing circumstances and/or teachable moments. | The teacher candidate: _____ Values flexibility in the teaching process. _____ Demonstrates a belief that plans must be open to adjustment based on learners' needs and/or assessment results. | The teacher candidate: _____ Values flexibility in the teaching process. | The teacher candidate: _____ Does not demonstrate flexibility during the teaching process. |
| ELEMENT 2.3: The teacher candidate is responsive in the use of assessment techniques. InTASC Dispositions 1i, 6r, 6u | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: _____ 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 making accommodations in assessment and testing conditions, especially for learners with disabilities. | The teacher candidate: _____ Takes responsibility for aligning assessment with learning goals. _____ Commits to using learners' strengths as opportunities for growth, and their misconceptions as opportunities for learning. | The teacher candidate: _____ Takes responsibility for aligning assessment with learning goals. | The teacher candidate: _____ Does not take responsibility for aligning assessment with learning goals. |
| DISPOSITION 3: REFLECTION | | | |
| ELEMENT 3.1: The teacher candidate reflects on his/her potential for biases. InTASC Dispositions 4q, 9m | | | |

| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
|---|--|--|---|
| <p>The teacher candidate:</p> <p>_____ Commits to deepening understanding of his/her own frames of reference and potential biases in these frames.</p> <p>_____ Recognizes his/her potential biases and their impact on learners and their families.</p> <p>_____ Recognizes potential biases in his/her representation of the discipline and seeks to address the ramifications.</p> | <p>The teacher candidate:</p> <p>_____ Commits to deepening understanding of his/her own frames of reference and potential biases in these frames.</p> <p>_____ Recognizes his/her potential biases and their impact on learners and their families.</p> | <p>The teacher candidate:</p> <p>_____ Commits to deepening understanding of his/her own frames of reference and the potential bias in these frames.</p> | <p>The teacher candidate:</p> <p>_____ Does not commit to understanding his/her potential of bias</p> |

ELEMENT 3.2: The teacher candidate reflects on his/her teaching practices. InTASC Dispositions 9l

| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
|---|---|--|--|
| <p>The teacher candidate:</p> <p>_____ Reflects on his/her teaching practices or the teaching practices of others.</p> <p>_____ Analyzes his/her teaching practices to improve planning and practice.</p> <p>_____ Acts on analysis of teaching to improve planning and practice.</p> | <p>The teacher candidate:</p> <p>_____ Reflects on his/her teaching practices or the teaching practices of others.</p> <p>_____ Analyzes his/her teaching practices to improve planning and practice.</p> | <p>The teacher candidate:</p> <p>_____ Reflects on his/her teaching practices or the teaching practices of others through description.</p> | <p>The teacher candidate:</p> <p>_____ Does not reflect on teaching practices.</p> |

ELEMENT 3.3: The teacher candidate reflects on his/her application of content knowledge. InTASC Dispositions 4o, 4p, 5q

| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
|---|---|--|---|
| <p>The teacher candidate:</p> <p>_____ Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving.</p> <p>_____ Explores how to use</p> | <p>The teacher candidate:</p> <p>_____ Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving.</p> <p>_____ Explores how to use</p> | <p>The teacher candidate:</p> <p>_____ Realizes that content knowledge is not a fixed body of facts but is complex, culturally</p> | <p>The teacher candidate:</p> <p>_____ Believes content knowledge is a fixed body of knowledge.</p> |

| | | | |
|---|--|---|--|
| 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. | disciplinary knowledge as a lens to address local and/or global issues. | situated and ever evolving. | |
| ELEMENT 3.4: The teacher candidate reflects on the need for lifelong learning. InTASC Dispositions 9n, 10t | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 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 | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| The teacher candidate: _____ 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. | The teacher candidate: _____ Demonstrates the ability to solve problems with their own classmates. _____ Seeks to work with learners in meeting challenging goals. | The teacher candidate: _____ Demonstrates the ability to solve problems with their own classmates. | The teacher candidate: _____ Does not demonstrate effective collaboration skills with others. |
| 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: _____ Demonstrates a | The teacher candidate: _____ Demonstrates a | The teacher candidate: _____ Demonstrates a | The teacher candidate: |

| | | | |
|---|--|---------------------------------------|--|
| willingness to use input from others. _____ Works together with colleagues to meet challenging goals. _____ Takes the initiative to develop his/her own skills through interactions with colleagues that enhance practice and support learning. | willingness to use input from others. _____ Works together with colleagues to meet challenging goals. | willingness to use input from others. | _____ Does not demonstrate a willingness to use input from others. |
|---|--|---------------------------------------|--|

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: _____ Demonstrates a respect for differences in families. _____ Seeks to work together with families to create a positive learning environment. _____ Takes the initiative to collaborate with families to meet challenging goals. | The teacher candidate: _____ Demonstrates a respect for differences in families. _____ Seeks to work together with families to create a positive learning environment. | The teacher candidate: _____ Demonstrates a respect for differences in families. | The teacher candidate: _____ Does not appear to value differences in families. |

DISPOSITION 5: COMMITMENT

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

| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
|--|--|---|--|
| 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. | 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. | The teacher candidate: _____ Takes professional responsibility to use short-term planning as a means of assuring his/her own learning. | The teacher candidate: _____ Displays a lack of commitment to planning by not being prepared. |

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|--|--|--|--|
| | | | |
| 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 |
| <p>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.</p> | <p>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.</p> | <p>The teacher candidate: _____ Displays a commitment to work toward his/her own mastery of disciplinary content and skills</p> | <p>The teacher candidate: _____ Displays a lack of commitment toward their own mastery of disciplinary content and skills</p> |
| Element 5.3: The teacher candidate is committed to improving student learning through appropriate teaching practices. InTASC Dispositions 6s, 6t, 6v | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
| <p>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.</p> | <p>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.</p> | <p>The teacher candidate: _____ Displays a commitment to becoming competent with instructional skills.</p> | <p>The teacher candidate: _____ Displays a lack of interest and enthusiasm in the teaching profession.</p> |
| ELEMENT 5.4: The teacher candidate is committed to improving student learning through the appropriate use of technology. InTASC Dispositions 8r | | | |
| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |

| | | | |
|---|---|--|--|
| <p>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.</p> | <p>The teacher candidate: _____ Displays a commitment to becoming competent with the appropriate use of technology. _____ Demonstrates a commitment to using technology during instruction.</p> | <p>The teacher candidate: _____ Displays a commitment to becoming competent with the appropriate use of technology.</p> | <p>The teacher candidate: _____ Displays a lack of interest and/or a fear in the use of technology.</p> |
|---|---|--|--|

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

| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
|--|--|--|---|
| <p>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 the mission of his/her school as one of advocacy for learners and accountability for their success.</p> | <p>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.</p> | <p>The teacher candidate: _____ Displays a commitment to understanding the expectations of the profession and code of ethics.</p> | <p>The teacher candidate: _____ Displays a lack of commitment to understanding the expectations of the profession.</p> |

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

| ADVANCED 3 | PROFICIENT 2 | NOVICE 1 | OPPORTUNITY FOR IMPROVEMENT 0 |
|---|--|--|---|
| <p>The teacher candidate projects a professional image by meeting the proficiencies under “Novice”, “Proficient”, AND _____ By demonstrating a commitment to developing a culture of</p> | <p>The teacher candidate projects a professional image by meeting the proficiencies under “Novice” AND exhibits sound judgement in the following areas: Integrity</p> | <p>The teacher candidate projects a professional image by consistently demonstrating proficiencies in the following areas: Oral</p> | <p>The teacher candidate projects a lack of professionalism by showing deficiencies in one or more of the</p> |

| | | | |
|---|--|--|--|
| professionalism in all areas with his/her colleagues. | <input type="checkbox"/> Problem-solving <input type="checkbox"/> Tolerance <input type="checkbox"/> Confidentiality | communication <input type="checkbox"/> Written communication <input type="checkbox"/> Physical stamina <input type="checkbox"/> Mental stamina <input type="checkbox"/> Appearance <input type="checkbox"/> Interpersonal communications <input type="checkbox"/> Punctuality <input type="checkbox"/> Reliability | following areas: <input type="checkbox"/> Oral communication <input type="checkbox"/> Written communication <input type="checkbox"/> Physical stamina <input type="checkbox"/> Mental stamina <input type="checkbox"/> Appearance <input type="checkbox"/> Interpersonal communications <input type="checkbox"/> Punctuality <input type="checkbox"/> Reliability |
|---|--|--|--|

Signatures:

Observer University Based Supervisor Date

Teacher Candidate 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 support 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 cooperating teachers 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 Residency, or during Residency. 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 with 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/or written communication.
- Performance, characteristic, or behavior that indicates that the teacher candidate may not be able to meet criteria for successful completion of residency and for certification.

Education Department Student Plan of Remediation**Date:**

Teacher Candidate _____

ID# _____

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: _____

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

| Remediation Plan | | |
|---------------------------------|-----------------|-------------------|
| Area(s) of Remediation | Student Actions | Date(s) to Review |
| 1) | | |
| Follow-Up Meeting/Action: 2) | | |

*Faculty Member's Signature*_____
*Faculty Initials*_____
*Student's Signature*_____
*Student Initials*_____
*Date*_____
*Date*_____
*Date*_____
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

Partnerships

WVU Parkersburg maintains active partnerships with schools across eight counties in its service area. These partnerships include elementary, middle, and high schools to support a variety of specialization areas, including middle school content and special education. To further serve a diverse population and enrich candidate experiences, the partnership also includes the Boys & Girls Club of Parkersburg and the Boys & Girls Club of Pleasants County for Service Learning experience.

All teacher candidates are placed within these partnership schools, ensuring access to consistent, high-quality clinical experiences. Participating partnership schools include the following:

- ✓ Belmont Elementary – Pleasants Count
- ✓ Blennerhassett Elementary – Wood County
- ✓ Blennerhassett Middle School – Wood County
- ✓ Cottageville Elementary – Jackson County
- ✓ Criss Elementary – Wood County
- ✓ Doddridge Elementary – Doddridge County
- ✓ Edison Middle School – Wood County
- ✓ Evans Elementary – Jackson County
- ✓ Franklin Elementary – Wood County
- ✓ Gilmore Elementary – Jackson County
- ✓ Hamilton Middle School – Wood County
- ✓ Harrisville Elementary – Ritchie County
- ✓ Jackson Middle School – Wood County
- ✓ Kanawha Elementary – Wood County
- ✓ Lubeck Elementary – Wood County
- ✓ Martin Elementary – Wood County
- ✓ Madison Elementary – Wood County
- ✓ Neale Elementary – Wood County
- ✓ Parkersburg South High School – Wood County
- ✓ Pleasants County Middle School – Pleasants County
- ✓ Ravenswood Elementary – Jackson County
- ✓ Ripley Middle School – Jackson County
- ✓ Sistersville Elementary – Tyler County
- ✓ Spencer Elementary – Roane County
- ✓ St. Marys Elementary – Pleasants County
- ✓ Wirt Middle School – Wirt County
- ✓ Wirt Primary Center – Wirt County

Collaboration between WVU Parkersburg and K–12 public schools supports the continuous enhancement of teacher quality and student learning. These efforts promote growth and renewal

for both school-based and university-based educators. As a result, the relationships between higher education and K–12 faculty remain strong and continue to deepen with each school year.

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 program's 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 for EDUC 100 and EDUC 200, which is to be signed by the principal and promptly returned to the college instructor by the date indicated on the field placement card.
5. **Time Sheet** – A time sheet will be kept for each field experience. The dates and times 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 cooperating teacher. It is the teacher candidate's 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 visits 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. Refer to Dress Code Policy.
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 Experiences Elementary Education K-6/Special Education K-12

| Course | Type | School | Type of School | Length | Gateway |
|---|---|---|----------------|---------|---------------------|
| EDUC 100 <i>Introduction to Teacher Education</i> | Field Experience – observation | Partnership Counties | Varied | 20 hrs. | Pre-Admission |
| EDUC 200 <i>Introduction to Exceptional Children</i> | Field Experience – observation and small group | Partnership Counties Special Education Placement | Varied | 20 hrs. | Pre-Admission |
| EDUC 300 <i>Theories of Learning</i> | Field Experience – observation choice of specializations (Pre-K-Middle) | Partnership Counties | Varied | 20 hrs. | Pre-Admission |
| EDUC 301 <i>Teaching Reading Grades K-2</i> | Field Experience – co- teach whole class instruction | Wood County Elementary Schools | Varied | 20 hrs. | Admitted to Program |
| EDUC 303 <i>Teaching Reading Grades 3-6</i> | Field Experience – small group guided reading | Madison Elementary | Varied | 20 hrs. | Admitted to Program |
| EDUC 304 <i>Math Strategies K-3</i> | Field Experience – small group and whole class instruction | Wood County Elementary Schools | Varied | 20 hrs. | Admitted to Program |
| EDUC 308 <i>Math Strategies 4-6</i> | Field Experience – small and whole class instruction | Wood County Elementary Schools | Varied | 20 hrs. | Admitted to Program |
| EDUC 310 <i>Diversity in Education</i> | Field Experience – small group intervention | Franklin Elementary | Varied | 20 hrs. | Admitted to Program |

| | | | | | |
|---|--|-----------------------------------|--------|---------|---------------------|
| EDUC 330L <i>Classroom Management Practicum</i> | Lab – small and whole class instruction | Lubeck Elementary | Varied | 40 hrs. | Admitted to Program |
| EDUC 412L <i>Diagnostic and Prescriptive Reading Lab</i> | Lab – small group and individual instruction | Martin Elementary | Varied | 30 hrs. | Admitted to Program |
| SPED 312 <i>Instructional Practices in Special Education</i> | Field Experience – small and whole class instruction | Wood County Middle or High School | Varied | 20 hrs. | Admitted to Program |
| SPED 422 <i>Collaboration in the School Setting</i> | Field Experience – small and whole class instruction | Wood County Middle or High School | Varied | 20 hrs. | Admitted to Program |

West Virginia University Parkersburg

Field Placement Dress Code

As a representative of West Virginia University Parkersburg, teacher candidates are expected to maintain a professional appearance at all times. The way you present yourself reflects on both you and the University, and helps build respect and credibility in your school placement. Think of your field placement experience as an extended job interview — professionalism is essential.

While individual schools may have more relaxed dress codes, all teacher candidates must follow the Department of Education's standards:

Dress Code Expectations

- ✓ Business casual attire is required. (Keep in mind that some dress privileges given to full-time faculty may not apply to teacher candidates.)
- ✓ Clothing must be modest, professional, and appropriate in both fit and length. (No tennis shoes, jeans, t-shirts, hoodies.)
- ✓ Your University ID badge must be worn at all times.
- ✓ Hair should be clean and neatly groomed.
- ✓ Visible tattoos and body piercings should be covered to the best extent possible.
- ✓ If a cooperating teacher or school administrator deems your attire inappropriate, they have the right to send you home. This will result in an unexcused absence that must be made up in order to complete your clinical placement.
- ✓ When in doubt, consult with the Director of Teacher Education, Field Placement Coordinator, course instructor, or College Supervisor before choosing your attire.

Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES AND EXPECTATIONS PRE-PROGRAM West Virginia University Parkersburg – Educator Preparation Provider (EPP)

The Pre-Program Field Experience is designed to introduce teacher candidates to the foundational knowledge, skills, and dispositions essential for becoming a certified educator. Through structured, school-based observation and participation, candidates will begin developing an understanding of the teaching profession and the diverse needs of learners in K–6 settings.

1.0 Field Experience Objectives

- 1.1 Describe personal characteristics and professional behaviors associated with effective teaching.
- 1.2 Explain the administrative hierarchy and leadership structure of a K–6 public school.
- 1.3 Identify and summarize the organizational patterns and daily operations of a K–6 school.
- 1.4 Demonstrate an emerging awareness of the diverse academic, social, emotional, and cultural needs of students.
- 1.5 Identify teacher actions and decisions that align with the six areas of the program’s philosophical framework.

2.0 Teacher Candidate Responsibilities

- 2.1 Complete a minimum of 20 documented hours of field experience in an approved K–6 school setting.
- 2.2 Observe classroom instruction and school activities to identify teacher roles, instructional strategies, classroom management techniques, and student engagement.
- 2.3 Observe at least one extracurricular or non-instructional setting (e.g., lunch, recess, assembly) to understand broader school dynamics.
- 2.4 Confer with the assigned school-based educator to review expectations, discuss professional behavior, and clarify responsibilities.
- 2.5 Engage in classroom-based activities appropriate for the candidate’s novice level as assigned by the school-based educator (e.g., working with small groups, assisting with materials).
- 2.6 Maintain a documentation folder including time logs, notes, observation reflections/journals, and other required artifacts.
- 2.7 Submit a written summary reflecting on the overall field experience, connections to course content, and personal insights about the teaching profession.
- 2.8 Return all completed documentation, including the signed time sheet and reflection

summary, by the established deadline.

2.9 Comply with all school and district policies, including dress code, confidentiality, and professional conduct.

2.10 Demonstrate respectful and positive interactions with students, teachers, school staff, and families.

2.11 Submit required materials through LiveText or other designated platforms.

2.12 Provide documentation of a cleared state and federal background check prior to beginning the field placement.

3.0 School-Based Educator Responsibilities

3.1 Welcome the teacher candidate and support a positive, professional learning experience.

3.2 Provide an overview of classroom expectations, daily routines, and the school's mission and structure.

3.3 Assign appropriate tasks and observation opportunities aligned with the candidate's pre-program status.

3.4 Confer with the candidate periodically to answer questions, provide insights, and offer professional guidance.

3.5 Verify the candidate's attendance by signing the time sheet and completing any required evaluation forms in LiveText.

FIELD EXPERIENCE OBJECTIVES AND EXPECTATIONS IN-PROGRAM

West Virginia University Parkersburg – Educator Preparation Provider (EPP)

The in-program field experience is designed to support teacher candidates in the developing phase of their preparation as they build essential knowledge, skills, and professional dispositions for effective teaching. As expectations increase, candidates are now responsible for planning, delivering, assessing, and reflecting on instruction with greater depth, intentionality, and independence. Most in-program field placements require 20 hours of classroom-based experience, with the exception of the **30-hour lab in EDUC 412** and the **40-hour lab in EDUC 330**. This experience reinforces the Educator Preparation Provider's (EPP) core philosophical framework, emphasizing planning skills, teaching skills, interpersonal skills, decision-making, diversity, and professional commitment.

1.0 Field Experience Objectives

- 1.1** Demonstrate professional behaviors and dispositions that reflect the characteristics of effective teaching in real classroom settings.
- 1.2** Apply knowledge of school structure by functioning appropriately within the administrative and leadership hierarchy of a K–6 public school.
- 1.3** Analyze the daily operations, schedules, and organizational structures of a K–6 school and adapt instruction accordingly.
- 1.4** Plan and implement instruction that responds to the diverse academic, social, emotional, linguistic, and cultural needs of students.
- 1.5** Integrate the six areas of the EPP's philosophical framework—planning, teaching, interpersonal skills, decision-making, diversity, and professional commitment—into classroom practice and reflection.

2.0 Teacher Candidate Responsibilities

- 2.1** Complete a minimum of 20 documented hours of field experience in an approved K–6 school setting.
- 2.2** Participate actively in daily classroom instruction and school activities to analyze and apply effective teacher roles, diverse instructional strategies, classroom management techniques, and methods for promoting student engagement.
- 2.3** Confer with the assigned school-based educator to review expectations, discuss professional behavior, and clarify responsibilities.
- 2.4** Engage in classroom-based activities appropriate for the candidate's novice level as assigned by the school-based educator (e.g., working with small groups, assisting with materials).
- 2.5** Maintain a documentation folder including time logs, notes, observation reflections/journals,

and other required artifacts.

2.6 Submit a written summary reflecting on the overall field experience, connections to course content, and personal insights about the teaching profession.

2.7 Return all completed documentation, including the signed time sheet and reflection summary, by the established deadline.

2.8 Comply with all school and district policies, including dress code, confidentiality, and professional conduct.

2.9 Demonstrate respectful and positive interactions with students, teachers, school staff, and families.

2.10 Submit required materials through LiveText or other designated platforms.

2.11 Provide documentation of a cleared state and federal background check prior to beginning the field placement.

3.0 School-Based Educator Responsibilities

3.1 Welcome the teacher candidate and support a positive, professional learning experience.

3.2 Provide an overview of classroom expectations, daily routines, and the school's mission and structure.

3.3 Provide the teacher candidate with increasing opportunities to plan, lead, and independently implement instruction and classroom management, while offering constructive feedback to support professional growth.

3.4 Confer with the candidate periodically to answer questions, provide insights, and offer professional guidance.

3.5 Verify the candidate's attendance by signing the time sheet and completing any required evaluation forms in LiveText.

Residency Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES AND EXPECTATIONS

YEARLONG RESIDENCY

West Virginia University Parkersburg – Educator Preparation Provider (EPP)

The residency field placement consists of two sequential phases; **Residency 1 and Residency 2**. Together, they comprise a year-long immersive teaching experience, as initiated by the West Virginia Department of Education (WVDE). This extended placement allows teacher candidates to progressively develop and demonstrate proficiency across the EPP’s philosophical framework and the West Virginia Professional Teaching Standards. Candidates are expected to demonstrate competence aligned with the Danielson Framework for Teaching, showing the ability to meet the diverse needs of all learners.

1.0 Field Placement Objectives

- 1.1** Demonstrate deep content knowledge and apply it effectively to instruction.
- 1.2** Design and implement standards-aligned, state-approved lesson plans.
- 1.3** Utilize balanced and varied assessment tools to monitor and guide student learning.
- 1.4** Adapt instruction to address the academic, social, emotional, and cultural diversity of learners.
- 1.5** Create and sustain a safe, positive, and respectful classroom environment.
- 1.6** Foster a learner-centered classroom culture that promotes engagement and responsibility.
- 1.7** Apply multiple research-based instructional strategies to support learning.
- 1.8** Engage and motivate students through active learning, collaboration, and problem solving.
- 1.9** Modify instruction responsively based on student performance data and feedback.
- 1.10** Participate in ongoing professional development to enhance instructional effectiveness.
- 1.11** Collaborate regularly with colleagues to improve professional practice and student outcomes.
- 1.12** Build partnerships with families and community organizations to support student learning and well-being.
- 1.13** Demonstrate measurable student progress aligned with state curriculum standards.
- 1.14** Exhibit professional conduct consistent with legal, district, and school policies.

2.0 Teacher Candidate Responsibilities

- 2.1** Collaborate with the cooperating teacher to develop a schedule that supports gradual assumption of full teaching and professional responsibilities throughout both Residency 1 and Residency 2.
- 2.2** Plan, deliver, and assess instruction in alignment with state standards and school curriculum.
- 2.3** Maintain an organized portfolio or notebook containing lesson plans, assessments,

reflections, and self-evaluations.

2.4 Keep a reflective journal or electronic log with regular, dated entries documenting teaching experiences and professional growth.

2.5 Communicate with College Supervisor and Cooperating Teacher

2.6 Submit required documentation; including lesson plans, assessments, reflections, and evaluations in a timely manner.

3.0 Cooperating Teacher Responsibilities

3.1 Welcome the teacher candidate as a full member of the educational community.

3.2 Collaborate with the candidate to develop a clear plan for gradually increasing teaching responsibilities over the full year-long residency.

3.3 Provide consistent, constructive feedback through informal observations and discussions.

3.4 Complete formative assessments using the Danielson Framework for Teaching and share results with the candidate.

3.5 Facilitate communication between the teacher candidate and school personnel as needed.

3.6 Support the candidate's professional development and reflective practice throughout the residency.

4.0 College Supervisor Responsibilities

4.1 Conduct regular, scheduled visits to observe the teacher candidate's instruction and provide feedback.

4.2 Review the candidate's reflective journals, lesson plans, assessments, and professional documentation.

4.3 Confer with both the teacher candidate and cooperating teacher to discuss progress and address concerns.

4.4 Complete formative assessments aligned with the Danielson Framework for Teaching and discuss outcomes with the candidate and cooperating teacher.

4.5 Facilitate final meetings and evaluations to support successful completion of the residency.

4.6 Submit all required documentation to the Education Department/ Field Placement Coordinator in a timely manner.

5.0 Field Placement Coordinator Responsibilities

5.1 Coordinate the placement of teacher candidates with school districts and principals, ensuring appropriate match with cooperating teachers.

5.2 Submit teacher candidate placement information to county central offices for approval.

5.3 Communicate regularly with Director of Teacher Education, cooperating teachers, college supervisors, and education department faculty to support smooth field placements.

5.4 Organize orientation sessions and update meetings for cooperating teachers and teacher candidates.

5.5 Maintain accurate records of all field placements and monitor completion of placement requirements.

5.6 Serve as the primary liaison between the education program and partnering school districts regarding residency placements.

Field Placement Student Assessments

West Virginia University at Parkersburg Pre-Admission Field Placement Teaching Assessment

Student Name _____ School _____

Semester _____ Cooperating Teacher _____

☐ **EDUC 100**

☐ **EDUC 200**

☐ **EDUC 300**

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

| Competencies | Advanced | Proficient | Novice | Opportunity for Improvement |
|---|---|--|---|--|
| Planning Skills Teacher candidate demonstrates the ability to plan their time, class and field experience schedules to meet program expectations. | Demonstrates effective planning by consistently adhering to the attendance policy and pre-planning for future events. | Demonstrates effective planning through punctuality and dependability. | Demonstrates planning through punctuality . | Does not adhere to attendance policy regarding absences and tardiness. |

| | | | | |
|--|--|---|---|--|
| Teaching Skills 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. | Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps students actively involved in the lesson. | Demonstrates initiative in the classroom. Provides students positive feedback and keeps students actively involved in the lesson. | Accepts direction from cooperating teacher. Adheres to school rules and classroom procedures | Does not adhere to school rules or classroom procedures. |
| Interpersonal Skills 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. | Demonstrates effective collaboration with colleagues, students and parents. Interactions, both oral and written, are positive and demonstrate professionalism. | Exhibits interpersonal skills through positive interactions and effective problem solving with students, teachers, parents, and other school personnel. | Exhibits interpersonal skills through positive interactions with students, teachers, parents, and other school personnel. | Does not demonstrate effective interpersonal skills. |

| | | | | |
|--|--|---|--|--|
| 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, maintains high expectations for all learners, and strict adherence to a professional code of ethics. | Demonstrates a commitment through professional growth and the improvement of professional practice, professional speech, appropriate appearance, maintains high expectations for all students, and strict adherence to a professional code of ethics. | Demonstrates the intention to learn the values of professional growth, appropriate appearance, professional speech and a code of 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 classwork 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 teacher candidate.

**West Virginia University at Parkersburg
Post-Admission Student Assessment**

Student Name _____ School _____

Semester _____ Cooperating Teacher _____

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> EDUC 100 | <input type="checkbox"/> EDUC 200 | <input type="checkbox"/> EDUC 300 | |
| <input type="checkbox"/> EDUC 301 | <input type="checkbox"/> EDUC 303 | <input type="checkbox"/> EDUC 304 | <input type="checkbox"/> EDUC 308 |
| <input type="checkbox"/> EDUC 310 | <input type="checkbox"/> EDUC 330 | <input type="checkbox"/> EDUC 387 | <input type="checkbox"/> EDUC 388 |
| <input type="checkbox"/> EDUC 389 | <input type="checkbox"/> EDUC 390 | <input type="checkbox"/> EDUC 402 | <input type="checkbox"/> SPED 312 |
| <input type="checkbox"/> SPED 422 | | | |

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

| Competencies | Advanced | Proficient | Novice | Opportunity for Improvement |
|---|---|---|--|--|
| Planning Skills Teacher candidate demonstrates the ability to make effective decisions about organizing, implementing and evaluating instruction. They effectively form goals and objectives for themselves and students. They utilize research-based strategies in their lessons. They utilize assessment data to guide instruction. | 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. | 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. | Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction. | Does not adhere to attendance policy regarding absences and tardiness. |

| | | | | |
|---|--|---|--|--|
| Teaching Skills Teacher candidate demonstrates the ability to capture students' 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. | 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, and keeps student actively involved in the lesson. | Does not adhere to school rules or classroom procedures. |
| Interpersonal Skills Teacher candidate demonstrates the ability to effectively collaborate with different people in multiple environments. They effectively establish respectful working relationships with students, peers, principals, and parents. | 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. | Demonstrates effective collaboration with colleagues, students and parents. Interactions, both oral and written, are positive and demonstrate professionalism. | Exhibits interpersonal skills through positive interactions and effective problem solving with students, teachers, parents, and other school personnel. | Does not demonstrate effective interpersonal skills. |

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| Decision-Making Skills Teacher candidate demonstrates effective decision making by planning, implementing and evaluating instruction. They employ active, persistent and carefully considered reflection in an effort to improve the learning environment. | 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. | 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. | Demonstrates interest in and enthusiasm for the profession through positive choice making, and careful consideration of classroom practices. | 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 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 and law. | Demonstrates professional commitment by attending professional development opportunities, appropriate appearance, maintains high expectations for students and themselves, and strict adherence to a professional code of ethics and law. | 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. | 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 classwork and field experience, and 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 teacher candidate.

Part V Residency

Residency Policies and Procedures

Residency Goals

Teacher candidates who complete the Education Program at West Virginia University Parkersburg will participate in a yearlong residency, as required by state policy. In this model, candidates are paired with a single cooperating teacher for the entire school year, allowing for a deeper, more consistent experience than the traditional student teaching model.

Unlike traditional student teaching—where candidates quickly phase in, take over a classroom to solo teach, and then repeat the process in a second placement—the yearlong residency offers a more immersive approach. Candidates experience the full scope of the academic year, including setting up the classroom, establishing rules and procedures, managing data over time, conducting parent-teacher conferences, and more.

Throughout the residency, candidates co-teach with their cooperating teacher, creating a collaborative environment that supports both teaching and learning, and avoids the disruption that can come with temporarily handing over a classroom. The experience culminates in an eight-week solo teaching period during the final semester (Residency II), which closely resembles traditional student teaching but is enriched by a full year of preparation and mentorship.

Residency Objectives

As the capstone field placement, teacher candidates will be assessed in all areas of the philosophical framework and the West Virginia Professional Teaching Standards for Residency I and Residency II. The ability to teach and work with all students will be demonstrated at the *appropriate level on the Danielson Framework for Teaching Evaluation*.

- EDUC 414 FIELD EXPERIENCE OBJECTIVES (Residency I):
 - ✓ Students will co-construct grade appropriate lesson plans based on state standards.
 - ✓ Students will co-teach grade appropriate lessons utilizing state standards and a variety of instruction strategies including technology.
 - ✓ Students will utilize differentiated instruction techniques based on students' needs.
 - ✓ Students will demonstrate collaborative decision-making skills through the implementation of appropriate assessment techniques.
 - ✓ Students will use appropriate interpersonal skills in professional settings.
 - ✓ Students will demonstrate novice professional commitment to the field of education.
 - ✓ Students will demonstrate content knowledge of grade appropriate standards.
- EDUC 415 FIELD EXPERIENCE OBJECTIVES (Residency II):
 - ✓ Students will construct grade-appropriate lesson plans based on state standards.
 - ✓ Students will teach grade appropriate lessons utilizing state standards and a variety of instructional strategies, including technology.
 - ✓ Students will utilize differentiated instruction techniques based on students' needs.

- ✓ Students will demonstrate decision-making skills through implementation of appropriate assessment techniques.
- ✓ Students will use appropriate interpersonal skills in professional settings.
- ✓ Students will demonstrate proficient professional commitment to the field of education.
- ✓ Students will demonstrate content knowledge of grade appropriate standards.

WVDE Policy 5100

WVBE Policy 5100 governs teacher education programs in the state. The sections below come from this policy:

- 5.12.a. Effective July 1, 2018, **cooperating teachers** for clinical experience should, at a minimum: 1) hold a valid West Virginia five-year teaching credential in the content area of the candidate placed in their classrooms with a minimum of three years of teaching experience; 2) hold "Accomplished" or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment; and 3) have successfully completed a WVBE-approved cooperating teacher course, at no cost to the teacher, or hold or be eligible for the Mentor or Master Mentor Advanced Credential or hold certification through the National Board for Professional Teaching Standards (NBPTS).
- 6.8.c.4. Residents who have not completed their content exam when applying for the Yearlong Resident Permit will be issued a Short-Term Residency Permit. All content exams must be successfully completed prior to applying for the Long-Term Residency Permit. *
 - *The Education Department requires that ALL Praxis tests be taken prior to applying for the Short-Term Residency Permit. ALL Praxis tests must be passed prior to applying for the Long-Term Residency Permit and admittance to Residency II.
- 6.8.c.4.1. Residents may be permitted to substitute during Residency II with county approval and if the resident meets the following criteria: 1) resident must hold a Long-Term Residency Permit, 2) substitute days may not exceed one day per week, 3) residents may only substitute in the host school of their yearlong residency placement, and 4) the resident and cooperating teacher must have advanced notice of the requested day and both be in agreement to be away from the assigned classroom for the day. *
 - *The Education Department will discuss plans for substituting with each county. Approval will be given on a case-by-case basis. Residency II candidates must be approved by the Director of Education and Field Placement Coordinator. WVUP will follow waivers released by the state.

- 6.8.c.5. Resident Emails. Each candidate completing an approved yearlong residency clinical experience, as defined in section 5 for candidates completing their program, shall be assigned a K12 email address by the county for the duration of the residency to allow for the full immersion of the student resident into the school environment.

Structure of the Residency Experience

The yearlong residency is designed to provide teacher candidates with a comprehensive, sustained, and immersive preparation experience. Spanning an entire academic year, this model allows candidates to build strong relationships with students, school staff, and their cooperating teacher, while gaining an in-depth understanding of the rhythms and responsibilities of teaching.

The year is divided into two parts:

- **Residency I:**
Candidates begin the year by observing and gradually taking on responsibilities in the classroom. They actively participate in setting up the learning environment, establishing classroom expectations, and supporting early instruction. Co-teaching and guided practice are emphasized, with ongoing mentorship from the cooperating teacher and college supervisor.
- **Residency II:**
In the second semester, candidates continue to expand their instructional role, becoming more independent in planning, instruction, and assessment. The semester culminates in an **eight-week solo teaching experience**, during which the candidate assumes full teaching responsibilities. This phase mirrors traditional student teaching while being grounded in the continuity and context developed over the full year.
 - Throughout both semesters, candidates engage in reflective practice, receive regular feedback, and participate in professional development aligned with both college coursework and school-based expectations. The structure ensures that teacher candidates experience the full arc of the school year, equipping them with the skills and confidence to lead their own classrooms. (Note: Residency I may occur in the Fall or Spring semester. The expectation is for teacher candidates to complete Residency II the semester immediately following Residency I.)

Phases of Yearlong Residency

The yearlong residency is intentionally structured in phases to support a gradual release of responsibility, allowing teacher candidates to grow in confidence, competence, and independence across the academic year. Each phase builds on the last, promoting deep learning through observation, collaboration, guided practice, and eventually, full instructional leadership.

Phase 1: Assisting & Observation

- Candidates begin the year alongside their cooperating teacher, learning classroom routines, student dynamics, school culture, and curriculum expectations.

- Focus is on observation, relationship-building, and understanding the “why” behind daily teaching decisions.
- Candidates assist with small-group instruction, classroom setup, and daily procedures.

Phase 2: Co-Teaching and Guided Practice

- Candidates begin to take on more active teaching responsibilities through co-teaching strategies such as team teaching, station teaching, and parallel teaching.
- Lesson planning and assessment are introduced in collaboration with the cooperating teacher.
- Feedback from mentors and supervisors’ guides development.

Phase 3: Increased Responsibility and Leadership

- Candidates lead portions of instruction and manage classroom routines more independently.
- Begin designing and delivering whole-class lessons with coaching and support.
- Continue developing skills in classroom management, assessment, and data-informed instruction.
- Continue co-teaching, while moving into a leadership role.

Phase 4: Solo Teaching

- Candidates take on full classroom responsibilities, managing planning, instruction, assessment, and classroom management independently.
- Cooperating teacher remains available for support but steps back to allow for authentic solo teaching experience.
- This phase mirrors traditional student teaching but is strengthened by the deep context developed over the prior months.

Phase 5: Reflection and Transition (Phase Out)

- Candidates reflect on their growth, gather documentation for licensure or portfolios, and prepare for the transition into a full-time teaching role.
- Candidates may observe in other classrooms, meet with principals and other school/county personnel, etc.
- Final evaluations are completed by the cooperating teacher and college supervisor.

Residency Evaluation Tools

The Framework for Teaching Assessment (FFT)

Charlotte Danielson's Framework for Teaching was first published in 1996. Since its initial publication, millions of educators worldwide have used the framework. The WV teacher evaluation system is based on this work.

The revised Framework for Teaching has four domains: Planning and Preparation, Learning Environments, Learning Experiences, and Principled Teaching

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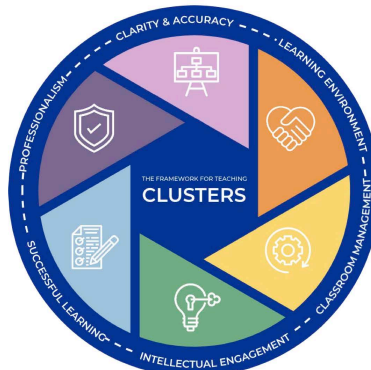
THE FRAMEWORK FOR TEACHING AT A GLANCE



The Framework for Teaching Clusters (FFT Clusters) describe skills demonstrated by teachers promoting high levels of student performance. The FFT Clusters are an extension of the Framework for Teaching, which has been validated through empirical studies as predictive of student learning. <https://danielsongroup.org/>



SMART CARD THE FRAMEWORK CLUSTERS



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FOCUS AREAS

- 1 Clarity & Accuracy**
 - Learning Outcomes
 - Instructional Decision-Making
 - Content Expertise
- 2 Learning Environment**
 - Positive Developmental Relationships
 - Intellectual Challenge
 - Support & Persistence
- 3 Classroom Management**
 - Routines & Procedures
 - Collective Responsibility
 - Physical Environment
- 4 Intellectual Engagement**
 - Lesson Structure & Flow
 - Rich Learning Tasks
 - Student Collaboration & Discourse
- 5 Successful Learning**
 - Equitable Access
 - Assessment & Feedback
 - Shared Accountability
- 6 Professionalism**
 - Continuous Learning
 - Collaboration
 - Principled Decision-Making

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Residency I Policies and Procedures:

Residency I students will be present with their cooperating teacher **Monday through Friday from 7:30 AM to 11:30 AM**. However, adjustments may be necessary—for example, if the resident requires an afternoon planning period to co-plan. **Time for co-planning** must be prioritized each week for the residency to be successful. Once the schedule is established, it should remain consistent. Any schedule changes must be approved by the cooperating teacher, college supervisor, and Field Placement Coordinator.

Residency Calendar

- A suggested phase-in plan is provided to guide residents through the process of gradually taking on more teaching responsibilities. However, it is important to note that every classroom is unique, and the resident, in collaboration with the cooperating teacher, will work together to develop a personalized plan for the gradual assumption of teaching duties. This plan will specify which lessons or parts of the school day the resident will begin to lead, allowing for a smooth transition and ample time for mentorship and feedback.
- Residents are to follow the calendar of their host school/county. The only exception is attendance at EDUC 401 which will follow the college calendar.

Co-Teaching

- Residents should be introduced as **co-teachers** and have a teacher workspace within the classroom.
- The primary focus of Residency I is on co-planning and co-teaching. While the resident will gradually take on a leadership role in teaching, co-teaching strategies will still be an integral part of the process. These strategies ensure that both the resident and the cooperating teacher can work together effectively to provide an optimal learning environment. Throughout this phase, the emphasis will be on collaboration and support, allowing the resident to refine their teaching skills while benefiting from ongoing guidance and shared responsibility.

Duties/Cooperating Teacher's Schedule

- Residents are expected to participate in all activities that are part of a classroom teacher's regular duties at their host school and within their assigned county. This includes events such as teacher workdays, preparation days, Open House, parent/teacher conferences, and similar professional responsibilities.
- Residents are not expected to participate in activities or assume responsibilities for which the cooperating teacher receives additional compensation (e.g., coaching, extracurricular stipends, or paid committees).

Journals

- Residents are expected to write a daily reflective journal entry using the Posner format and email it to their college supervisor by an agreed upon time. Entries should thoughtfully address classroom experiences related to planning, instruction, assessment, student interactions, professional relationships, and other aspects of the residency experience. The journal serves as a tool for self-assessment and professional growth.

Lesson Plan Binder

- Residents are required to maintain a well-organized three-ring binder to document their lesson plans, reflections, professional development, and parent communication throughout Residency. It must be kept in a location that is easily accessible to the college-based supervisor for review without interfering with the lesson. Depending on the volume of materials, residents may need to use more than one binder over the course of the residency.

Lesson Plans

- Residents are required to use the WVUP lesson plan template for all lessons taught during Residency I, except in cases where the resident is observing or participating in *One Teach, One Observe/Assist* models. Daily, detailed lesson plans must be prepared in advance and meet the expectations of the college supervisor.
- Cooperating teachers and residents should collaborate to discuss plans for the upcoming week before the end of the current week. Finalized lesson plans for the upcoming week must be emailed to both the cooperating teacher and the college supervisor by Sunday evening. If either the cooperating teacher or college supervisor wishes to adjust the lesson plan submission deadline, they must provide adequate notice to allow the resident sufficient time to co-plan and prepare.
- All lesson plans must be printed and placed in the resident's binder by 8:00 AM each Monday.

Lesson Plan Reflections

- After each lesson, residents are required to complete a written reflection by hand using the provided lesson plan reflection questions. Reflections should be thoughtful and detailed—moving beyond simple yes/no responses—to help residents analyze their instructional strengths, identify areas for improvement, assess student mastery, determine content that may need to be retaught, and consider adjustments for future lessons. The college supervisor will review these reflections during observation visits. All reflections should be completed by the following day if the lesson was taught.

Absences

- Residents are expected to maintain consistent, on-time attendance throughout the residency experience. If an absence is necessary, the resident must notify both the cooperating teacher and college supervisor prior to the start of the school day. All missed days during Residency I must be made up.
- **Unplanned Absences:** Upon returning to school, the resident must complete a Report of Absence from Duty form, collect signatures from the cooperating teacher and college supervisor, and submit it to the Education office.
- **Planned Absences:** Any scheduled absence must be approved in advance—at least 24 hours prior—by both the cooperating teacher and college supervisor. It is the Resident's responsibility to complete the Report of Absence from Duty form, collect required signatures, and submit it to the Education office.

Guidelines for Supervision

- **College Supervisor Visits:** College supervisors will conduct unannounced visits once a week during the residency period. During these visits, the supervisor will observe the resident teaching, review the resident's lesson plans and reflections, and engage in discussions with both the cooperating teacher and resident regarding the resident's progress. The supervisor will provide written feedback to the Resident if there is not an opportunity to verbally share at the conclusion of the observation.
- **Cooperating Teacher Feedback:** Cooperating teachers are encouraged to communicate any concerns regarding the resident's performance directly to the college supervisor. While residents are not expected to be flawless, they are expected to actively implement suggestions for improvement provided by both the cooperating teacher and the college supervisor.

Subbing during Residency I

Residency I students should not be used to fill vacant classrooms, nor should they be left alone with students in their assigned classroom for extended periods of time. While individual counties may allow Residency I students without a teaching license to serve as substitute teachers, subbing is not permitted between 7:30 AM. and 11:30 PM. Additionally, a Resident's schedule must not be arranged to accommodate substitute teaching opportunities; the focus should remain on the Residency experience.

Residency I Evaluation Procedures & Tools

These assessments are completed in Residency I: Quick Notes Clusters 1-6, the Framework for Teaching (FFT) Final Assessment, and the Dispositions Rubric.

- a. Follow the Assessment Column on the Residency I Timeline.
- b. Each week, the cooperating teacher and the college supervisor should complete the Cluster Quick Notes page on the clusters listed in the

timeline. Quick Notes requires the observer to make note of teacher (resident) actions and student actions. Date and color code each entry. Communicate observation notes with the resident. (An example of Quick Notes is provided in this handbook.)

- c. At mid-term, review the FFT Final Assessment and discuss any indicators that the resident is demonstrating a Level 1 in. (The FFT should NOT be formally completed at mid-term.) Cooperating teachers and college supervisors should continue to revisit areas of weakness during the second half of Residency I.
- d. To Exit Residency I, the cooperating teacher and college supervisor should complete FFT Final Assessment with the resident. The resident should be at a Level 2 on all indicators. The resident should formulate goals for Residency II based on challenging indicators on the FFT. The Dispositions Rubric should be completed and residents should be at the level of “Novice” on all indicators. During this meeting, the Residency I Summary should also be completed.
- e. The college supervisor should put the FFT summative scores and Dispositions Rubric into Livetext and submit all paperwork to the certification analyst. The paperwork should include the following:
 - a. Clusters 1-6 Quick Notes from both the cooperating teacher and college supervisor
 - b. The Summative Framework for Teaching Assessment
 - c. The Residency I Summary
 - d. Supervisory Log

Passing Residency I

To successfully pass Residency I, a resident must score at least a Level 2 on all areas of the Framework for Teaching AND score at least Novice on every indicator of the Dispositions Rubric. Note: Successful completion of Residency I does not guarantee admission into Residency II.

Residency II Policies and Procedures:

Residency II students are expected to be present with their cooperating teacher Monday through Friday, from 7:30 AM to 3:30 PM. They will continue to engage in co-planning, co-teaching, and co-assessing, gradually taking the lead in each area. Residents must be given the opportunity to independently plan, teach, and assess for a minimum of 8 weeks during the 16-week placement.

▪ Residency II Placements

Residency placements are coordinated in collaboration with the superintendent, curriculum director, principal, and classroom teachers within each county. Residency II may occur in either the fall or spring semester. Whenever possible, residents should remain with the same cooperating teacher from Residency I to maintain continuity and uphold the integrity of the Residency experience. Before beginning Residency II, residents must successfully complete Residency I and pass all required Praxis exams.

Residency Calendar

- A suggested phase-in plan is provided to help residents gradually assume teaching responsibilities. However, since every classroom is unique, the resident and cooperating teacher will collaborate to develop a personalized plan. This plan will outline which lessons or parts of the school day the resident will begin to lead, allowing for a smooth transition, ongoing mentorship, and timely feedback.
- Residents are expected to follow the calendar of their host school or county. The only exception is attendance at EDUC 410, which will follow the college's academic calendar.
- By midterm of Residency II, residents should be independently planning, teaching, and assessing for the full school day. Solo teaching should continue until the final two weeks of the placement, during which the resident will begin to phase out.
- During the last two weeks of Residency II, the cooperating teacher will gradually resume full classroom responsibilities. This process helps reorient students and brings closure to the experience for the resident. When possible, arrangements should be made for residents to observe in other classrooms or grade levels, in accordance with school policies.
- Teacher candidates in Residency II are required to complete the West Virginia Teacher Performance Assessment (WVTPA). During the implementation of their instructional unit, residents should refrain from using co-teaching strategies to ensure they can clearly demonstrate their individual impact on student learning.

Co-Teaching & Solo Teaching

- Residents should be introduced as **co-teachers** and have a teacher workspace within the classroom.
- **The primary focus of Residency II is on independent instruction and classroom leadership.** At the start of the semester, residents may continue to engage in co-teaching strategies as they transition into a lead teaching role. As the semester

progresses, the focus shifts to the resident taking full responsibility for planning, instruction, and assessment.

- **Residents are expected to solo teach for a minimum of eight weeks**, during which they will manage all aspects of the classroom independently. While the cooperating teacher remains a supportive mentor, this phase is designed to foster autonomy and professional growth. Residency II also includes the completion of the **West Virginia Teacher Performance Assessment (WVTPA)**, allowing residents to demonstrate their individual impact on student learning.

Duties/Cooperating Teacher's Schedule

- Residents are expected to participate in all activities that are part of a classroom teacher's regular duties at their host school and within their assigned county. This includes events such as teacher workdays, preparation days, Open House, parent/teacher conferences, and similar professional responsibilities.
- Residents are not expected to participate in activities or assume responsibilities for which the cooperating teacher receives additional compensation (e.g., coaching, extracurricular stipends, or paid committees).

Journals

- Residents are expected to write a daily reflective journal entry using the Posner format and email it to their college supervisor by an agreed upon time. Entries should thoughtfully address classroom experiences related to planning, instruction, assessment, student interactions, professional relationships, and other aspects of the residency experience. The journal serves as a tool for self-assessment and professional growth.

Lesson Plan Binder

- Residents are required to maintain a well-organized three-ring binder to document their lesson plans, reflections, professional development, and parent communication throughout Residency. It must be kept in a location that is easily accessible to the college-based supervisor for review without interfering with the lesson. Depending on the volume of materials, residents may need to use more than one binder over the course of the residency.

Lesson Plans

- Daily, detailed lesson plans must be prepared in advance and meet the expectations of the college supervisor. Finalized lesson plans for the upcoming week must be emailed to both the cooperating teacher and the college supervisor by Sunday evening. If either the cooperating teacher or college supervisor wishes to modify this deadline, they must provide sufficient notice to ensure the resident has adequate time to co-plan and prepare.

- During Residency II, residents are expected to demonstrate proficiency in using the WVUP lesson plan template. If, at the end of Week 5, the college supervisor determines that the resident has achieved mastery, the resident may transition to a modified lesson plan format by following lesson plan expectations for teachers within their school building. However, college supervisors will continue to review weekly lesson plans and may request additional details or an alternate format for clarity. Please note: the college supervisor or cooperating teacher may require the resident to revert to the WVUP template—particularly for new content areas, if preparation is lacking, or if additional structure is needed.
 - All lesson plans must be printed and placed in the resident’s binder by 8:00 AM each Monday.

Lesson Plan Reflections

- After each lesson, residents are required to complete a written reflection by hand using the provided lesson plan reflection questions. Reflections should be thoughtful and detailed—moving beyond simple yes/no responses—to help residents analyze their instructional strengths, identify areas for improvement, assess student mastery, determine content that may need to be retaught, and consider adjustments for future lessons. The college supervisor will review these reflections during observation visits. All reflections should be completed by the following day if the lesson was taught.

Absences

- Residents are expected to maintain consistent, on-time attendance throughout the residency experience. In the event of an absence, the resident must notify both the cooperating teacher and college supervisor before the start of the school day. Additionally, residents must ensure that the cooperating teacher has all necessary materials to carry out the day’s lessons. If more than four (4) days are missed during Residency II, the resident will be required to work with the college supervisor to make up the missed time during the phase-out weeks at the end of the semester.
- Unplanned Absences: Upon returning to school, the resident must complete a Report of Absence from Duty form, collect signatures from the cooperating teacher and college supervisor, and submit it to the Education office.
- Planned Absences: Any scheduled absence must be approved in advance—at least 24 hours prior—by both the cooperating teacher and college supervisor. It is the Resident’s responsibility to complete the Report of Absence from Duty form, collect required signatures, and submit it to the Education office.

Guidelines for Supervision

- College Supervisor Visits: College supervisors will conduct unannounced visits once a week during the residency period. During these visits, the

supervisor will observe the resident teaching, review the resident's lesson plans and reflections, and engage in discussions with both the cooperating teacher and resident regarding the resident's progress. The supervisor will provide written feedback to the Resident if there is not an opportunity to verbally share at the conclusion of the observation.

- Cooperating Teacher Feedback: Cooperating teachers are encouraged to communicate any concerns regarding the resident's performance directly to the college supervisor. While residents are not expected to be flawless, they are expected to actively implement suggestions for improvement provided by both the cooperating teacher and the college supervisor.

Subbing during Residency II

Residency II students should not be used to fill vacant classrooms, nor should they be left alone with students in their assigned classrooms for extended periods without appropriate compensation. WVDE Policy 5100 provides guidance on the number of days Residents may substitute during Residency II, and an additional waiver may be available under certain circumstances. Updated information on the policy and any applicable waivers will be provided during the pairs training prior to the start of Residency II. Please note that substitute teaching opportunities are not guaranteed for every Resident during Residency II.

Residency II Evaluation Procedures & Tools

These assessments are completed in Residency II: Quick Notes Clusters 1-6, the Framework for Teaching (FFT) Final Assessment, and the Dispositions Rubric.

- f. Follow the Assessment Column on the Residency II Timeline.
- g. Each week, the cooperating teacher and the college supervisor should complete the Cluster Quick Notes page on the clusters listed in the timeline. Quick Notes requires the observer to make note of teacher (resident) actions and student actions. Date and color code each entry. Communicate observation notes with the resident. (An example of Quick Notes is provided in this handbook.)
- h. At mid-term, review the FFT Final Assessment and discuss any indicators that the resident is not demonstrating a Level 3 in. (The FFT should NOT be formally completed at mid-term.) Cooperating teachers and college supervisors should continue to revisit areas of weakness during the second half of Residency II.
- i. To Exit Residency II, the cooperating teacher and college supervisor should complete FFT Final Assessment with the resident. The resident should be at a Level 3 on all indicators. The Dispositions Rubric should be completed and residents should be at the level of "Proficient" on all indicators. During this meeting, the Residency II Summary should also be completed.
- j. The college supervisor should put the FFT summative scores and Dispositions Rubric into Livetext and submit all paperwork to the Education office. The paperwork should include the following:

- a. Clusters 1-6 Quick Notes from both the cooperating teacher and college supervisor
- b. The Summative Framework for Teaching Assessment
- c. The Residency II Summary
- d. Supervisory Log

Passing Residency II

To successfully pass Residency II, a resident must score at least a Level 3 on all areas of the Framework for Teaching AND score at least Proficient on every indicator of the Dispositions Rubric.

Additional WVUP Residency Policies & Procedures

Roles & Responsibilities

- **Resident**
 - ✓ Obtain a short-term or long-term yearlong residency permit.
 - ✓ Confer with cooperating teacher to establish a schedule for the gradual assumption of teaching and professional responsibilities during the residency.
 - ✓ Regularly use co-teaching strategies and schedule time for co-planning.
 - ✓ Carry out teaching and professional classroom responsibilities.
 - ✓ Maintain a binder that contains lesson plans and accurate timely reflections.
 - ✓ Email journals to college supervisor daily and keep supervisor updated to all changes in schedule.
 - ✓ Submit journals to college supervisor in a timely manner.
 - ✓ Submit lesson plans to cooperating teacher and college supervisor in a timely manner.
 - ✓ Complete required EDUC 401 & EDUC 410 assignments within their classroom.
 - ✓ Submit required documents in LiveText and LiveText FEM.
- **Cooperating Teacher**
 - ✓ Welcome the resident as a co-teacher and a member of the education community.
 - ✓ Provide a teacher workspace for the Resident within the classroom.
 - ✓ Conference with the resident to establish a schedule for the gradual assumption of teaching and professional responsibilities.
 - ✓ Regularly use co-teaching strategies and schedule time for co-planning
 - ✓ Provide the resident with regular, informal assessment of their progress.
 - ✓ Complete Quick Notes in a timely manner and discuss them with the resident and the college supervisor.
 - ✓ Alert the college supervisor and/or Field Placement Coordinator of issues as they arise.
 - ✓ Supply necessary information and paperwork to college personnel.
 - ✓ Submit required documents in LiveText FEM.
- **College Supervisor**
 - ✓ Make regular and timely visits to supervise the resident during instruction.
 - ✓ Reply to journals to provide encouragement, support, and feedback.
 - ✓ Conference with the resident and the cooperating teacher to discuss strengths, areas for improvement, and progress throughout the semester.
 - ✓ Be knowledgeable and supportive in the use of co-teaching

- ✓ strategies.
 - ✓ Schedule and lead the midterm conference to discuss goals and progress.
 - ✓ Alert the Field Placement Coordinator if the need for a Residency Support Team arises.
 - ✓ Schedule and lead an exit conference with the resident and the cooperating teacher at the end of Residency I.
 - ✓ Complete a dispositions rubric at the end of the semester in LiveText.
 - ✓ Submit required documents in LiveText FEM and deliver required paperwork to the education department.
- **Field Placement Coordinator**
 - ✓ Submit student names to county central office for approval.
 - ✓ Initiate contact with building principals and curriculum directors to arrange placement.
 - ✓ Meet with residents to assign field placement.
 - ✓ Arrange an orientation for cooperating teachers and residents.
 - ✓ Maintain open communication between Education Department and principals/teachers.
 - ✓ Maintain record of resident experience.
 - ✓ Maintain record of cooperating teachers that have completed the mentor teacher module, including co-teaching training.
 - ✓ Alert the Director of Education if the need for a Residency Support Team arises.
 - ✓ Manage LiveText FEM to ensure all assessments have been completed.

Expectations

- **Commitment**
 - The residency year requires a full-time commitment and should be kept as free from external conflicts as possible to ensure a successful experience. A key component of residency is regular co-planning time between the resident and cooperating teacher.
 - During Residency I, if the cooperating teacher's planning period occurs in the afternoon, the resident may be required to adjust their schedule and attend school in the afternoon at least once per week to allow for effective collaboration. Any changes to the standard schedule must be approved in advance by the cooperating teacher, college supervisor, and Field Placement Coordinator.
- **Communication Paths**
 - Residents will work with cooperating teachers daily. College supervisors should be contacted when there are questions, concerns, or changes to the daily schedule. If problems exist with:
 - the cooperating teacher-see the college supervisor

- the college supervisor-see the Field Placement Coordinator
- **Residency Permit**
 - No placements will begin without proof of a clear background check and the granting of the short-term Residency Permit for Residency I.
- **Resident Liability**
 - Residents have the same liability for their professional/non-professional activities and behaviors as regular classroom teachers. While residents are covered by state liability insurance, the resident might want to consider additional liability protection through the West Virginia Student Education Association or some other source.
- **Professional Conduct & Dress**
 - Residents 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. All WVU Parkersburg residents are expected to maintain a professional standard of dress and appearance at all times, regardless of the typical attire observed at the host school. Exceptions may be made for special themed events (e.g., spirit days or school-wide celebrations); however, residents must continue to present themselves in a manner that reflects professionalism and aligns with their role as an educator.
- **Grades**
 - Residency is graded on a credit (CR)/no credit (NC) basis. To receive a grade of CR, the resident must earn a satisfactory rating on each of the competencies on all assessments.
- **Uncoupling of Cooperating Teacher and Resident**
 - While most residency experiences are positive and collaborative, challenges may occasionally arise. In such cases, it is expected that all parties make a sincere effort to resolve concerns through open communication and support. Uncoupling a resident from a cooperating teacher should be considered a last resort, pursued only after all reasonable efforts to reconcile the situation have been exhausted.
 - Separation from a placement may occur under the following circumstances:
 - Cooperating Teacher-Initiated Separation:
A cooperating teacher may request separation from a resident if efforts to address concerns—through the Residency Support Team process—have been attempted but have not led to improvement.
 - Resident-Initiated Separation:
A resident may request a change in placement after first discussing concerns with the cooperating teacher. The situation must then be reviewed with the college supervisor, Director of Education, and Field Placement Coordinator. A separation may occur only if remediation efforts are unsuccessful and a mutual resolution cannot be reached.
 - College Supervisor-Initiated Separation:
A college supervisor may recommend separation if the current placement does not provide a supportive and effective learning environment for the resident and/or is not conducive to positive outcomes for students.

All cooperating teachers are encouraged to create a welcoming, inclusive environment for their residents. It is also important to note that Residency I candidates are in the early stages of development and are not yet expected to perform at the level of a Residency II student.

Removal from Residency

- At the discretion of the college supervisor, and in consultation with the Director of Education, a resident may be removed from their residency placement if it is determined that they are grossly at risk or that their continued presence in the classroom poses a threat to the academic, physical, mental, or emotional well-being of students, the cooperating teacher, or the resident themselves.
- Such a removal will immediately prompt the formation of the Residency Support Team, which will convene to assess the situation and determine an appropriate plan of action moving forward.

Residency Support Team

The Residency Support Program is designed to assist teacher candidates in their development toward becoming successful educators. A Residency Support Team (RST) meeting is convened when a resident is not meeting instructional expectations, not demonstrating satisfactory performance in professional or dispositional competencies, or who are otherwise identified as being at risk. The program provides targeted support to help residents meet expectations, maintain high classroom standards, and contribute to a positive and productive classroom environment.

- **Initiation and Process**
 - ✓ A Residency Support Team may be initiated at the request of the college supervisor or Field Placement Coordinator following consultation with the resident and the cooperating teacher.
 - ✓ In cases requiring the immediate removal of a resident, such as those involving serious concerns raised by the cooperating teacher, college supervisor, or Field Placement Coordinator, or Director of Education, consultations may occur after the removal has taken place.
 - ✓ Following initial consultation, the college supervisor and Field Placement Coordinator will inform the Director of Education about the need to initiate the Residency Support Team process.
 - ✓ The Director of Education convenes a meeting of the Residency Support Team, which may include the college supervisor, cooperating teacher, and/or Field Placement Coordinator. During this meeting, the team will:
 - Review assessment data
 - Discuss identified areas of concern
 - Consider additional relevant information
 - Determine an appropriate course of action, which may include further observations or additional documentation based on the Framework for Teaching Rubric and/or Dispositions Rubric

- ✓ After additional information is gathered or assessments are completed, the Residency Support Team will meet with the resident to:
 - Review identified deficiencies
 - Determine specific remediation goals
 - Establish the duration of the remediation period
 - Create a formal **Plan of Remediation**
- ✓ The Residency Support Team and the resident will collaborate to identify appropriate remediation strategies, which may include (but are not limited to):
 - Auditing relevant coursework
 - Completing targeted activities or assignments
 - Participating in additional independent observations
 - Receiving counseling or mentoring support
 - Working with designated college faculty
 - Withdrawing from residency, if necessary
- ✓ It is the resident's responsibility—supported by the Residency Support Team—to follow through on the agreed-upon plan.
- ✓ At the conclusion of the remediation period, the Director of Education will reconvene the team to evaluate the resident's progress based on input from the cooperating teacher, college supervisor, and/or Field Placement Coordinator. If significant lack of progress or effort is noted, the resident may be notified of the outcome prior to the scheduled review.
- ✓ If the resident demonstrates satisfactory completion of the remediation plan, they may resume participation in the residency.
- ✓ If the resident does not meet the expectations outlined in the remediation plan, they may be at risk of receiving a grade of **NC (No Credit)** due to failure to demonstrate mastery in all required areas of the residency.

Additional Documents

- The current calendar, placement list, and waiver information will be distributed each semester during the in-person pairs training session.
- All forms, evaluations, logs, and examples of student work can be found at the end of the handbook.

Residency I & II- Danielson's Framework for Teaching

| Framework for Teaching (FFT) Cluster 1: Clarity & Accuracy | | | | |
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| CONSIDERATIONS | | INDICATORS | | |
| <ul style="list-style-type: none"> In what ways do the learning outcomes challenge students to think critically? (1c) In what ways are the learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill? (1a/1c) What examples do you see of congruence between the activities and instructional outcomes? (1c/1e) What might be some ways to adapt lessons to meet the needs of all students? (1b/1d/1e) How does teachers' deep understanding of the content support intellectual work by students during lessons? (1a/1e) | | <ul style="list-style-type: none"> Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1b/1c) Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1a/1c)) Planned resources and activities aligned to the instructional purpose (1d/1e) Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a) Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b/3c) | | |
| Level 1: Negative Learning Impact <i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i> | Level 2: Limited Learning Impact <i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i> | Level 3: Strong Learning Impact <i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i> | Level 4: Student-Owned Learning Impact <i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i> | |
| The teacher's plans indicate weak content knowledge. (1a) | The teacher's plans reflect rudimentary understanding of the discipline. (1a) | The teacher can identify important concepts of the discipline and their relationships to one another. (1a) | The teacher cites intra- and interdisciplinary content relationships. (1a) | |
| The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning. (1b) | The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning. (1b) | The teacher has identified broad skill groups of students within the class and uses this information in planning. (1b) | The teacher knows the proficiency level of each student in the class and incorporated this understanding into plans. (1b) | |
| Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack | Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the | Learning outcomes, as stated by the teacher, are written in the form of student learning and are aligned to the learning standards. They are | Learning outcomes are written in the form of student learning and are aligned to learning standards. They allow for all students in the class to | |

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| clarity or are stated as activities. They are unsuitable for most students in the class. (1a/1b/1c) | learning standards. They are unsuitable for some students in the class. (1a/1b/1c) | suitable for the groups of students in the class. (1a/1b/1c) | be sufficiently challenged. (1a/1b/1c) |
| Planned learning tasks, materials, and question sequences are of low cognitive challenge and unrelated to the lesson's stated purpose or are no suitable for many students. (1d/1e; 3a/3b) | Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students. (1d/1e; 3a/3b) | Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class. (1d/1e; 3a/3b) | Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who need it most with more time, attention, and supports. (1d/1e; 3a/3b) |
| At no time during the lesson does the teacher convey to the students what they will be learning. (3a) | The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. (3a) | The teacher states clearly, at some point during the lesson, what the students are learning. (3a) | The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning to the broader outcomes of the curriculum. (3a) |
| The teacher makes a serious error of content or academic language that will affect student's understanding of the lesson. (3a) | The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language. (3a) | The teacher makes no content errors and models the correct use of academic language. (3a) | The teacher explains the content clearly, using metaphors and analogies or inviting student predications to connect content to real life experiences. (3a) |
| Students indicate through body language or verbal language that they don't understand the content being presented. (3a/3b) | The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. | The teacher's explanation of content is clear and invites student participation and thinking. (3a/3b) | The teacher's carefully crafted questions enable students to extend the lesson objectives for deeper understanding. (3a/3b) |
| Students appear confused about the learning task. (3b/3c) | The teacher finds it necessary to clarify the learning task multiple times so that students can complete it. (3b/3c) | Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so. | Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes. (3b/3c) |
| Framework for Teaching (FFT) Cluster 2: Learning Environment | | | |
| CONSIDERATIONS | | INDICATORS | |

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| <ul style="list-style-type: none"> • In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment? (2a) • How do teachers convey high expectations for student learning and encourage hard work and perseverance? (2b) • In what ways do teachers create classrooms that are safe for risk taking? (2b) • How do students take ownership of their work and demonstrate a commitment to mastering challenging content? (2b) • How do teachers establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs? (2a/2b) | | <ul style="list-style-type: none"> • Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school (2a) • High levels of cognitive energy (2b) • A safe environment for student risk taking (2b) • High expectations for students' capabilities for learning (2b) • Productive student engagement is small group work (2c) • Students persevere, even in the face of challenges (2b) | |
| <p>Level 1: Negative Learning Impact <i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i></p> | <p>Level 2: Limited Learning Impact <i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i></p> | <p>Level 3: Strong Learning Impact <i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i></p> | <p>Level 4: Student-Owned Learning Impact <i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i></p> |
| The teacher uses disrespectful talk toward students and does not address disrespectful interactions among students. (2a) | The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect; the teacher attempts to respond to disrespectful behavior among students, with uneven results. (2a) | Talk between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students. (2a) | Talk between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students. (2a) |
| The teacher displays no familiarity with, or caring about, individual students' interests or personalities. (2a) | The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful. (2a) | The teacher makes connections with individual students. (2a) | The teacher demonstrates knowledge and caring about the lives of students beyond school. (2a) |
| The teacher conveys, to at least some students, that the work is too challenging for them. (2b) | The teacher conveys only modest learning expectations for most students. (2b) | The teacher has high expectations for most students and demonstrates high regard for students' abilities. (2b) | Students' questions, comments, and writing indicate high expectations for self and desire for deep understanding of the content. (2b) |

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| Students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty. (2b) | The teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner. (2b) | Student work and conduct during a lesson indicate a commitment to high quality; students persevere in understanding challenging content. (2b) | Students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning. (2b) |
| Students participate in only routine responses and tasks that require only low levels of risk taking. (2b) | Few students offer their ideas on questions that seem to entail intellectual risk. (2b) | Students participate willingly and appear confident in offering their ideas in front of classmates. (2b) | Students volunteer ideas, even when these ideas might seem to be unpopular among classmates. (2b) |
| Students receive no support from their classmates. (2a) | Students offer assistance to classmates in a supportive manner when prompted by the teacher. (2a) | Students spontaneously offer assistance to classmates in a supportive manner. (2a) | Students recognize and express appreciation for the efforts of their classmates. (2a) |
| Students show no signs of active collaboration. (2c) | Group work is sometimes collaborative, sometimes not. (2c) | Students are productively engaged collaboratively with a partner or during small group work. (2c) | Group work is productive; groups take ownership of, and pride in, the products of their work. All members contribute to the group's work. (2c) |

| Framework for Teaching (FFT) Cluster 3: Classroom Management | | | |
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| CONSIDERATIONS | | INDICATORS | |
| <ul style="list-style-type: none"> In what ways are classrooms well run and organized? (2c) How might the classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time? (2c) How might students themselves take a more active role in ensuring a productive classroom? (2c) In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards? (2d) How does the physical environment in classrooms support learning and engagement? (2e) | | <ul style="list-style-type: none"> Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c) Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c) Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when Necessary) by teacher or students, or both (2d) Physical environment supportive of learning activities (2e) Productive contribution to the class by volunteers and paraprofessionals (2c) | |
| Level 1: Negative Learning Impact <i>The classroom environment is disorganized and chaotic.</i> | Level 2: Limited Learning Impact <i>The classroom is at times</i> | Level 3: Strong Learning Impact <i>The classroom functions smoothly and efficiently.</i> | Level 4: Student-Owned Learning Impact <i>The classroom functions seamlessly.</i> |

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| | <i>disorganized.</i> | | |
| Classroom procedures for transitions and other non-instructional duties are either absent or ineffective, resulting in the loss of significant instructional time. (2c) | Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time. (2c) | Effective and efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies and transitions to other grouping patterns, resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction. (2c) | Students take the initiative with their classmates to ensure on- instructional routines run smoothly; productive classroom norms are well established, and students as well as the teacher act to maintain them. (2c) |
| Small groups not working with the teacher are not involved in productive work. (2c) | Small groups are only intermittently engaged while not working directly with the teacher. (2c) | All students are productively engaged during small-group work, indicating established procedures. (2c) | Students ensure productive small- group work by, for example, assigning roles. (2c) |
| No standards of conduct appear to have been established, the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it. (2d) | Standards of conduct appear to have been set, but the teacher's attempts to maintain order are uneven, or the teacher's response to student misbehavior is inconsistent. (2d) | The teacher regularly monitors student behavior; student behavior is generally appropriate when needed, the teacher's response to misbehavior is effective. (2d) | The teacher's monitoring of student behavior is seamless, and preventative accomplished through nonverbal means; student behavior is entirely appropriate. (2d) |
| There are physical hazards in the classroom, endangering student safety. (2e) | The physical environment is not an impediment to learning but does not enhance it. (2e) | The classroom is arranged to support the instructional goals and learning activities. (2e) | Students take the initiative to contribute to and adjust the physical environment to support learning for all students. (2e) |
| Volunteers and paraprofessionals have no defined role and may be idle much of the time. (2c) | Volunteers and paraprofessionals participate but require frequent supervision, or their work is not well integrated with classroom activities. (2c) | Volunteers and paraprofessionals work with minimal supervision in sync with the classroom goals. (2c) | Volunteers and paraprofessionals understand their roles and responsibilities and take the initiative in their work in the class. (2c) |

| CONSIDERATIONS | | INDICATORS | |
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| <ul style="list-style-type: none"> How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection? (1e) In what ways do instructional activities and questions promote intellectual engagement and energy in classrooms? (3b/3c) In what ways are students asked to explain their thinking, construct arguments, and question the thinking of others? (3b) How do teachers create the conditions for students to take responsibility for their own learning? (3a) How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work? (3c) | | <ul style="list-style-type: none"> The content is seen as worthwhile, important, and interesting (2b) Content is presented in a manner that engages student in thinking and reasoning (3a) Learning tasks require student to engage intellectually, to think; some may involve productive struggle (3c) Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b) The lesson has a recognizable structure, with time for reflection and closure (3c) Students explain their thinking and questions the thinking of others (3b) | |
| Level 1: Negative Learning Impact | Level 2: Limited Learning Impact | Level 3: Strong Learning Impact | Level 4: Student-Owned Learning Impact |
| <i>The level of student intellectual engagement is low.</i> | <i>The level of student intellectual engagement is modest.</i> | <i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i> | <i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i> |
| The teacher conveys no energy for the importance of the learning goals and assignments. (2b) | The teacher displays little energy for the lesson's purpose or assignments. (2b) | The teacher exhibits energy for the topic and conveys its importance. (2b) | The students exhibit energy for and interest in the topic and associated task; they push their classmates' thinking with extended questions. (2b) |
| Content is presented in a didactic manner, with no invitation for students to think and make their own meaning. (3a) | The teacher's explanation of concepts includes perfunctory invitation for student thinking. (3a) | The teacher's explanation of concepts invites student intellectual engagement and time to share their thinking with others. (3a) | Students are thoughtfully engaged in the teacher's explanation of concepts, as evidenced by their conversations and questions. (3a) |
| Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking. (3c) | Learning tasks are so highly scaffolded that the result is a single pathway to completion. (3c) | Learning tasks demand higher-order thinking, inviting students to take initiative and may involve productive struggle. (3c) | Students modify a learning task to make it more meaningful or relevant to their needs. (3c) |
| The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking. (3b) | The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking. (3b) | Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new | Students initiate higher-order questions; they invite comments from their classmates during a discussion and push their classmates with extended questions in both small group |

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| | | learning.) (3b) | and whole class contexts. (3b) |
| The teacher does not ask students to organize their thoughts and formulate ideas. (3b) | The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time. (3b) | Wait time is used productively; students engage in thoughtful reflection during discussion. (3b) | Students extend the discussion, enriching it. (3b) |
| All discussion is between the teacher and individual students; students are not invited to speak directly to one another. (3b) | The teacher invites students to respond directly to one another's ideas, but few students do so. (3b) | Students direct their comments to one another during full class discussions; there is lively discussion during small-group work. (3b) | Students build on each other's ideas and make conjectures/connections aimed at either deeper conceptual understanding or connecting procedures to underlying concepts. (3b) |
| The teacher does not ask students to explain their thinking. (3b) | The teacher asks student to explain their reasoning and cite specific evidence, but only some students attempt to do so. (3b) | The teacher asks student to explain their thinking, citing specific reasons; most students do. (3b) | Students cite specific evidence and reasons to explain their thinking without prompting by the teacher and prompt one another to provide similar reasoning and evidence. |
| Few students are involved in the activities and discussions. (3b) | About half the students are involved in activities and discussions. (3b) | Virtually all students are involved in the activities and discussions. (3b) | Students themselves ensure that all their classmates are involved in the activities and discussions. (3b) |
| The lesson has no recognizable structure; it's a random series of events. (3c) | The lesson has a recognizable structure, although parts of it may be rushed, while others drag. (3c) | The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks. (3c) | Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (3c) |

Framework for Teaching (FFT) Cluster 5: Successful Learning

| CONSIDERATIONS | INDICATORS |
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| <ul style="list-style-type: none"> In what ways do teachers ensure learning by all students? (3d) What are some ways teacher monitor student understanding through specifically designed questions or assessment strategies? (3d) What are some examples of student monitoring their own learning and providing constructive feedback to classmates? (3d) How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress? (3e) When teacher reflect on a lesson or unit, what are some ways they demonstrate awareness of their | <ul style="list-style-type: none"> Both summative and formative assessments, aligned to learning outcomes, have been planned (1c/1f) The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d) Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d) If necessary, the teacher modifies the lesson to ensure that students "get it," drawing on other resources as needed (3e) The teacher's records permit detailed analysis of learning by individuals and groups of students (4b) The teacher enlists, as appropriate, the engagement |

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| <p>success in promoting student engagement and learning? (4a)</p> | | <p>of families in student learning (4c)</p> <ul style="list-style-type: none"> In reflection, the teacher assumes responsibility for student learning (4a) | |
| <p>Level 1: Negative Learning Impact</p> <p><i>The teacher makes no attempt to ensure the learning of all students.</i></p> | <p>Level 2: Limited Learning Impact</p> <p><i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students.</i></p> | <p>Level 3: Strong Learning Impact</p> <p><i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i></p> | <p>Level 4: Student-Owned Learning Impact</p> <p><i>The teacher consistently and successfully ensures learning by all students.</i></p> |
| Summative assessments are poorly aligned with the learning outcomes. (1c/1f) | Only some of the learning outcomes are addressed in summative assessments. (1c/1f) | All learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals. (1c/1f) | The teacher's plan for summative assessment explicitly provides information to students about their progress. (1c/1f) |
| No formal assessments have been designed for use during the lesson. (1f) | Plans refer to the use of formative assessments but with no specificity. (1f) | Plans include specific formative assessments which are used during instruction. (1f) | The teacher constantly "takes the pulse" of the class; monitoring student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning. (1f) |
| The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding. (3d) | The teacher requests global indications of student understanding such as, "Any questions?" (3d) | The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding. (3d) | Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher. (3d) |
| Feedback to students is only global, such as, "Good job, everyone." (3d) | Feedback to students is neither specific nor oriented toward future improvement of work. (3d) | Feedback included specific and timely guidance on how student can improve their learning. (3d) | High quality feedback comes from many sources, including other students; it is specific and focused on improvement. (3d) |
| The teacher makes no attempt to adjust the lesson, even when action is clearly needed. (3e) | The teacher's efforts to modify the lesson are only partially successful. (3e) | The teacher makes productive changes to the lesson in response to evidence of student difficulties. (3e) | When appropriate, students use assessment information to guide their next steps. (3e) |
| The teacher conveys to students that when they have difficulty learning, it is their fault. (3e) | The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how | The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. (3e) | The teacher conveys to students that failure, persistence, and productive struggle are key aspects of learning and success. |

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| | to assist them. (3e) | | |
| Record-keeping systems are disorganized and incomplete; families are unaware of their children's progress. (4b/4c) | The teacher maintains school- required record keeping systems and communicates sporadically with families but does little else to inform families about student progress. (4b/4c) | The teacher maintains a coherent record keeping system on student learning and regularly sends home information about student learning. (4b/4c) | The teacher actively encourages two-way communication with families regarding student learning. (4b/4c) |
| In reflecting on the lesson, the teacher cites the extent to which students were busy or were well-behaved, with no comments about the extent to which they achieved the intended outcomes. (4a) | In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or well behaved. (4a) | In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals or conjectures about why they were not met. (4a) | In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning. (4a) |

| Framework for Teaching (FFT) Cluster 6: Professionalism | | | |
|--|--|---|--|
| CONSIDERATIONS | | INDICATORS | |
| <ul style="list-style-type: none"> How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning? (4d) In what ways do teachers collaborate productively with one another? (4d) How can teacher be supported to contribute to the intellectual life of the school? (4d) What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students? (4e) How do teachers support a strong school culture and a climate of trust for staff, students and families? (4f) | | <ul style="list-style-type: none"> Collaboration with colleagues for joint planning, and school/district and community initiatives (4d) Active engagement in workshops, courses, and activities to improve practice (4e) Integrity and honesty in dealing with colleagues and parents on behalf of students (4f) | |
| Level 1: Negative Learning Impact <i>The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students.</i> | Level 2: Limited Learning Impact <i>The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students.</i> | Level 3: Strong Learning Impact <i>The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of</i> | Level 4: Student-Owned Learning Impact <i>The teacher demonstrates a deep commitment to continuing professional learning and engages regularly with the professional community to advance the interests of students.</i> |

| | | | |
|---|--|---|---|
| | | <i>students.</i> | |
| The teacher's relationships with colleagues are characterized by negativity and lack of trust. (4d) | The teacher has cordial relationships with colleagues and is trusted by them. (4d) | The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity. (4d) | The teacher takes initiative and a leadership role in organizing collaborative projects. (4d) |
| The teacher avoids involvement both in school activities and in district and community projects. (4d) | When asked, the teacher participates in school activities as well as district and community projects. (4d) | The teacher frequently volunteers to participate in school events and in school, district, and community projects. (4d) | The teacher regularly contributes to and leads significant district and community projects. (4d) |
| The teacher ignores or avoids opportunities to participate in activities for professional learning. (4e) | The teacher participates in professional activities when they are required or provided by the district. (4e) | The teacher seeks opportunities for continued professional development. (4e) | The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations. (4e) |
| The teacher declines to participate in team and departmental decision making, except when required by superiors. (4d) | The teacher participates minimally in team and departmental decision making. (4d) | The teacher actively participates in team and departmental decision making. (4d) | The teacher takes a leadership role in team and departmental decision making and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality. (4d) |
| The teacher does not prioritize the needs of student and operates in a self-serving manner. (4f) | The teacher notices the needs of students but is inconsistent in addressing them. (4f) | The teacher actively addresses student needs and actively works to provide opportunities for student success. (4f) | The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies. (4f) |
| The teacher ignores school and district regulations. (4f) | The teacher minimally complies with school and district regulations. (4f) | The teacher completely complies with the letter, as well as the spirit, of school and district regulations. (4f) | The teacher makes material suggestions for the improvement of school and district regulations. (4f) |

Framework for Teaching—Residency I Exit Meeting

The summative Framework for Teaching (FFT) rubric will be completed during the Residency I Exit Meeting. The cooperating teacher, college supervisor, and Resident will work collaboratively to finalize the assessment and engage in a joint discussion of the results. To successfully pass Residency I, the Resident must achieve at least a Level 2 on all indicators.

The college supervisor should indicate the level achieved for each indicator by marking the rubric with the date of the midterm or final meeting, as appropriate.

The completed FFT—along with accumulated Quick Notes from both the college supervisor and cooperating teacher, and the final signed FFT form with documented goals—must be submitted to WVUP at the conclusion of Residency I. The college supervisor is responsible for entering all FFT information into LiveText.

Acknowledgement Statement:

I, _____, have had the opportunity to review the summative assessment of my performance in Residency I. I have had the opportunity to ask questions and seek clarification regarding the ratings I received. Based on this discussion, I have identified the following professional and performance goals for Residency II:

Residency II Goals

Resident Teacher Signature

Printed Name

Date

Cooperating Teacher Signature

Printed Name

Date

College Supervisor Signature

Printed Name

Date

Framework for Teaching—Residency II Midterm & Exit Meeting

The Framework for Teaching (FFT) rubric will be completed during the Residency II Midterm Meeting and Exit Meeting. The cooperating teacher, college supervisor, and Resident will work collaboratively to finalize the assessment and engage in a joint discussion of the results. To successfully pass Residency II, the Resident must achieve at least a Level 3 on all indicators.

The college supervisor should indicate the level achieved for each indicator by marking the rubric with the date of the midterm or final meeting, as appropriate.

The completed FFT—along with accumulated Quick Notes from both the college supervisor and cooperating teacher, and the final signed FFT form—must be submitted to WVUP at the conclusion of Residency II. The college supervisor is responsible for entering all FFT information into LiveText.

Acknowledgement Statement:

I, _____, have had the opportunity to review the summative assessment of my performance in Residency II. I have had the opportunity to ask questions and seek clarification regarding the ratings I received.

Midterm Meeting

| | | |
|--|-----------------------|---------------|
| _____ Resident Teacher Signature | _____ Printed Name | _____ Date |
| _____ Cooperating Teacher Signature | _____ Printed Name | _____ Date |
| _____ College Supervisor Signature | _____ Printed Name | _____ Date |

Exit Meeting

| | | |
|--|-----------------------|---------------|
| _____ Resident Teacher Signature | _____ Printed Name | _____ Date |
| _____ Cooperating Teacher Signature | _____ Printed Name | _____ Date |
| _____ College Supervisor Signature | _____ Printed Name | _____ Date |

Residency Observational Notes: Weeks 2-7

| | |
|--|---|
| <ul style="list-style-type: none"> · COLLABORATIVE TEACHING & LEARNING QUICK NOTES · Framework for Teaching's Cluster 1: CLARITY AND ACCURACY INDICATORS | |
| <ul style="list-style-type: none"> · Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1a, 1b, 1c) · Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c) · Planned resources and activities aligned to the instructional purpose (1d, 1e) · Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a) · Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c) | |
| <p>TEACHING "LOOK-N-LISTEN FOR" DATA</p> | <p>STUDENT LEARNING "LOOK-N-LISTEN FOR" DATA</p> |

Residency Observational Notes: Weeks 2-7

| • COLLABORATIVE TEACHING & LEARNING QUICK NOTES • Framework for Teaching's Cluster 2: LEARNING ENVIRONMENT INDICATORS | |
|---|---|
| • Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school(2a) • High levels of cognitive energy (2b) • A safe environment for student risk taking (2a) • High expectations for students' capabilities for learning (2b) • Productive student engagement in small group work (2c) • Students persevere, even in the face of challenges (2b) | |
| TEACHING "LOOK-N-LISTEN FOR" DATA | STUDENT LEARNING "LOOK-N-LISTEN FOR" DATA |
| | |

Residency Observational Notes: Weeks 2-7

| . COLLABORATIVE TEACHING & LEARNING QUICK NOTES . Framework for Teaching's Cluster 3: CLASSROOM MANAGEMENT INDICATORS | |
|---|---|
| . Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c) . Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c) . Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d) . Physical environment supportive of learning activities (2e) . Productive contribution to the class by volunteers and paraprofessionals (2c) | |
| TEACHING "LOOK-N-LISTEN FOR" DATA | STUDENT LEARNING "LOOK-N-LISTEN FOR" DATA |
| | |

Residency Observational Notes: Weeks 9-14

| • COLLABORATIVE TEACHING & LEARNING QUICK NOTES • Framework for Teaching's Cluster 4: INTELLECTUAL ENGAGEMENT INDICATORS | |
|--|---|
| • The content is seen as worthwhile, important, and interesting (2b) • Content is presented in a manner that engages student in thinking and reasoning (3a) • Learning tasks require student to engage intellectually, to think; some may involve productive struggle (3c) • Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b) • The lesson has a recognizable structure, with time for reflection and closure (3c) • Students explain their thinking and questions the thinking of others (3b) | |
| TEACHING "LOOK-N-LISTEN FOR" DATA | STUDENT LEARNING "LOOK-N-LISTEN FOR" DATA |
| | |

Residency Observational Notes: Weeks 9-14

| . COLLABORATIVE TEACHING & LEARNING QUICK NOTES . Framework for Teaching's Cluster 5: SUCCESSFUL LEARNING INDICATORS | |
|---|---|
| . Both summative and formative assessments, aligned to learning outcomes, have been planned (1f) . The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d) . Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d) . If necessary, the teacher modifies the lesson to ensure that students "get it," drawing on other resources as needed (1d, 3e) . The teacher's records permit detailed analysis of learning by individuals and groups of students (4b) . The teacher enlists, as appropriate, the engagement of families in student learning (4c) . In reflection, the teacher assumes responsibility for student learning (4a) | |
| TEACHING "LOOK-N-LISTEN FOR" DATA | STUDENT LEARNING "LOOK-N-LISTEN FOR" DATA |
| | |

Residency Observational Notes: Weeks 9-14

| <ul style="list-style-type: none"> · COLLABORATIVE TEACHING & LEARNING QUICK NOTES · Framework for Teaching's Cluster 6: PROFESSIONALISM INDICATORS | |
|---|---|
| <ul style="list-style-type: none"> · Collaboration with colleagues for joint planning, and school/district and community initiatives (4d) · Active engagement in workshops, courses, and activities to improve practice (1d, 4e) · Integrity and honesty in dealing with colleagues and parents on behalf of students (4f) | |
| TEACHING "LOOK-N-LISTEN FOR" DATA | STUDENT LEARNING "LOOK-N-LISTEN FOR" DATA |
| | |

Residency I & II- Quick Notes Example

| . COLLABORATIVE TEACHING & LEARNING QUICK NOTES . Framework for Teaching's Cluster 2: LEARNING ENVIRONMENT INDICATORS | |
|--|---|
| . Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school(2a) . High levels of cognitive energy (2b) . A safe environment for student risk taking (2a) . High expectations for students' capabilities for learning (2b) . Productive student engagement in small group work (2c) . Students persevere, even in the face of challenges (2b) | |
| TEACHING "LOOK-N-LISTEN FOR" DATA | STUDENT LEARNING "LOOK-N-LISTEN FOR" DATA |
| <p style="text-align: center;">Week 3:8/29</p> <p>R introduced the learning outcome about solving number stories.</p> <p>R asked S to do a Pair Share about strategies they could use to solve the word problem.</p> <p>R moved around the room listening to conversations.</p> <p>R records the strategies on a graphic organizer for the class as pairs shared.</p> <p>R encouraged students to solve problems by themselves saying "I want you to solve it."</p> <p>R asked pairs to share their solutions after completing the word problems.</p> | <p style="text-align: center;">Week 3: 8/29</p> <p>S are seated in groups of four in desks that face each other.</p> <p>S shared "We can use a number line" another shared "We can use a 10's Frame"</p> <p>Pairs continued to discussed strategies they could use with their partner.</p> <p>S kept asking for the R to help in solving the problem but began working with partner after R stated they needed to do the work without the R help.</p> <p>S worked with partner to answer the word problem using strategies that were shared</p> <p>Several S raised their hands to share their strategies and answers.</p> |
| <p style="text-align: center;">Week 4: 9/6</p> <p>R</p> | <p style="text-align: center;">Week 4: 9/6</p> <p>S.....</p> |

Residency I & II- College Supervisor's Log

Residency Supervisory Log

Resident: _____ **Semester:** _____

Type of Placement: Residency I Residency II Clinical Teacher of Record

Cooperating Teacher: _____ **College Supervisor:** _____

Contact Codes: 1) Classroom Observation 2) Resident Conference 3) Cooperating Teacher Conference
4) 3-Way Conference 5) Group Conference (RST)

| Week | Date(s) of Visit | Codes |
|-------------|-------------------------|--------------|
| 0 | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |

Residency I- Midterm & Exit Meeting Checklist

Residency I Midterm Meeting

Midterm Meeting

- ☐ Framework for Teaching
 - Discuss FFT with resident and cooperating teacher
 - Add the date to each box where the Resident is currently performing for Clusters 1-3
 - Discuss Clusters 4-6 together
 - Level 2 or higher is required to pass Residency I. Make sure to document and discuss any areas that are currently a Level 1.

OLSIS

- ☐ Enter midterm grade in OLSIS (CR for credit or NC for no credit)

Residency I Exit Interview/Paperwork

Exit Meeting

- ☐ Framework for Teaching (goldenrod)
 - Discuss FFT with resident and cooperating teacher
 - Mark final rating for all indicators in Clusters 1-6 (must be Level 2 or above)
 - Discuss goals for Residency II
 - Record goals on cover sheet
 - Have everyone sign cover of FFT
- ☐ Residency I Evaluation Summary Sheet (pink)
 - Mark Recommendation
 - Have everyone sign Summary Sheet

LiveText

- ☐ Enter FFT scores (Make sure level 2 or above)
- ☐ Enter Dispositions scores (Make sure novice or above)

OL SIS

- ☐ Enter final grade in OLSIS (CR for credit or NC for no credit)

Paperwork (Submit to Education Office)

- ☐ FFT
- ☐ Summary Sheet
- ☐ Your Observational Quick Notes
- ☐ Cooperating Teacher's Observational Quick Notes
- ☐ Supervisory Log

Residency II- Midterm & Exit Meeting Checklist

Residency II Midterm Meeting

Midterm Meeting

- ☐ Framework for Teaching
 - Discuss FFT with resident and cooperating teacher
 - Add the date to each box where the Resident is currently performing for Clusters 1-3
 - Discuss Clusters 4-6 together
 - Level 3 or higher is required to pass Residency II. Make sure to document and discuss any areas that are currently a Level 1 or Level 2.

OL SIS

- ☐ Enter midterm grade in OLSIS (CR for credit or NC for no credit)

Residency II Exit Interview/Paperwork

Exit Meeting

- ☐ Framework for Teaching
 - Discuss FFT with resident and cooperating teacher
 - Mark final rating for all indicators in Clusters 1-6 on lavender sheet (must be Level 3 or above)
 - Have everyone sign FFT
- ☐ Residency II Evaluation Summary Sheet
 - Mark Recommendation
 - Have everyone sign Summary Sheet
- ☐ Remind cooperating teacher and resident to submit evaluations in LiveText!

LiveText

- ☐ Enter FFT scores (Make sure level 3 or above)
- ☐ Dispositions Rubric (Make sure proficient or above)
- ☐ Evaluation of cooperating teacher

OL SIS

- ☐ Enter final grade in OLSIS

Paperwork (Submit to Education Office)

- ☐ FFT (lavender)
- ☐ Summary Sheet (pink)
- ☐ Your Observational Quick Notes
- ☐ Cooperating Teacher's Observational Quick Notes
- ☐ Supervisory Log

Residency I – Summary Sheet

**WEST VIRGINIA UNIVERSITY AT
PARKERSBURG CLINICAL EXPERIENCE
RESIDENCY I
EVALUATION SUMMARY SHEET**

Semester _____ Year _____ Days absent _____ Times Tardy _____

Resident: _____
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): _____

College Supervisor: _____

Cooperating Teacher: _____

**** THIS EVALUATION SHOULD BE BASED ON THE RESIDENT'S CURRENT LEVEL OF EXPERIENCE.**

_____ **Recommendation of supervisors:** The undersigned agree that the teacher candidate has successfully completed Residency I. It is recommended that the stipulated hours of credit be entered on the teacher candidate's record.

_____ **Non-recommendation of supervisors:** The undersigned agree that the teacher candidate has not successfully completed Residency I; no credit will be entered on the teacher candidate's record.

Comments:

I have read the completed evaluation:

Cooperating Teacher's Signature _____ Date _____

College Supervisor's Signature _____ Date _____

Resident's Signature _____ Date _____

This plan was formulated by the candidate and an Education Division representative and agreed to by all parties.

Residency II – Summary Sheet

WEST VIRGINIA UNIVERSITY PARKERSBURG CLINICAL EXPERIENCE RESIDENCY II EVALUATION SUMMARY SHEET

Semester_____Year_____Days absent_____Times Tardy _____

Resident: _____
 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): _____

College Supervisor: _____

Cooperating Teacher: _____

**** THIS EVALUATION SHOULD BE BASED ON THE RESIDENT'S CURRENT LEVEL OF EXPERIENCE.**

Recommendation of supervisors: The undersigned agree that the teacher candidate has successfully completed Residency II. It is recommended that the stipulated hours of credit be entered on the teacher candidate's record.

Non-recommendation of supervisors: The undersigned agree that the teacher candidate has not successfully completed Residency II; no credit will be entered on the teacher candidate's record.

Comments:

I have read the completed evaluation:

Cooperating Teacher's Signature _____ Date _____

College Supervisor's Signature _____ Date _____

Resident's Signature _____ Date _____

This plan was formulated by the candidate and an Education Department representative and agreed to by all parties.

Residency I – Absence Form

**West Virginia University at Parkersburg
Absence from Duty Report
EDUC 414- Residency I**

Name _____ Date _____

I report an absence from EDUC 414 (Residency I) duties on the following date and time:

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 or allow you to progress through the next gateway for residency (i.e., professional math conference, Praxis exam, etc.).

Make-Up Plan:

TEACHER CANDIDATE SIGNATURE: _____

DATE: _____

APPROVED:

Cooperating Teacher

Date

College Supervisor

Date

Director of Teacher Education

Date

*Absence from Duty Report must be returned to Education office at least one week prior to planned absence or no later than one week after unplanned absence.

*Failure to initiate or follow through with a make-up plan will result in a plan of remediation.

Residency II – Absence Form

**West Virginia University at Parkersburg
Absence from Duty Report
EDUC 415- Residency II**

Name _____ Date _____

Date of Absence:

This is my _____ (1st, 2nd, etc.) absence from Residency II. I understand that not all absences will be approved by my cooperating teacher, college supervisor, and/or the Director of Teacher Education. I understand that I must create a make-up plan with my college supervisor if I have more than four absences from Residency II for any reason.

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 or allow you to progress through the next gateway for residency (i.e., professional math conference, Praxis exam, etc.).

Make-Up Plan:

TEACHER CANDIDATE SIGNATURE: _____

DATE: _____

APPROVED:

Cooperating Teacher

Date

College Supervisor

Date

Director of Teacher Education

Date

*Absence from Duty Report must be returned to Education office at least one week prior to planned absence.

*Resident is responsible for completing the absence form, collecting signatures at the first available opportunity, and returning the form to the Education office within two weeks of an unplanned absence.

Lesson Plan Template

| WVUP LESSON PLAN FORMAT | | |
|---|---|---|
| CRITICAL INFORMATION | | |
| Teacher Candidate: Subject: Grade Level: Cooperating Teacher: | | Teaching Date: Time/Duration: WVUP Course: |
| Lesson Overview: <i>Brief overview of the lesson including lesson content and teaching strategies</i> | | |
| College-and-Career Readiness Content, and/or Technology/Dispositions Standards: <i>Copy and paste, highlight specific indicators for this lesson</i> | Standards https://wvde.us/college-and-career-readiness/west-virginia-board-of-education-content-standards-policies/ | |
| Assessment: <i>Label as formative or summative, description of assessment strategies and feedback; attach assessment</i> | | |
| Student Learning Objective: <i>Concise statement including audience, behavior, condition, degree of proficiency</i> | | |
| Lesson Procedures | | |
| Please include each of these items throughout the lesson procedures | | |
| ○ Bold Academic Language: <i>e.g., specific vocabulary for the content area</i> | ○ Underline Evidence Based Strategies: <i>e.g., small group, cooperative learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge</i> | ○ Italicize Higher Order Questioning: <i>must state the level of Bloom's taxonomy or DOK</i> |
| Hook: <i>Plan an introductory activity to set the stage, activate background knowledge, capture student interest</i> | | |
| During: <i>Provide detailed steps, engage students in practice; include vocabulary, higher-order questions, and Evidence Based strategies</i> | | |
| Closure: <i>Provide closure by reviewing learning objective and planning student reflection</i> | | |
| Proactive Planning | | |
| Materials: <i>List all materials needed to teach this lesson, including technology, links, printable, or attachments</i> | | |

WVUP LESSON PLAN FORMAT

| | |
|--|---|
| <p>Anticipated Management and/or Content Difficulties: <i>What potential management and content difficulties do you anticipate? How will you proactively address these potential concerns?</i></p> | |
| <p>Differentiation: <i>What are the special learning concerns including IEPs and 504s? What will I differentiate? Content, process, product, environment. How will I differentiate? Consider enrichment and ESL students.</i></p> | |
| <p>POST TEACHING</p> | |
| <p>Self –Reflection: <i>Answer the self-reflection questions once the lesson is taught.</i></p> | <p><i>Did the students meet the objective? What data supports this?</i></p> <p><i>Does any part of the lesson need retaught?</i></p> <p><i>What part of the lesson was most effective?</i></p> <p><i>What part of the lesson was most challenging (timing, content, management, etc.) and how could this challenge be better addressed next time?</i></p> |

Residency I & II- Journal Example

Resident's Name

Residency I/II

Date

Cooperating Teacher

School

Grade

Sequence of Events

7:30 – Signed in

7:45 – Students arrived, ate breakfast, and played with morning bins

8:25 – Phonics groups

9:00 – Phonics lesson

9:45 – GoNoodle and snack break

10:00 – Vocabulary practice and Book of the Week: *Stumpkin*

10:45 – Reading/Math centers

11:00 – Recess

11:25 – Students returned and prepared for lunch

11:30 – Signed out

Episode

During phonics today, I tried out a new classroom management strategy. I created a ClassDojo room for the students and introduced a point system where they can earn points for participating, working hard, staying on task, and showing positive behavior. For every five points they earn, they get a hole punched on their good behavior card. Once they reach 10 points, they also earn a house point. When their behavior card is fully punched, they get to choose a prize from the prize box and receive a new card.

Analysis

The students responded extremely well to this! They love hearing the “ding” sound when a point is awarded in ClassDojo. I don’t say who got the point, which keeps everyone on their toes and encourages them all to stay on task. I feel much more hopeful with this new strategy in place. There seems to be more buy-in from the students, and they’re more motivated to participate and stay focused. It feels like this system adds both structure and excitement to our learning time.

Pillar Addressed

Today’s pillar focus is **planning skills**. I demonstrated strong planning by thoughtfully preparing and implementing new classroom management strategies that support student engagement while keeping learning fun. This proactive approach helped create a more focused and positive learning environment.

Residency I & II – Co-Teaching Strategies & Examples

| Strategy | Definition/Example |
|-------------------------------------|---|
| One Teach, One Observe | <p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><u>Example:</u> One teacher can observe students for their understanding of directions while the other leads.</p> |
| One Teach, One Assist | <p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p><u>Example:</u> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p> |
| Station Teaching | <p>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p><u>Example:</u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p> |
| Parallel Teaching | <p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p><u>Example:</u> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p> |
| Supplemental Teaching | <p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</p> <p><u>Example:</u> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</p> |
| Alternative (Differentiated) | <p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p><u>Example:</u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p> |
| Team Teaching | <p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p><u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p> |

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom

Part VI Assessments

| ASSESSMENT | WHEN ADMINISTERED | WHO COMPLETES | PASSING LEVEL | SUBMISSION LOCATION | PROPRIETARY OR EPP CREATED | REVIEWED |
|---|--|---------------------|---|-----------------------------|----------------------------|------------------------------|
| Gateway 1: Admission to the University | | | | | | |
| Gateway 2: Admission to the Education Program | | | | | | |
| Dispositions Rubric | ED 100 | Faculty | Candidate introduced to assessment- not completed | | EPP Created | NA |
| | EDUC 300/ Admission to Program | Teacher Candidate | Novice | LiveText Application Packet | | Spring Assessment Meeting #4 |
| PRAXIS CORE | Prior to Admission to Program | Teacher Candidate | (5713) Reading 156 (5723)Writing 162 (5733) Math 150 | ETS | Proprietary | Fall Assessment Meeting #2 |
| Planning Assessment | EDUC 300 | Faculty | Emerging 15 of 45 | LiveText | EPP Created | Spring Assessment Meeting #4 |
| By Gateway 3: Admission to Residency 1 | | | | | | |
| Planning Assessment | EDUC 301, 303, 304, 305, 308, 310, 314, 322, SPED 312, 422 | Faculty | Emerging and accomplished for 25 of 45 | LiveText | EPP Created | Spring Assessment Meeting #4 |
| | EDUC 330L | Faculty | Emerging and accomplished for 30 of 45 | | | |
| Disposition Rubric | EDUC 330L | Faculty | Novice/Proficient | LiveText | EPP Created | Spring Assessment Meeting #4 |
| PRAXIS Content Tests | Prior to Admission to Residency I & 2 | Teacher Candidate | Novice/Proficient | Application Packet | Proprietary | Fall Assessment Meeting #2 |
| | | Teacher Candidate | Multi-Subjects: (5003) Math 157 (5002) Reading 157 (5005) Science 157 (7815) S. Studies CKT 155 (5205) Teaching Reading 159 (5355) Special Education Foundational Knowledge 145 | ETS | | |
| By Gateway 4: Admission to Residency 2 | | | | | | |
| TPACK | EDUC 401 | EDUC 401 Faculty | Rating of 3 out of 4 | Livetest | Proprietary | Spring Assessment Meeting #4 |
| Danielson Framework for Teaching (FFT) | EDUC 414 Residency I | College Supervisors | Rating of "Level 3" or above required | LiveText FEM | Proprietary | Fall Assessment Meeting #1 |

| PRAXIS Content Tests | Prior to Admission to Residency I & 2 | Teacher Candidate | Multi-Subjects: (5003) Math 157 (5002) Reading 157 (5005) Science 157 (7815) S. Studies CKT 155 (5205) Teaching Reading 159 (3355) Special Education Foundational Knowledge 145 | ETS | Proprietary | Fall Assessment Meeting #2 |
|--|---------------------------------------|--|---|--|-------------|------------------------------|
| Action Research | EDUC 401 | EDUC 401 Faculty | Rating of "Meets Standard" or above required | Livertext | EPP Created | Spring Assessment Meeting #3 |
| Disposition Rubric | Residency I | College Supervisor | Proficient | LiveText | EPP Created | Spring Assessment Meeting #4 |
| Gateway 5: Completion of Residency | | | | | | |
| West Virginia Teacher Performance Assessment (WVTPA) | EDUC 410 & 415 Residency II | Faculty | Emerging | Livertext | Proprietary | Spring Assessment Meeting #3 |
| Dispositions Rubric | EDUC 415 Residency II 2nd placement | College Supervisor | Proficient | LiveText and Livertext FEM Resident File | EPP Created | Spring Assessment Meeting #4 |
| Danielson Framework for Teaching (FFT) | EDUC 415 Residency II | Cooperating Teacher & College Supervisor | "Effective" Domains 1-3 "Developing" Domain 4 | LiveText Resident File | Proprietary | Spring Assessment Meeting #1 |
| Gateway 6: Graduation | | | | | | |
| Gateway 7: Certification | | | | | | |

| OTHER ASSESSMENTS THAT LEAD TO PROGRAM IMPROVEMENT | | | | | |
|--|------------------------------------|-------------------|---------------------------------|----------------------------|----------------------------|
| ASSESSMENT | WHEN ADMINISTERED | WHO COMPLETES | SUBMISSION LOCATION | PROPRIETARY OR EPP CREATED | REVIEWED |
| Pre-Admission Field Experience Evaluations | EDUC 100 EDUC 200 EDUC 300 | Mentor Teachers | Livertext FEM | EPP Created | Fall Assessment Meeting #1 |
| Post-Admission Field Experience Evaluation | EDUC 301, 303, 304, 308, 310, 330L | Mentor Teachers | Livertext FEM | EPP Created | Fall Assessment Meeting #1 |
| Exit Survey | Completion of Residency | Teacher candidate | Google Forms WVDE K-12 email | EPP Created | Fall Assessment Meeting #3 |

| | | | | | |
|---|-------------------------|-------------------------------------|---------------------------------|-------------|--|
| Resident Evaluation of College Supervisor and Cooperative Teacher | Completion of Residency | Teacher candidate | Livetest FEM | EPP Created | Each Semester: -Field Placement Coordinator and Chair -College Supervisor's Meeting |
| Cooperating Teacher Evaluation of College Supervisor | Completion of Residency | Cooperating Teacher | Livetest FEM | EPP Created | Each Semester: -Field Placement Coordinator and Director -Cooperating Teacher's Meeting -Principals' Advisory Council Breakfast |
| College Supervisor Evaluation of Cooperating Teacher | Completion of Residency | College Supervisor | Livetest FEM | EPP Created | Each Semester: -Field Placement Coordinator and Chair -College Supervisor's Meeting |
| Employer Survey <i>Alumni Advisory Council WVERT 6.1 and 6.2 data</i> | Post-Graduation | Principals | Google Forms WVDE K-12 email | EPP Created | Fall Assessment Meeting #1 |
| Alumni Advisory WVERT Data <i>Alumni Advisory Council WVERT 6.1 and 6.2 data</i> | Post-Graduation | Alumni | Google Forms WVDE K-12 email | EPP Created | Fall Assessment Meeting #1 |
| Alumni Advisory to Teaching Exit Survey <i>Alumni Advisory Council WVERT 6.1 and 6.2 data</i> | Post-Graduation | Alumni | Google Forms WVDE K-12 email | EPP Created | Fall Assessment Meeting #1 |
| Student Surveys <i>Alumni Advisory Council WVERT 6.1 and 6.2 data</i> | Post-Graduation | Students of Alumni Advisory Council | Google Forms WVDE K-12 email | EPP Created | Fall Assessment Meeting #1 and Alumni Advisory Council Meeting |

Lesson Plan Rubric

WEST VIRGINIA UNIVERSITY AT PARKERSBURG LESSON PLAN RUBRIC

STUDENT:

COURSE:

DATE:

| Critical Information | | | | |
|--|---|---|--|---|
| | Distinguished | Accomplished | Emerging | Unsatisfactory |
| | 3 | 2 | 1 | 0 |
| Lesson Overview | <p>_____ The teacher candidate states a clear rationale based on appropriate curriculum goals and content standards</p> <p>_____ draws upon knowledge of content area</p> <p>_____ student prior knowledge</p> <p>_____ student assessment data</p> | <p>_____ The teacher candidate provides a clear overview including lesson content and teaching strategies</p> <p>_____ Overview is based on appropriate state standards</p> <p>_____ student prior knowledge</p> | <p>_____ The teacher candidate provides a clear overview including lesson content and teaching strategies</p> <p>_____ Overview is based on appropriate state standards</p> | <p>_____ Teacher candidate does not provide a clear overview of the lesson.</p> |
| <i>Comments:</i> | | | | |
| | Distinguished | Accomplished | Emerging | Unsatisfactory |
| | 3 | 2 | 1 | 0 |
| WV College and Career Readiness Standards Content, Technology & Computer Science and/or Dispositions for Student Success <i>ACEI 3.1</i> <i>WVPTS 1C</i> <i>InTASC 7</i> | <p>_____ The teacher candidate constructs the lesson using WVCCR Standards</p> <p>_____ constructs the lesson using WVCCR Standards for Technology & Computer Science</p> <p>_____ constructs the lesson using WVCCR Dispositions and Standards for Student Success</p> | <p>_____ The teacher candidate constructs the lesson using WVCCR Standards</p> <p>_____ constructs the lesson using WVCCR Standards for Technology & Computer Science or Dispositions and Standards for Student Success</p> | <p>_____ The teacher candidate constructs the lesson using WV College and Career Readiness Content</p> <p>_____ Standards, or Standards for Technology & Computer Science, or Science, and/or Dispositions and Standards for Student Success</p> | <p>_____ The teacher candidate does not plan using WV College and Career Readiness Content Standards, or Standards for Technology & Computer Science, or Dispositions and Standards for Student Success</p> |

| <i>Comments:</i> | | | | |
|--|---|--|---|---|
| | Distinguished | Accomplished | Emerging | Unsatisfactory |
| | 3 | 2 | 1 | 0 |
| Assessment: <i>Formative and/or Summative</i> <i>ACEI 4</i> <i>InTASC 6</i> <i>WVPTS 1E</i> | <p>_____The teacher candidate designs assessments to match learning objectives _____uses formative and/or summative assessments _____uses more than one assessment during the lesson _____describes frequent checks for understanding throughout the lesson to adjust instruction</p> | <p>_____The teacher candidate designs assessments to match learning objectives _____uses formative and/or summative assessments _____uses more than one assessment during the lesson</p> | <p>_____The teacher candidate designs assessments to match learning objectives _____uses formative and/or summative assessments</p> | <p>_____The teacher candidate designs assessments that do not match learning objectives and/or assessment not attached</p> |
| <i>Comments:</i> | | | | |
| | Distinguished | Accomplished | Emerging | Unsatisfactory |
| | 3 | 2 | 1 | 0 |
| Student Learning Objective <i>ACEI 3.1</i> <i>WVPTS 1C</i> <i>InTASC 7</i> | <p>_____The teacher candidate connects the learning objective to the WV College and Career Readiness Standards _____learning objectives include an A – Audience, B-Behavior, C-Condition, and D-Degree of Proficiency _____learning objectives are concise _____lesson goals are written in student-friendly language, such as an “I can” statement</p> | <p>_____The teacher candidate connects the learning objective to the WV College and Career Readiness Standards _____learning objectives include an A – Audience, B-Behavior, C-Condition, and D-Degree of Proficiency _____learning objectives are concise</p> | <p>_____The teacher candidate connects the learning objective to the WV College and Career Readiness Standards _____learning objectives include an A – Audience, B-Behavior, C-Condition, and D-Degree of Proficiency</p> | <p>_____The teacher candidate creates learning objectives that are incomplete or not connected to WV College and Career Readiness Standards</p> |

| Comments: | | | | |
|---|---|---|--|---|
| Lesson Procedures | | | | |
| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |
| Academic Language <i>ACEI 3</i> <i>InTASC 4</i> <i>WVPTS 1A</i> | <p>_____ The teacher candidate bolds academic language of the discipline in the plan</p> <p>_____ integrates academic language into learning activities</p> <p>_____ promotes student use of appropriate academic language</p> <p>_____ makes academic vocabulary accessible to exceptional learners/English Language Learners</p> | <p>_____ The teacher candidate bolds academic language of the discipline in the plan</p> <p>_____ integrates academic language into learning activities</p> <p>_____ promotes student use of appropriate academic language</p> | <p>_____ The teacher candidate bolds academic language of the discipline in the plan</p> <p>_____ integrates academic language into learning activities</p> | <p>_____ The teacher candidate uses non-academic language to explain content or terms are not bolded</p> |
| Comments: | | | | |
| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |
| Evidence Based Strategies <i>ACEI 3.3</i> <i>InTASC 5</i> <i>WVPTS 1B</i> | <p>_____ The teacher candidate <u>underlines</u> and describes the use of three evidence-based strategies</p> | <p>_____ The teacher candidate <u>underlines</u> and describes the use of two strategies</p> | <p>_____ The teacher candidate <u>underlines</u> and describes the use of one evidence-based strategy</p> | <p>_____ The teacher candidate uses no evidence-based strategies or strategies are not <u>underlined</u></p> |
| Comments: | | | | |
| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |

| | | | | |
|--|--|---|--|--|
| Higher Order Questioning <i>ACEI 3</i> <i>InTASC 8</i> <i>WVPTS 3C</i> | ____The teacher candidate <i>italicizes</i> questions on multiple cognitive levels ____ states Bloom's or DOK level for each question ____ promotes critical thinking and problem solving throughout the lesson ____ promotes meta cognitive processes | ____The teacher candidate <i>italicizes</i> questions on multiple cognitive levels ____ states Bloom's or DOK level for each question ____ promotes critical thinking and problem solving throughout the lesson | ____The teacher candidate <i>italicizes</i> questions on multiple cognitive levels ____ states Bloom's or DOK level for each question | ____The teacher candidate's questions are all lower level, nonexistent, or not <i>italicized</i> |
| <i>Comments:</i> | | | | |
| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |
| Hook <i>ACEI 1.1</i> <i>InTASC 1</i> <i>WVPTS 2A</i> | ____The teacher candidate plans an introductory activity that connects to the learning objective ____ grabs student attention quickly ____ activates prior knowledge ____ contains academic vocabulary, higher-order question(s), and a evidence-based strategy | ____The teacher candidate plans an introductory activity that connects to the learning objective ____ grabs student attention quickly ____ activates prior knowledge | ____The teacher candidate plans an introductory activity that connects to the learning objective ____ grabs student attention quickly | ____The teacher candidate did not plan an effective introductory activity |
| <i>Comments:</i> | | | | |
| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |
| During <i>ACEI 3.4</i> <i>InTASC 8</i> | ____The teacher candidate's procedures clearly describe steps of the | ____The teacher candidate's procedures clearly describe steps of the | ____The teacher candidate's procedures clearly describe steps of the | ____The teacher candidate's procedures are not clear with minimal |

| <i>WVPTS 1D</i> | <p>lesson ____provides engaging practice for the learning objective ____contains academic vocabulary, higher-order question(s), and a evidence-based strategy ____uses a variety of evidence-based instructional strategies ____provides real-world application of content</p> | <p>lesson ____provides engaging practice for the learning objective ____contains academic vocabulary, higher-order question(s), and a evidence-based strategy ____uses a variety of evidence-based instructional strategies</p> | <p>lesson ____provides engaging practice for the learning objective ____contains academic vocabulary, higher-order question(s), and a evidence-based strategy</p> | structure |
|---|--|--|---|---|
| <i>Comments:</i> | | | | |
| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |
| Closure <i>ACEI 3.5</i> <i>InTASC 5</i> <i>WVPTS 2C</i> | <p>____ The teacher candidate plans lesson closure reviewing the learning objective ____ plans student reflection of lesson content ____ process for correcting student misunderstandings ____ contains academic vocabulary, higher-order question(s), and a evidence-based strategy</p> | <p>____ The teacher candidate plans lesson closure reviewing the learning objective ____ plans student reflection of lesson content ____ process for correcting student misunderstandings</p> | <p>____ The teacher candidate plans lesson closure reviewing the learning objective ____ plans student reflection of lesson content</p> | <p>____ The teacher candidate abruptly ends the lesson without summary or review of student understanding</p> |
| <i>Comments:</i> | | | | |

| Proactive Planning | | | | |
|---|--|---|---|---|
| | Distinguished | Accomplished | Emerging | Unsatisfactory |
| | 3 | 2 | 1 | 0 |
| Materials <i>including technology</i> <i>ACEI 3</i> <i>InTASC 7</i> <i>WVPTS 2F</i> | ____The teacher candidate does list all instructional materials to achieve learning goals and are age appropriate ____differentiates materials for groups of learners and/or individuals | ____The teacher candidate lists all instructional materials to achieve learning goals ____materials are age appropriate ____includes a variety of engaging resources | ____The teacher candidate lists most instructional materials to achieve learning goals ____materials are age appropriate | ____The teacher candidate does not list all instructional materials to achieve learning goals |
| <i>Comments:</i> | | | | |
| | Distinguished | Accomplished | Emerging | Unsatisfactory |
| | 3 | 2 | 1 | 0 |
| Anticipated Management and/or Content Difficulties <i>ACEI 3</i> <i>InTASC 3</i> <i>WVPTS 2</i> | ____The teacher candidate identifies anticipated management difficulties ____plans proactive strategies to address management difficulties ____plans proactive strategies to address anticipated content difficulties ____ identifies and addresses learner misconceptions based upon observable data | ____The teacher candidate identifies anticipated management difficulties ____plans proactive strategies to address management difficulties ____plans proactive strategies to address anticipated content difficulties | ____The teacher candidate identifies anticipated management difficulties ____plans proactive strategies to address management difficulties | ____The teacher candidate does not plan proactively for management or content difficulties |
| <i>Comments:</i> | | | | |

| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |
|--|---|---|--|--|
| Differentiation ACEI 3.2 InTASC 2 WVPTS 2A | ____The teacher candidate identifies special learning concerns ____plans differentiation strategies for multiple groups of diverse learners ____creates opportunities for students to demonstrate their learning in different ways | ____The teacher candidate identifies special learning concerns ____plans differentiation strategies for multiple groups of diverse learners | ____The teacher candidate identifies special learning concerns ____plans a differentiation strategy to address diverse learners | ____The teacher candidate plans instruction without regard to student needs |
| Comments: | | | | |
| | Distinguished 3 | Accomplished 2 | Emerging 1 | Unsatisfactory 0 |
| Content Knowledge ACEI 2 InTASC 4 WVPTS 3A | ____The teacher candidate utilizes accurate content knowledge to focus learning targets. ____includes cross-discipline learning experiences as appropriate or provides multiple representations relevant to content. ____engages students in real-world learning experiences. | ____The teacher candidate utilizes accurate content knowledge to focus learning targets. ____includes cross-discipline learning experiences as appropriate or provides multiple representations relevant to content. | ____The teacher candidate utilizes accurate content knowledge to focus learning targets. | ____The teacher candidate provides only one explanation of the content and/or presents the content inaccurately. |
| Comments: | | | | |

| | Distinguished | Accomplished | Emerging | Unsatisfactory |
|---|--|---|---|--|
| | 3 | 2 | 1 | 0 |
| Self-Reflection <i>ACEI 5.1</i> <i>InTASC 4C</i> <i>WVPTS 9</i> | <p>_____ The teacher candidate accurately addresses all self-reflection questions</p> <p>_____ bases reflection on data and evidence of student learning</p> <p>_____ provides detailed specific examples from the lesson to support his/her judgement for every reflection question</p> | <p>_____ The teacher candidate accurately addresses all self-reflection questions</p> <p>_____ bases reflection on data and evidence of student learning</p> <p>_____ provides specific examples from lesson to support his/her judgement</p> | <p>_____ The teacher candidate accurately addresses all self-reflection questions</p> | <p>_____ The teacher candidate does not accurately address all self-reflection questions</p> |
| <i>Comments:</i> | | | | |

DOMAIN ONE: PLANNING & PREPARATION

| | INEFFECTIVE - 0 | DEVELOPING - 1 | EFFECTIVE - 2 | HIGHLY EFFECTIVE - 3 |
|--|--|---|---|--|
| 1a: Demonstrating Knowledge of Content and Pedagogy | <p>_____ In planning and practice, the teacher makes content errors or does not correct errors made by students.</p> <p>_____ The teacher displays little understanding of prerequisite knowledge important to student learning of the content.</p> <p>_____ The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> | <p>_____ The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.</p> <p>_____ The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.</p> <p>_____ The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> | <p>_____ The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>_____ The teacher demonstrates accurate understanding of prerequisite relationships among topics.</p> <p>_____ The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p> | <p>_____ The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>_____ The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.</p> <p>_____ The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> |
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 | DEVELOPING - 1 | EFFECTIVE - 2 | HIGHLY EFFECTIVE - 3 |
| 1b: Demonstrating Knowledge of Students | <p>_____ The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to</p> | <p>_____ The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special</p> | <p>_____ The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher</p> | <p>_____ The teacher understands the active nature of student learning and acquires information about levels of development for individual</p> |

| | | | | |
|---|---|--|--|--|
| | learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. | needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. | also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. |
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 | DEVELOPING - 1 | EFFECTIVE - 2 | HIGHLY EFFECTIVE - 3 |
| 1c: Setting Instructional Outcomes | <p>_____ The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline.</p> <p>_____ They are stated as student activities, rather than as outcomes for learning.</p> <p>_____ Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p> | <p>_____ Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>_____ Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.</p> <p>_____ Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p> | <p>_____ Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>_____ Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p> | <p>_____ All outcomes represent high-level learning in the discipline.</p> <p>_____ They are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>_____ Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.</p> <p>_____ Outcomes are differentiated, in whatever way is needed, for individual students.</p> |
| Total Points | | | | |

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|--|---|--|--|--|
| Comments | | | | |
| | INEFFECTIVE - 0 | DEVELOPING - 1 | EFFECTIVE - 2 | HIGHLY EFFECTIVE - 3 |
| <i>Id: Designing Coherent Instruction</i> | <p>___ Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations.</p> <p>___ Instructional groups are not suitable to the activities and offer no variety.</p> | <p>___ Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.</p> <p>___ Instructional groups partially support the activities, with some variety.</p> <p>___ The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p> | <p>___ Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.</p> <p>___ The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> | <p>___ The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity.</p> <p>___ These are appropriately differentiated for individual learners.</p> <p>Instructional groups are varied appropriately, with some opportunity for student choice.</p> |
| Points | | | | |
| Comments | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
| <i>Ie: Designing Student Assessments</i> | <p>___ Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be</p> | <p>___ Assessment procedures are partially congruent with instructional outcomes.</p> <p>___ Assessment criteria and standards have been developed, but they are not clear.</p> | <p>___ All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.</p> | <p>___ All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work.</p> <p>The plan contains</p> |

| | | | | |
|-----------|---|---|--|--|
| | assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| Points | | | | |
| Comments: | | | | |

DOMAIN TWO: THE CLASSROOM ENVIRONMENT

| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
|--|---|---|--|--|
| 2a: <i>Creating an Environment of Respect and Rapport</i> | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds | Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students |

| | <p>put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p> | <p>respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> | <p>successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p> | <p>feel valued and are comfortable taking intellectual risks.</p> |
|---|--|--|---|--|
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
| <p>2b: <i>Establishing a Culture for Learning</i></p> | <p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for earning reserved for only one or two students.</p> | <p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students</p> | <p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p> | <p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p> |

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| | | | thought to have a natural aptitude for the subject. | | | |
| Points | | | | | | |
| Comments: | | | | | | |
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| | teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. | uneven results, to monitor student behavior and respond to student misbehavior. | conduct. _____ Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | that of other students against standards of conduct. _____ Teacher monitoring of student behavior is subtle and preventive. _____ The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. |
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 _____ The classroom environment is unsafe, or learning is not accessible to many. _____ There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | DEVELOPING-1 _____ The classroom is safe, and essential learning is accessible to most students. _____ The teacher makes modest use of physical resources, including computer technology. _____ The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | EFFECTIVE-2 _____ The classroom is safe, and students have equal access to learning activities; _____ the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. | HIGHLY EFFECTIVE-3 _____ The classroom environment is safe, and learning is accessible to all students, including those with special needs. _____ The teacher makes effective use of physical resources, including computer technology. _____ The teacher ensures that the physical arrangement is appropriate to the learning activities. _____ Students contribute to the use or adaptation of the physical environment to advance learning. |
| <i>2e:</i> Organizing Physical Space | | | | |
| Points | | | | |
| Comments: | | | | |

DOMAIN 3: INSTRUCTION

| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
|--|--|--|--|--|
| 3a: <i>Communicating with Students</i> | <p>_____ The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>_____ The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.</p> <p>_____ The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>_____ The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> | <p>_____ The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>_____ The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow.</p> <p>_____ The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.</p> <p>_____ The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds.</p> <p>_____ The teacher rarely takes opportunities to explain academic vocabulary.</p> | <p>_____ The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled.</p> <p>_____ The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience.</p> <p>_____ During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.</p> <p>_____ The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests.</p> <p>_____ The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p> | <p>_____ The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>_____ The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests.</p> <p>_____ Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.</p> <p>_____ The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use.</p> <p>_____ Students contribute to the correct use of academic vocabulary.</p> |
| Points | | | | |

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|--|--|---|--|---|--|
| Comments | | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 | |
| 3b: <i>Using Questioning and Discussion Techniques</i> | <p>_____The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.</p> <p>_____Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.</p> <p>_____Only a few students participate in the discussion.</p> | <p>_____The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>_____Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. _____The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p> | <p>_____While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding.</p> <p>_____The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</p> <p>_____The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> | <p>_____The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>_____Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.</p> <p>_____Students themselves ensure that all voices are heard in the discussion.</p> | |
| Points | | | | | |
| Comments: | | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 | |
| 3c: <i>Engaging Students in Learning</i> | <p>_____The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.</p> <p>_____The groupings of students are unsuitable to</p> | <p>_____The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.</p> <p>_____The groupings of students</p> | <p>_____The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.</p> <p>_____This technique results in active intellectual engagement by most</p> | <p>_____Virtually all students are intellectually engaged in challenging content through well designed learning tasks and activities that require complex thinking by students.</p> <p>_____The teacher provides suitable scaffolding and challenges students to explain</p> | |

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| | the activities. _____The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | are moderately suitable to the activities. _____The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.” | students with important and challenging content, and with teacher scaffolding to support that engagement. _____The groupings of students are suitable to the activities. _____The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | their thinking. _____There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. _____The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
| 3d: Using Assessment in Instruction | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. _____Students do not engage in self or peer assessment. | Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. _____Questions and assessments are rarely used to diagnose evidence of learning. _____Feedback to students is general, and few students assess their own work. | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. _____Questions and assessments are regularly used to diagnose evidence of learning. _____Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. | Assessment is fully integrated into instruction, through extensive use of formative assessment. _____Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. _____Questions and assessments are used regularly to diagnose evidence of learning by individual students. |

| | | | | | <p>_____ A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning.</p> <p>_____ Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p> |
|---|--|--|---|---|--|
| Points | | | | | |
| Comments: | | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 | |
| 3e: Demonstrating Flexibility and Responsiveness | <p>_____ The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success.</p> <p>_____ The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p> | <p>_____ The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.</p> <p>_____ Adjustment of the lesson in response to assessment is minimal or ineffective.</p> | <p>_____ The teacher successfully accommodates students' questions and interests.</p> <p>_____ Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p> <p>_____ If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p> | <p>_____ The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>_____ Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p> | |
| Points | | | | | |

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
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| 4a: <i>Reflecting On Teaching</i> | <p>_____ The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson.</p> <p>_____ The teacher has no suggestions for how a lesson could be improved.</p> | <p>_____ The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>_____ The teacher makes general suggestions about how a lesson could be improved.</p> | <p>_____ The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>_____ The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> | <p>_____ The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>_____ Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> |
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
| 4b: <i>Maintaining Accurate Records</i> | <p>_____ The teacher's system for maintaining information on student completion of assignments and student progress in learning is</p> | <p>_____ The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> | <p>_____ The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> | <p>_____ The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> |

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| | nonexistent or in disarray. _____The teacher's records for Non-instructional activities are in disarray, the result being errors and confusion. | _____The teacher's records for non-instructional activities are in disarray, the result being errors and confusion. | | Students contribute information and participate in maintaining the records. |
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
| 4c: Communicating with Families | _____The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. | _____The teacher attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | _____The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. | _____The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. _____The teacher responds to family concerns with professional and cultural sensitivity. _____The teacher's efforts to engage families in the instructional program are frequent and successful. |
| Points | | | | |
| Comments: | | | | |
| | INEFFECTIVE - 0 | DEVELOPING-1 | EFFECTIVE-2 | HIGHLY EFFECTIVE-3 |
| 4d: Participating in the Professional Community | _____The teacher's relationships with colleagues are negative or self-serving. _____The teacher avoids participation in a professional culture of | _____The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. _____The teacher participates in | _____The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. | _____The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in |

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| | inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. | the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. | The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. |
| Points | | | | |
| Comments: | | | | |
| 4e: <i>Growing and Developing Professionally</i> | INEFFECTIVE- 0 Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. | DEVELOPING-1 Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. | EFFECTIVE-2 Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. | HIGHLY EFFECTIVE-3 Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. |
| Points | | | | |
| Comments: | | | | |

Part VI Forms

Field Placement Timesheet

WEST VIRGINIA UNIVERSITY PARKERSBURG EDUCATION FIELD EXPERIENCE TIMESHEET

STUDENTS NAME _____ STUDENT ID _____

SCHOOL BASED EDUCATOR(S) _____ NAME OF SCHOOL _____

BEGINNING DATE _____ ENDING DATE _____ GRADE/SUBJECT _____

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> EDUC 100 | <input type="checkbox"/> EDUC 200 | <input type="checkbox"/> EDUC 300 | <input type="checkbox"/> EDUC 301 |
| <input type="checkbox"/> EDUC 303 | <input type="checkbox"/> EDUC 304 | <input type="checkbox"/> EDUC 308 | <input type="checkbox"/> EDUC 310 |
| <input type="checkbox"/> EDUC 387* | <input type="checkbox"/> EDUC 388* | <input type="checkbox"/> EDUC 389* | <input type="checkbox"/> EDUC 390* |
| <input type="checkbox"/> EDUC 402* | <input type="checkbox"/> SPED 312* | <input type="checkbox"/> SPED 422* | * specialization courses |

| Mo/Day/Yr. | Start & End Time | Total Time Each Day | Mo/Day/Yr. | Start & End Time | Total Time Each Day |
|------------|------------------|------------------------|------------|------------------|------------------------|
| Ex. 5-1-13 | 2:00-3:30 | 1.5 | | | |
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Total Hours:

This Teacher Candidate:

- ✓ Was dressed professionally/appropriately Y/N
- ✓ Arrived-on time Y/N
- ✓ Adhered to schedule Y/N
- ✓ Followed protocols to reschedule if needed Y/N
- ✓ Followed school protocols Y/N
- ✓ Dispositions Rubric Completed Y/N

Supervisor Signature: _____ Date _____

Service-Learning Documents

EDUCATION DEPARTMENT SERVICE-LEARNING COMPONENT

Rationale

Guided by the philosophical framework of "Architects of the Future," the teacher education preparation program at West Virginia University Parkersburg emphasizes civic responsibility, social justice, and the practical application of disciplinary skills. Service learning serves as a key strategy to support and strengthen these core elements of our conceptual framework.

Service Learning Requirement for Licensure Eligibility

To meet one of the eligibility criteria for recommendation for teacher licensure, each teacher candidate must complete a minimum of **50 documented clock hours** of approved **service learning activities**. These hours should be completed during the **freshman and sophomore years**, and candidates **may not receive payment or reimbursement** for their participation.

Service Learning Procedure

At WVUP, we view service learning as a valuable part of your journey to becoming an "Architect of the Future." These experiences help connect your academic learning to real-world impact, while supporting the development of civic responsibility and social awareness. The following steps outline how to plan and complete your service learning requirement:

1.0 Getting Started: Introduction & Planning

1.1 As part of your **Education 100** course, you will receive an overview of the service learning expectations, including guidance on how to make the most of the experience.

1.2 Each candidate will complete a **Service Learning Agreement**, confirming their understanding of the requirement.

- The original will be placed in your student file, and you'll receive a copy for your records.

1.3 You will then submit a **Service Learning Plan** that includes:

- How you plan to complete the required **50 hours**
- How the experience connects to and supports growth within the program's **philosophical framework**
- This plan will be part of your **Education 100 course evaluation**.

1.4 Before beginning, you must obtain **written permission** from each participating organization or agency.

1.5 All service learning activities must be **approved in advance** by your EDUC 100 instructor, education advisor or Director of Teacher Education.

1.6 If you need to make changes to your plan after approval, those changes must be **reviewed and approved** by your education advisor or Director of Teacher Education.

1.7 **Transfer Students:** All transfer students must schedule a meeting with the **Director of Teacher Education** to review their service learning progress, determine their standing within the plan, and clarify expectations moving forward.

2.0 Optional: Supplemental Hours

2.1 You may choose to include up to **15 additional hours** of relevant service-related activities that were not part of your original plan.

To count these hours, please submit:

- A brief **summary** of the experience
- Supporting documentation (event program, flier, etc.)
- A **supervisor's signature** verifying your participation

**EDUCATION DEPARTMENT
SERVICE LEARNING APPROVAL FORM**

Candidate Name (Print): _____

Plan Evaluation:

- ☐ **Satisfactory**
☐ **Unsatisfactory**

Reviewed By: _____
Signature (EDUC 100 Instructor, Advisor, or Director of Teacher Education)

Date: _____

Agency Permission Section

This certifies that the following agency/organization:

Agency/Organization Name: _____ grants
permission for **Teacher Candidate:** _____ to complete
approved service learning activities at this location as part of WVUP's teacher education program
requirements.

Agency Representative Signature: _____

Title: _____

Date: _____

☐ **Typed service learning plan is attached.**

**West Virginia University Parkersburg
Education Department
Service Learning Time Sheet**

STUDENTS NAME: _____ **STUDENT ID:** _____

ORGANIZATION: _____ **SUPERVISOR:** _____

BEGINNING DATE: _____ **END DATE:** _____

| Mo/Day/Yr | Start & End Time | Total Time Each Day | Mo/Day/Yr | Start & End Time | Total Time Each Day |
|-------------------|-----------------------------|----------------------------|------------------|-----------------------------|----------------------------|
| <i>Ex. 5-1-13</i> | <i>2:00-3:30</i> | <i>1.5</i> | | | |
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Supervisor Signature:

Total Hours:

**West Virginia University Parkersburg
Education Department
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 Director of Teacher Education _____
Date _____

☐ **Typed summary of experience attached.**

Supervisor Signature: _____

Professional Development Documents

EDUCATION DEPARTMENT DOCUMENTATION OF PROFESSIONAL DEVELOPMENT 25 HOURS REQUIRED

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 Residency 1. Satisfactory completion will constitute one criterion for admission to Residency.

Procedure

- 1.0 The teacher candidate will be informed of the professional development requirement in Education 301.
- 2.0 A minimum of twenty-five (25) clock hours of professional development activities will be reflected in the Residency I Application required for admission.
 - 2.1 Professional development hours must be completed *after* formal admission to the elementary education program.
 - 2.2 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.
 - 2.3 Artifacts representing the completed professional development activities are to be included in the Application for Residency.

Required Professional Development Hours:

- Youth Mental Health First Aid Training – 6.5 Hours (EDUC 253)
- Handwriting Module – 4 Hours (EDUC 301)
- Safe Schools Modules- 8.5 Hours (EDUC 320)
- CAEP Family Engagement Module- 4 Hours

Approved Professional Development Opportunities: (Other professional development opportunities not on this list must be preapproved by the Director of Teacher Education with recommendation of your Academic Advisor.)

- 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.

| Title and Location of Activity | Description of Activity (provider, content, etc.) | Hours Completed | Evidence | Date Completed |
|---|--|------------------------|--------------------------------------|-----------------------|
| Introduced in EDUC 253 | Youth Mental Health First Aid | 6.5 | Certificate of Completion | |
| Introduced in EDUC 301 | Handwriting Correspondence Course | 4 | Certificate of Completion | |
| Introduced in EDUC 320 https://wcs-wv.safeschools.com/login | Safe Schools Modules | 8 | Certificates printed for all modules | |
| Self- Paced https://caep.learnupon.com/catalog | CAEP Family Engagement Modules | 4 | Certificates printed for all modules | |
| | | | | |
| | | | | |

Teacher Candidate Plan of Remediation
Education Department Plan of Remediation

Teacher Candidate: _____ Date: _____

Course: _____ Semester: _____

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

| Course Work | Dispositions |
|---|---|
| <input type="checkbox"/> Failure to follow policies and/or procedures <input type="checkbox"/> Poor performance in field experience <input type="checkbox"/> Performance, characteristics or behavior that are incompatible with expectations for success as a teacher <input type="checkbox"/> Lack of ability to use standard grammar in written and/or oral communication | <input type="checkbox"/> Respect <input type="checkbox"/> Responsiveness <input type="checkbox"/> Reflection <input type="checkbox"/> Collaboration <input type="checkbox"/> Commitment |
| Comments: | |

| Remediation Plan | | |
|--|-----------------|-------------------|
| Area(s) of Remediation | Student Actions | Date(s) to Review |
| | | |
| Follow-Up Meeting/Action: | | |

 Faculty Member's Signature

 Student's Signature

 Date

 Date

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

Students for whom such forms have been completed will be considered for interview by a panel of faculty prior to admission to the Teacher Education Program, Residency I, or Residency II.



WVU Parkersburg

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