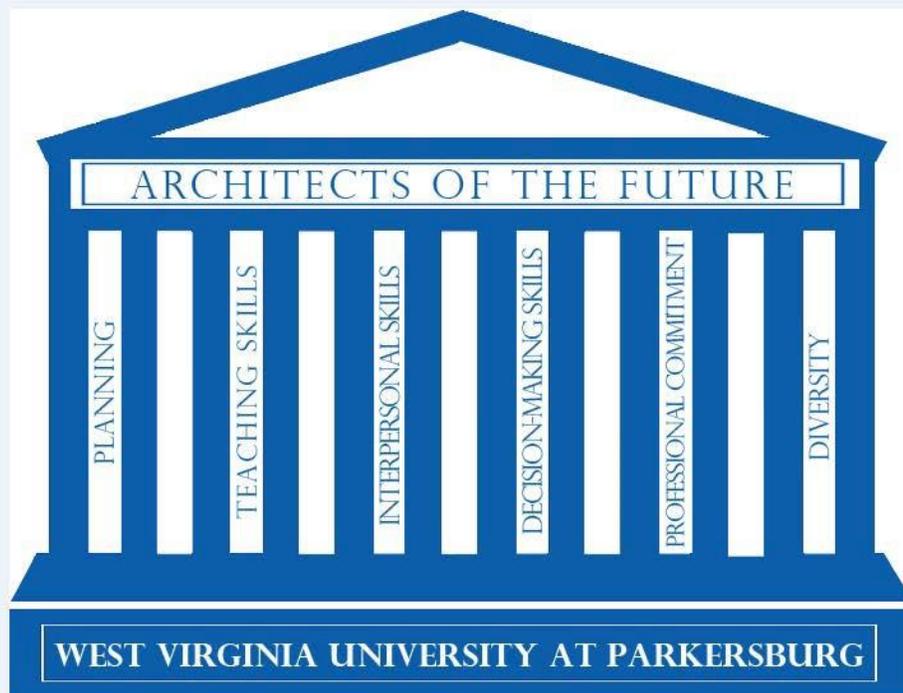


Teacher Education Handbook



Non-Residency 2020-2021

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Part I Overview

Introduction

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

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

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

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

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

Education Division

424-8314

david.lancaster@wvup.edu

debra.kafer@wvup.edu

Architects of the Future

Philosophical Framework

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

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

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

The Six Pillars of Architects of the Future Model are:

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

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

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

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

Teaching Skills - Organizing and conducting an effective lesson requires appropriate planning and knowledge of a variety of strategies, and assessment procedures for the delivery of instruction. The beginning of a lesson must capture the students' attention, stimulate recall of prerequisites, introduce the lesson objectives, and orient students to the lesson. Strategies used by teachers through the procedural portion of the lesson must establish and maintain an effective learning environment. Closure and a summary of key concepts need to be provided at the end of a lesson. Teachers also need to give attention to data analysis, time on task, wait time, clarity, and student engagement.

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

The opportunity to demonstrate mastery of teaching skills and the incorporation of 21st century learning comes during student teaching. Discipline specific approaches to instruction from instructional strategies courses combine with general methods, for example cooperative learning and small group instruction, from the professional development school experience to compose a broad instructional repertoire. Regular feedback from university supervisors and school-based supervisors nurture teaching skills.

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

Progress through the program provides teacher candidates with frequent opportunities to interact with administrators, teachers, and other professional staff. Collaboration and/or co-teaching increases skill in perspective taking and helps to develop other social skills necessary for effective communication.

Experience during student teaching in Individualized Education Plan (IEP) conferences and Student Assistant Teams (SAT) experiences underscore the importance of professional interaction with peers and team members. Interviewing skills are honed during the seminar and practiced at a career fair during interviews with potential employers.

Decision-Making Skills - Teachers make decisions as they plan, implement, and evaluate instruction. The process of decision-making involves choices to arrive at solutions which end uncertainty. Decisions made at each point lay the foundation for decisions-making on subsequent issues. As teachers become more experienced, they rely more on the process of reflection. In the process of reflective teaching, teacher candidates reflect upon and evaluate the success of past decisions in an effort to make better decisions in the future. John Dewey is often cited as a supporter of the reflection model of decision-making which involves active, persistent, and careful consideration of classroom practices. Being a reflective decision-maker involves constant self-analysis of one's traits and behaviors in relation to the events that take place in the classroom.

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

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

Commitment is assessed and nurtured as teacher candidates advance toward program

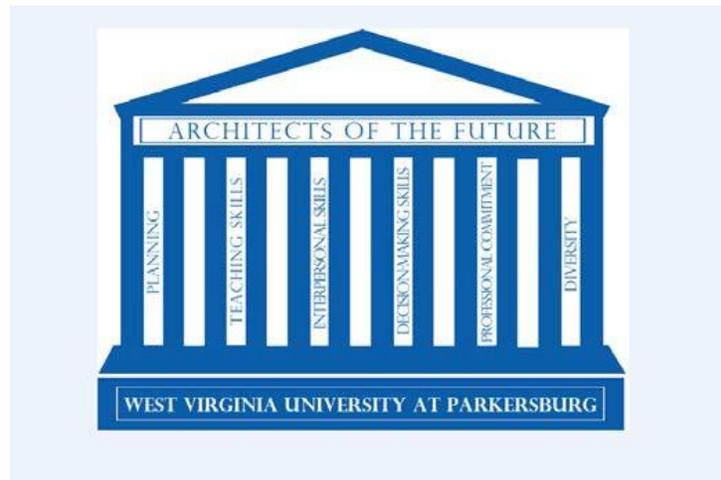
completion. Practica in professional development schools is demanding and requires much commitment on the part of the teacher candidate. These experiences give teacher candidates access to student information which requires good judgment in its use. Joint professional development in these experiences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

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

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

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

- *Field Experience Performance Assessments*
- *Professional Education Admission to Program Performance Assessment*
- *Professional Education Admission to Student Teaching Performance Assessment*



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Mission Statement

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

West Virginia University Parkersburg Education Program Goals

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

The education program at WVU Parkersburg is dedicated to achieving the following goals which form the program's philosophical framework.

By graduation:

1. Teacher candidates will demonstrate effective planning skills.
2. Teacher candidates will demonstrate effective teaching skills.
3. Teacher candidates will demonstrate effective interpersonal skills.
4. Teacher candidates will demonstrate effective decision-making skills.
5. Teacher candidates will demonstrate professional commitment to their

students, their discipline, their profession, their community.

6. Teacher candidates will demonstrate the ability to meet the needs of diverse learners

Program Overview

Bachelor of Arts: Elementary Education

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

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

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

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

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

Programs of Study

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

ACADEMIC MAP

Elementary Education, B.A.



Semester 1

COURSE	CREDIT HOURS	SIGNIFICANCE
ENGL 101 — COMPOSITION 1	3	◆
MATH 121 — INTRODUCTION TO MATHEMATICS	3	◆
COMM 111 — FUNDAMENTALS OF SPEECH	3	◆
HIST 152 — U.S. HISTORY THROUGH THE CIVIL WAR	3	
EDUC 100 — INTRODUCTION TO EDUCATION (COLLEGE 101 EMBEDDED IN EDUC 100)	3	◆
TOTAL	15	



The **Bachelor of Arts in Elementary Education** prepares students for teaching in the elementary classroom in grades kindergarten to sixth grade. Completion of the program of study provides eligibility to apply for certification in the state of West Virginia.



FIELD EXPERIENCE AND/OR CLINICAL COURSES

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

GRADUATION REQUIREMENTS

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

APPLICATIONS TO PROGRAM AND STUDENT TEACHING DUE MARCH 1st AND OCTOBER 1st.

Semester 2

COURSE	CREDIT HOURS	SIGNIFICANCE
PSYC 241 — INTRO TO HUMAN DEVELOPMENT	3	◆
ENGL 102 — COMPOSITION 2	3	◆
MATH 126 — COLLEGE ALGEBRA	3	
HIST 153 — U.S. HISTORY RECONSTRUCTION TO PRESENT	3	
BIOL 101 — GENERAL BIOLOGY 1	3	
BIOL 103 — GENERAL BIOLOGY 1 LAB	1	
TOTAL	16	



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

ADMISSION TO PROGRAM

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

Semester 3

COURSE	CREDIT HOURS	SIGNIFICANCE
MATH 211 — STATISTICS	3	
ENGL 131 OR ENGL 132 — TYPES OF LITERATURE 1 OR 2	3	
BIOL 102 — GENERAL BIOLOGY 2	3	
BIOL 104 — GENERAL BIOLOGY 2 LAB	1	
EDUC 200 — INTRO TO EXCEPTIONAL CHILDREN	3	◆
EDUC 108 — EDUCATIONAL TECHNOLOGY	3	◆
TOTAL	16	

Semester 4

COURSE	CREDIT HOURS	SIGNIFICANCE
ENGL 403 — CHILDREN'S LITERATURE	3	
GEOG 102 — WORLD GEOGRAPHY	3	
ART 101, MUSI 170, THEA 101 APPRECIATION	3	
EDUC 300 — THEORIES OF LEARNING	3	◆
PSCI 101/101L — FUNDAMENTALS OF PHYSICAL SCIENCE	4	
TOTAL	16	

2018-2019

your ACADEMIC MAP

Elementary Education B.A.



Semester 5

COURSE	CREDIT HOURS	SIGNIFICANCE
HIST 250 — WV AND THE APPALACHIAN REGION	3	
ENGL 241 OR ENGL 242 — AMERICAN LITERATURE 1 OR 2	3	
EDUC 301 — LANGUAGE ARTS FOR TEACHERS	3	★
EDUC 310 — DIVERSITY IN EDUCATION	3	★
EDUC 306 — INSTRUCTIONAL STRATEGIES IN HEALTH & PE	3	★
TOTAL	15	



These courses require full admission to the education program.

EDUCATION 301

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

CRIMINAL BACKGROUND INVESTIGATION

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

EDUCATION 401

EDUC 401 must be taken the semester before student teaching.

ADMISSION TO STUDENT TEACHING

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

Semester 6

COURSE	CREDIT HOURS	SIGNIFICANCE
EDUC 303 — TEACHING READING K-6	3	★
EDUC 304 — INSTRUCTIONAL STRATEGIES IN MATH	3	★
EDUC 305 — INSTRUCTIONAL STRATEGIES IN SCIENCE	3	★
EDUC 330 — CLASSROOM MANAGEMENT	3	★
EDUC 330L — CLASSROOM MANAGEMENT PRACTICUM	0	★
EDUC 320 — EDUCATIONAL ASSESSMENT	3	★
TOTAL	15	

Semester 7

COURSE	CREDIT HOURS	SIGNIFICANCE
EDUC 315 — ART STRATEGIES	3	★
EDUC 316 — MUSIC STRATEGIES	3	★
EDUC 412 — DIAGNOSTIC AND PRESCRIPTIVE READING	3	★
EDUC 412L — DIAGNOSTIC AND PRESCRIPTIVE READING LAB	0	★
EDUC 401 — EARLY/MIDDLE CHILDHOOD CURRICULUM	3	★
EDUC 401L — CURRICULUM PRACTICUM	0	★
EDUC 314 — INSTRUCTIONAL STRATEGIES IN SOCIAL SCIENCE	3	★
TOTAL	15	



CAPSTONE COURSE

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

Semester 8

COURSE	CREDIT HOURS	SIGNIFICANCE
EDUC 404 — STUDENT TEACHING — PRIMARY	5	Capstone ★
EDUC 408 — STUDENT TEACHING — INTERMEDIATE	5	★
EDUC 410 — STUDENT TEACHING SEMINAR	2	
TOTAL	12	



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

TOTAL HOURS FOR DEGREE

120

2017-2018

Specialization Curriculum

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

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

Course Number and Title

Credit Hours

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	2 hours
EDUC 406◇	Student Teaching in Middle School Math	5 hours
TOTAL HOURS		31 hours

TESTING REQUIREMENT FOR GENERAL MATH: All candidates completing this specialization are required to pass the Principles of Learning and Teaching Test for grades K-6 (test code 5622) and the PRAXIS II Exam Middle School Mathematics (test code 5169).

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

General Science 5-9 Specialization+

Course Number and Title

Credit Hours

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◇	Student Teaching Middle School Science	5 hours
TOTAL HOURS		39 hours

TESTING REQUIREMENT FOR GENERAL SCIENCE: All candidates completing this specialization are required to pass the Principles of Learning and Teaching Test for grades K-6 (test code 5622) and the PRAXIS II Exam Middle School Science (test code 5440).

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

English 5-9 Specialization+

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◇	Student Teaching in Middle School English	5 hours
TOTAL HOURS		35 hours

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

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

Social Studies 5-9 Specialization+

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◇	Student Teaching in Middle School Social Studies	5 hours
TOTAL HOURS		40 hours

TESTING REQUIREMENTS FOR SOCIAL STUDIES: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (test code 5622) and 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

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◇	Student Teaching—Early Education 5 hours
TOTAL HOURS	25 hours

TESTING REQUIREMENTS FOR EARLY EDUCATION: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (Test Code 5622) and the Praxis II Exam Early Education (Test Code 5531).

**Elementary Education (K-6) Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

Organizational Framework

Provost & Executive Vice President, Academic & Student Affairs

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

Division of Education Chair

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

Coordinator of Teacher Education

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

Field Placement Coordinator

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

Assessment Coordinator

The assessment coordinator works closely with the LiveText coordinator to track and monitor data. The coordinator facilitates fall and spring assessment meetings and monitors the continuous improvement chart. The coordinator attends CAEP meetings and conferences and participates in CAEP webinars. The coordinator is instrumental in

preparing accreditation reports. The coordinator keeps current on WVDE policies and their effect on the program.

Faculty

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

Certification Analyst

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

Administrative Assistant

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

Livetext Coordinator

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

Partnerships Education Center Coordinator

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

Professional Development Schools Liaison

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

SNAP-ED Coordinators

The SNAP-ED coordinators administrate all activities related to the SNAP-ED grant. Activities include writing any required reports, monitoring the budget, communication with schools and SNAP-ED representatives, administrating mini-grants, and planning all SNAP-ED events.

Teacher Education Review Panel

The Teacher Education Review Panel (TERP) is comprised of the EPP's chair and faculty, an adjunct faculty member, Advisory Council of Teachers representative and the certification analyst. The TERP meets each semester to admit candidates to program and to student teaching. The certification analyst facilitates this meeting and has checked to be sure all candidates are ready to continue.

Organizations and Programs Connecting the EPP with the College and Community

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

Professional Development Partnership

The partnership includes 21 schools in a six-county region. Seven of those schools are considered Professional Development Schools (PDS) while the remaining schools are considered partner schools. Specific upper level education courses are taught at PDS schools. Each school has a representative on the Advisory Council of Teachers. Placements for pre-admission education courses and student teaching are in any of the schools in the partnership.

Educational Program Provider Advisory Council (EPPAC)

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

Partnership Advisory Council (PAC)

The purpose of the Partnership Advisory Council (PAC) is to work in conjunction with the principals and curriculum directors to ensure that effective partnerships and high-quality clinical practice are central to preparation of teacher candidates. Each partnership school's principal and the six county curriculum directors are members of the PAC. The PAC helps to arrange clinical placements and shares responsibility with the EPP for continuous improvement of candidate preparation. Memoranda of Understanding are in place with each partnership school with common expectations by all stake holders. A meeting is held each semester.

Advisory Council of Teachers (ACT)

The Advisory Council of Teachers (ACT) is comprised of one representative from each of the partner schools that “house exclusively” a course in the education program at WVU at Parkersburg. Members of the Advisory Council of Teachers assist in the following areas:

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

Alumni Advisory Council (AAC)

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

Student Organizations

WVU at Parkersburg offers multiple extracurricular organizations for students to develop leadership skills. One of these organizations are 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 and national program objective standards. All educator preparation programs in WV are aligned with the WV Professional Teaching. These standards are based on the work of Linda Darling-Hammond and John Bransford, in *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do (2005)*, the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards (NBPTS), the International Society for Technology in Education (ISTE) standards as well as other states' standards and West Virginia's Frameworks for High Performing 21st Century Classrooms, Schools and School Systems. West Virginia's standards were also based on the work of Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching (2007)*.

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

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

West Virginia Professional Teaching Standards

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

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

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

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

Function 1A: Core Content – *The teacher has a deep knowledge of the content and its 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 student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.*

Function 1E: Student Assessments – *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

Standard 2: The Learner and the Learning Environment

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

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

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

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

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

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

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

Standard 3: Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to

inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals.

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

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

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

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

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

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

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

Standard 4: Professional Responsibilities for Self-Renewal

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

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

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

Function 4C: Reflection on Practice – *The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.*

Function 4D: Professional Contribution – *The teacher contributes to the effectiveness, vitality,*

and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.

Standard 5: Professional Responsibilities for School and Community

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

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

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

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

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

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

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

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

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

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

Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.

The INTASC Model Core Teaching Standard (April 2011)

Standard #1: Learner Development

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

Standard #2 Learning Differences

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

Standard #3: Learning Environments

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

Content Knowledge

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

International Society for Technology in Education

ISTE 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.

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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.

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Council for the Accreditation of Educator Preparation Standards (CAEP)

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

Candidate Knowledge, Skills, and Professional Dispositions

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

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

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

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

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

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

Partnerships for Clinical Preparation

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

Clinical Educators

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

continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

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

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

Plan for Recruitment of Diverse Candidates Who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

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

Additional Selectivity Factors

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

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to

indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection at Completion

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

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

Standard 4: Program Impact The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

Satisfaction of Completers

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

Standard 5: Provider Quality Assurance and Continuous Improvement The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.

Evidence demonstrates that the provider satisfies all CAEP standards.

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

Continuous Improvement

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

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

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

CAEP 2018 ELEMENTARY EDUCATION STANDARDS

Standard 1 Understanding and Addressing Each Child’s Developmental and Learning Needs

1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

Standard 2 Understanding and Applying Content and Curricular Knowledge for Teaching

2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

2.c – Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

Standard 3 – Assessing, Planning, and Designing Contexts for Learning

3.a – Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.

3.b – Candidates use assessment results to improve instruction and monitor learning.

3.c – Candidates plan instruction including goals, materials, learning activities and assessments.

3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.

3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

Standard 4 Supporting Each Child’s Learning Using Effective Instruction

4.a – Candidates use a variety of instructional practices that support the learning of every child.

4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

4.c – Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

4.d – Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.

4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

Standard 5 Developing as a Professional

5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.

5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

5.c – Candidates participate in peer and professional learning communities to enhance student learning.

Dispositions

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

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

Disposition 1: Respect

Element 1.1 – The teacher candidate respects learners. (InTASC Dispositions 1j, 2l, 2n)

Element 1.2 – The teacher candidate respects others. (InTASC Dispositions 3q, 3r, 8q)

Element 1.3 – The teacher candidate respects learning. (InTASC Dispositions 3o, 5r)

Element 1.4 – The teacher candidate respects diversity. (InTASC Dispositions 1h, 2m, 7n)

Disposition 2: Responsiveness

Element 2.1 – The teacher candidate is responsive to learners' needs. (InTASC Dispositions 3p, 5s)

Element 2.2 – The teacher candidate is responsive during teaching. (InTASC Dispositions 7q, 8p, 8s)

Element 2.3 – The teacher candidate is responsive to the use of assessment techniques. (InTASC Dispositions 1i, 6r, 6u)

Disposition 3: Reflection

Element 3.1 – The teacher candidate reflects on his/her biases. (InTASC Dispositions 4q, 9m)

Element 3.2 – The teacher candidate reflects on his/her teaching practices. (InTASC Dispositions 9l)

Element 3.3 – The teacher candidate reflects on his/her application of content knowledge. (InTASC Dispositions 4o, 4p, 5q)

Element 3.4 – The teacher candidate reflects on the need for lifelong learning. (InTASC Dispositions 9n, 10t)

Disposition 4: Collaboration

Element 4.1 – The teacher candidate values collaboration with learners. ((InTASC Dispositions 3n, 6q)

Element 4.2 – The teacher candidate values collaboration with colleagues. (InTASC Dispositions 1k, 7o)

Element 4.3 – The teacher candidate values collaboration with families. (InTASC Dispositions 3n, 10q)

Disposition 5: Commitment

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

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

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

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

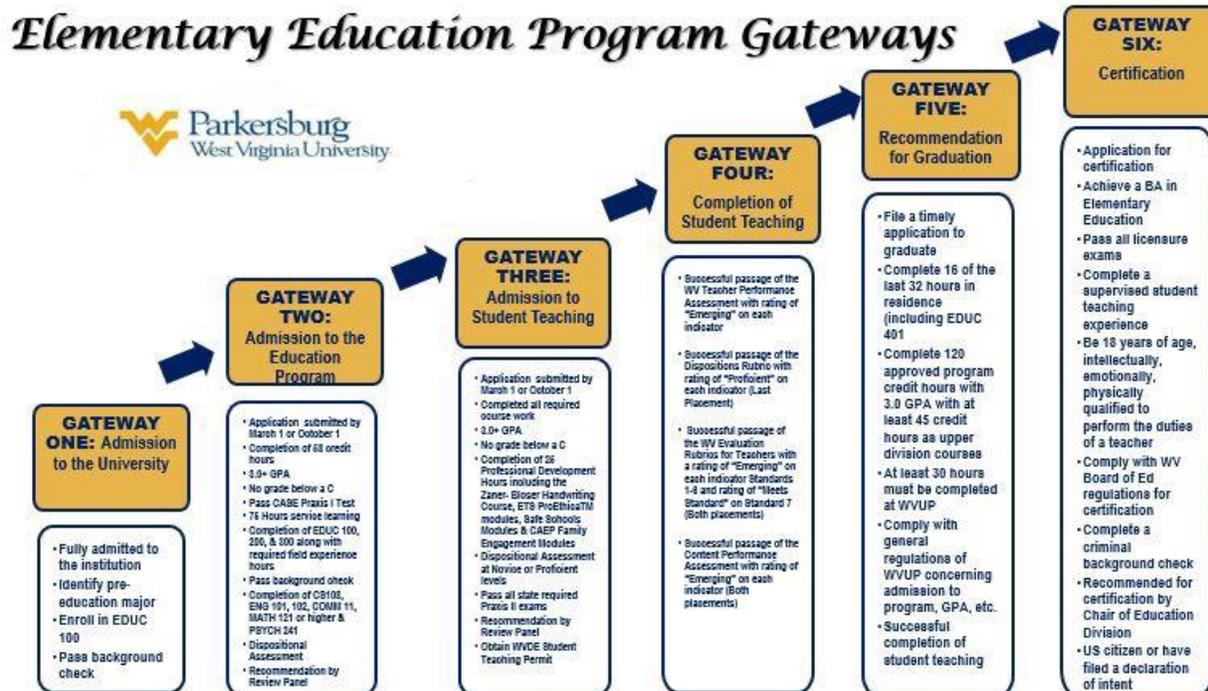
Element 5.5 – The teacher candidate is committed to strengthening the profession. (InTASC Dispositions 9o, 10p, 10s)

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

Part II Program Gateways

Candidates in the EPP are assessed at several points as they transition through their programs of study. Transition gateways are the following: Admission to the University, Admission to the Education Program, Admission to Student Teaching, Graduation, and Certification. The following chart lists requirements of each gateway.

I. PROCEDURES FOR MONITORING CANDIDATE'S PROGRESS



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

A. Procedures for Monitoring Candidates' Progress

Gateway 1: Admission to the University

- 1) The student applies to the WVU at Parkersburg's Office of Admissions. Upon acceptance, the Records Office identifies the student as a pre-education major.
- 2) Pre-Education majors are assigned an EPP advisor and are advised to follow the elementary education GPS or course of study. (See Appendix D). After the initial registration upon entry to the university, pre-education majors must be formally advised twice a year.
- 3) The candidate is advised to take EDUC 100 Introduction to Education during their first semester and must receive a C or higher in the course. Candidates are introduced to the *Teacher Education Handbook*, the Dispositions Rubric and all facets of the education program including writing their plan for service learning hours that will be completed before admission to the program.
- 4) The candidate must also pass a background check for EDUC 100 and maintain a 3.0

GPA with no grade below a C.

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

Gateway 2: Admission and Retention to the Education Program

- 1) Candidates must submit an application prior by March 1 or October 1, the semester they want to apply.
- 2) To be admitted, candidates must have:
 - Completed 58 credit hours
 - Achieved a 3.0 GPA in three areas: overall GPA, courses with an EDUC prefix, and in all courses listed on the GPS with no grade below a C
 - Passed the CASE Praxis Tests
 - Completed 75 hours of service learning
 - Completed EDUC 100, 200, and 300 including 20 hours of field experience with each course
 - Passed a background check
 - Completed EDUC 108 Educational Technology, ENG 101 and 102 Composition 1 and 2, COMM 111 Basic Speech, MATH 121 Introduction to Math or higher and PSYCH 241 Human Growth and Development with a C or higher
 - Dispositional Assessment completed with a rating of “novice” or higher on each indicator
 - Recommendation by the Teacher Review Panel after viewing Admission to Program Performance Assessment
- 3) The Certification Analyst verifies the satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel for formal admission into the education program as an education major.
- 4) The Certification Analyst sends each applicant a letter informing the applicant of their status.
- 5) Letters of Acceptance into the Education Program are mailed to the candidates. Letters of denial are mailed to those who did not meet the requirements specifying which requirements need to be met and advising them to schedule a meeting with the chair of the Education Division. Candidates that are not admitted, are not allowed to take any upper-level classes with an EDUC prefix.
- 6) Candidate information is updated in their file in the division office, in the certification analyst’s database and in Banner.

Gateway 3: Admission to Student Teaching

- 1) Candidates must submit an application prior by March 1 or October 1, the semester they want to apply.
- 2) To be admitted, candidates must have:
 - Completed all coursework
 - Achieved a 3.0 GPA in three areas: overall GPA, courses with an EDUC prefix, and in all courses listed on the GPS with no grade below a C
 - Passed all state required Praxis tests
 - Completed 25 professional development hours including the Zaner-Bloser Handwriting course, ETS ProEthica modules, CAEP Family Engagement modules, and Safe Schools modules

- Dispositional Assessment completed with a rating of “novice or proficient” or higher on each indicator
 - Recommendation by the Teacher Review Panel after viewing Admission to Student Teaching Performance Assessment
 - Obtained WV Department of Education Student Teaching Permit
- 3) If a candidate wants to complete one of the specializations, the candidate must have:
 - Passed all state required Praxis tests
 - Achieved a 3.0 GPA in all courses required for the specialization with no grade below a C.
 - 4) The Certification Analyst verifies the satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel for formal admission into student teaching.
 - 5) The Certification Analyst sends each applicant a letter informing the applicant of their status.
 - 6) Letters of Acceptance into student teaching are mailed to the candidates. Letters of denial are mailed to those who did not meet the requirements specifying which requirements need to be met and advising them to schedule a meeting with the chair of the Education Division. Candidates that are not admitted, are not allowed to student teach.
 - 7) Candidate information is updated in their file in the division office, in the certification analyst’s database and in Banner.
 - 8) All Student Teaching Permit paperwork is submitted by the certification analyst.

Gateway 4: Graduation and Certification

- 1) Candidate’s progress during student teaching is continually monitored and assessed by the university-based supervisor and school-based supervisor for required completion of outcomes as assessed by Disposition Assessment, the West Virginia Evaluation Rubrics for Teachers, the Content Performance Assessment and the WV Teacher Performance Assessment submission.
- 2) The Certification Analyst verifies the completion of all requirements for student teaching by auditing all files for required forms and assessment data. These files are maintained in the Certification Analyst database and Livetext.
- 3) Any candidate that does not receive a rating of “Proficient” on every indicator on the Dispositions assessment and a rating of “Emerging” on every indicator of the West Virginia Evaluation Rubrics for Teachers and Content Performance Assessments and the West Virginia Performance Assessment will not pass that student teaching placement.

Gateway 5: Recommendation for Graduation

- 1) The candidate submits to the Records Office, a Graduation Application the semester prior to graduation.
- 2) Sixteen of the last thirty-two hours must be completed in residence including EDUC 401L.
- 3) The candidate must have completed 120 approved program credit hours with a 3.0 GPA with at least 45 credit hours as upper division courses.
- 4) The candidate must have completed at least 30 hours at WVUP.

- 5) All general regulations for graduation at WVUP must be met.
- 6) Student teaching must have been successfully completed.

Gateway 6: Recommendation for Certification

- 1) The graduate submits an application for certification.
- 2) All licensure tests must have been passed.
- 3) The graduate must:
 - Have earned a BA in Elementary Education.
 - Have completed a supervised student teaching experience.
 - Be 18 years of age, and intellectually, emotionally, physically qualified to perform the duties of a teacher.
 - Comply with WV Board of Education regulations for certification.
 - Have passed a criminal background check.
 - Be recommended for certification by Chair of Education Division.
 - Be a US citizen or have filed a declaration of intent to be a citizen.
 - Have completed an application along with a signed Verification of Program Completion is submitted to West Virginia Department of Education.

Part III Dispositions and Remediation

Dispositions

Procedures and Policies

The dispositions assessment is used throughout the educational program to assist the candidate in understanding the critical dispositions that will support their efforts to be effective educators. These dispositions are based on the INTASC Critical Dispositions Indicators.

Implementing the Dispositions Assessment Prior to Admission to Program

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

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

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

Implementing the Dispositions Assessment After Admission to Program

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

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

The Teacher Education Review Panel will review the *Dispositions Rubric* completed by the university-based supervisor of EDUC 401 and the candidate. A Plan of Remediation may result in an “Opportunity for Improvement” on the *Dispositions Rubric*. An “Opportunity for Improvement” on the rubric will result in a Plan of Remediation. A Plan of Remediation that is not met will result in candidate taking EDUC 350 Special Practicum in Teaching during the following semester. The deficient dispositional areas will need to be remediated within that semester. The university-based supervisor of EDUC 350 will complete the *Dispositions Rubric* at the completion of EDUC 350 and record the scores for

each candidate in LiveText. All candidates should score the rating of “Novice” or “Proficient” by Admission to Student Teaching on all indicators. If deficiencies are not remediated in EDUC 350, the decision to admit to student teaching is at the discretion of the chair and the Teacher Education Review Panel.

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

Remediation and Appeal

Candidates receiving one “Opportunity for Improvement” in any professional disposition may not be allowed admission or may not be allowed to progress through the program. Candidates will be notified of deficiencies by the Chair of the Education Division and a Plan of Remediation form will be completed. Deficiencies exhibited during student teaching will be addressed with a Plan of Remediation and subsequent Student Teacher Assistance Team Meeting if needed. Candidates who receive two or more “Opportunity for Improvement” ratings will complete a Plan of Remediation for each deficient area with the Chair of the Education Division and the evaluator. This plan will provide guidance for improvement and remediation of the deficient dispositions. If the disposition deficiency is not remediated, the candidate may not be allowed to progress through the program. A candidate denied progression in the program has the right to file an appeal with the Vice President of Student and Academic Affairs.

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 instructor's <i>Dispositions Rubric</i> scores and candidate's scores	Teacher Education Review Panel
EDUC 401	Completes the <i>Dispositions Rubric</i> and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Student Teaching	EDUC 401 Instructor
Admission to Student Teaching	Completes the <i>Dispositions Rubric</i> and submits it with Admission to Student Teaching Application packet	Candidate
	Reviews EDUC 401 instructor's <i>Dispositions Rubric</i> scores and candidate's scores	Teacher Education Review Panel
Second Student Teaching Placement	Completes the <i>Dispositions Rubric</i> , discusses with candidate and submits scores in LiveText	Second Placement Student Teacher University-Based Supervisor
EDUC 350 Special Practicum in Teaching (Only completed here if a student is placed in this remediation course)	Completes the <i>Dispositions Rubric</i> and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Student Teaching or continuation in Student Teaching depending on point of remediation	University-Based Supervisor

Candidate Name: _____ Date: _____

Person Completing Rubric: _____

- Check One: Self Course Instructor Student Teaching Supervisor
 Check One: EDUC 300 EDUC 401 Student Teaching

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

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

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

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

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

DISPOSITION 1: Respect			
ELEMENT 1.1: The teacher candidate respects learners. InTASC Dispositions 1j, 2l, 2n			
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 respectfully using a variety of forms of communication. ____ Fosters respectful communication among all members of the learning community.	The teacher candidate: ____ Observes and listens in a thoughtful and responsive way. ____ Communicates respectfully using a variety of forms of communication.	The teacher candidate: ____ Observes and listens in a thoughtful and responsive way.	The teacher candidate: ____ Demonstrates a lack of respect for others.
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: <input type="checkbox"/> Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. <input type="checkbox"/> Uses this understanding when planning instruction. <input type="checkbox"/> Consistently differentiates instruction based on diverse needs.	The teacher candidate: <input type="checkbox"/> Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. <input type="checkbox"/> Uses this understanding when planning instruction.	The teacher candidate: <input type="checkbox"/> Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate: <input type="checkbox"/> 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 3	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: <input type="checkbox"/> Demonstrates flexibility by adapting to new situations specifically with respect to learners <input type="checkbox"/> Commits to supporting learners as they engage in purposeful learning. <input type="checkbox"/> Values flexible learning environments that encourage learner discovery and expression across content areas.	The teacher candidate: <input type="checkbox"/> Demonstrates flexibility by adapting to new situations specifically with respect to learners <input type="checkbox"/> Commits to supporting learners as they engage in purposeful learning.	The teacher candidate: <input type="checkbox"/> Demonstrates flexibility by adapting to new situations specifically with respect to learners.	The teacher candidate: <input type="checkbox"/> Does not demonstrate flexibility or 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: <input type="checkbox"/> Values flexibility in the teaching process. <input type="checkbox"/> Demonstrates a belief that plans must be open to adjustment based on learners' needs. <input type="checkbox"/> Adjusts instruction based on changing circumstances and/or teachable moments.	The teacher candidate: <input type="checkbox"/> Values flexibility in the teaching process. <input type="checkbox"/> Demonstrates a belief that plans must be open to adjustment based on learners' needs and/or assessment results.	The teacher candidate: <input type="checkbox"/> Values flexibility in the teaching process.	The teacher candidate: <input type="checkbox"/> 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: <input type="checkbox"/> Takes responsibility for aligning assessment with learning goals. <input type="checkbox"/> Commits to using learners' strengths as opportunities for growth, and their misconceptions as opportunities for learning. <input type="checkbox"/> Commits to making accommodations in assessment and testing conditions, especially for learners with disabilities.	The teacher candidate: <input type="checkbox"/> Takes responsibility for aligning assessment with learning goals. <input type="checkbox"/> Commits to using learners' strengths as opportunities for growth, and their misconceptions as opportunities for learning.	The teacher candidate: <input type="checkbox"/> Takes responsibility for aligning assessment with learning goals.	The teacher candidate: <input type="checkbox"/> 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
The teacher candidate:	The teacher candidate:	The teacher candidate:	The teacher candidate:

<input type="checkbox"/> Commits to deepening understanding of his/her own frames of reference and potential biases in these frames. <input type="checkbox"/> Recognizes his/her potential biases and their impact on learners and their families <input type="checkbox"/> Recognizes potential biases in his/her representation of the discipline and seeks to address the ramifications.	<input type="checkbox"/> Commits to deepening understanding of his/her own frames of reference and potential biases in these frames. <input type="checkbox"/> Recognizes his/her potential biases and their impact on learners and their families.	<input type="checkbox"/> Commits to deepening understanding of his/her own frames of reference and the potential bias in these frames.	<input type="checkbox"/> Does not commit to understanding his/her potential of bias
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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
The teacher candidate: <input type="checkbox"/> Reflects on his/her teaching practices or the teaching practices of others. <input type="checkbox"/> Analyzes his/her teaching practices to improve planning and practice. <input type="checkbox"/> Acts on analysis of teaching to improve planning and practice.	The teacher candidate: <input type="checkbox"/> Reflects on his/her teaching practices or the teaching practices of others. <input type="checkbox"/> Analyzes his/her teaching practices to improve planning and practice.	The teacher candidate: <input type="checkbox"/> Reflects on his/her teaching practices or the teaching practices of others through description.	The teacher candidate: <input type="checkbox"/> Does not reflect on teaching practices.

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
The teacher candidate: <input type="checkbox"/> Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. <input type="checkbox"/> Explores how to use disciplinary knowledge as a lens to address local and/or global issues. <input type="checkbox"/> Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	The teacher candidate: <input type="checkbox"/> Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. <input type="checkbox"/> Explores how to use disciplinary knowledge as a lens to address local and/or global issues.	The teacher candidate: <input type="checkbox"/> Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving.	The teacher candidate: <input type="checkbox"/> Believes content knowledge is a fixed body of knowledge

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: <input type="checkbox"/> Embraces the challenge of continuous improvement and change. <input type="checkbox"/> Keeps abreast of new ideas and understanding in the field. <input type="checkbox"/> Continuously seeks opportunities to draw upon current education policy and research and reflects to improve practice.	The teacher candidate: <input type="checkbox"/> Embraces the challenge of continuous improvement and change. <input type="checkbox"/> Keeps abreast of new ideas and understanding in the field.	The teacher candidate: <input type="checkbox"/> Embraces the challenge of continuous improvement and change.	The teacher candidate: <input type="checkbox"/> 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:	The teacher candidate:	The teacher candidate:	The teacher candidate:

<input type="checkbox"/> Demonstrates the ability to solve problems with their own classmates. <input type="checkbox"/> Seeks to work with learners in meeting challenging goals. <input type="checkbox"/> Seeks to develop each learners' capacity to communicate about their own learning.	<input type="checkbox"/> Demonstrates the ability to solve problems with their own classmates. <input type="checkbox"/> Seeks to work with learners in meeting challenging goals.	<input type="checkbox"/> Demonstrates the ability to solve problems with their own classmates.	<input type="checkbox"/> 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: <input type="checkbox"/> Demonstrates a willingness to use input from others. <input type="checkbox"/> Works together with colleagues to meet challenging goals. <input type="checkbox"/> Takes the initiative to develop her/her own skills through interactions with colleagues that enhance practice and support learning.	The teacher candidate: <input type="checkbox"/> Demonstrates a willingness to use input from others. <input type="checkbox"/> Works together with colleagues to meet challenging goals	The teacher candidate: <input type="checkbox"/> Demonstrates a willingness to use input from others.	The teacher candidate: <input type="checkbox"/> 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: <input type="checkbox"/> Demonstrates a respect for differences in families. <input type="checkbox"/> Seeks to work together with families to create a positive learning environment. <input type="checkbox"/> Takes the initiative to collaborate with families to meet challenging goals.	The teacher candidate: <input type="checkbox"/> Demonstrates a respect for differences in families. <input type="checkbox"/> Seeks to work together with families to create a positive learning environment.	The teacher candidate: <input type="checkbox"/> Demonstrates a respect for differences in families.	The teacher candidate: <input type="checkbox"/> 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: <input type="checkbox"/> Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning. <input type="checkbox"/> Takes professional responsibility to use short-term planning as a means of assuring student learning. <input type="checkbox"/> Takes professional responsibility to use long-term planning as a means of assuring student learning.	The teacher candidate: <input type="checkbox"/> Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning. <input type="checkbox"/> Takes professional responsibility to use short-term planning as a means of assuring student learning.	The teacher candidate: <input type="checkbox"/> Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning.	The teacher candidate: <input type="checkbox"/> Displays a lack of commitment to planning by not being prepared
ELEMENT 5.2: The teacher candidate is committed to improving student learning through mastery of content. InTASC Dispositions 4r, 5q			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: <input type="checkbox"/> Displays a commitment to work toward his/her own mastery of disciplinary content and skills <input type="checkbox"/> Displays a commitment to work towards learners' mastery of	The teacher candidate: <input type="checkbox"/> Displays a commitment to work toward his/her own mastery of disciplinary content and skills <input type="checkbox"/> Displays a commitment to work towards learners' mastery of	The teacher candidate: <input type="checkbox"/> Displays a commitment to work toward his/her own mastery of disciplinary content and skills	The teacher candidate: <input type="checkbox"/> Displays a lack of commitment toward their own mastery of disciplinary

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.	disciplinary content and skills.		content and skills
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
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.	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.	The teacher candidate: ____ Displays a commitment to becoming competent with instructional skills.	The teacher candidate: ____ Displays a lack of interest and enthusiasm in the teaching profession.
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
The teacher candidate: ____ Displays a commitment to becoming competent with the appropriate use of technology. ____ Demonstrates a commitment to using technology during instruction. ____ Demonstrates a commitment to using technology to assist with assessment.	The teacher candidate: ____ Displays a commitment to becoming competent with the appropriate use of technology. ____ Demonstrates a commitment to using technology during instruction.	The teacher candidate: ____ Displays a commitment to becoming competent with the appropriate use of technology.	The teacher candidate: ____ Displays a lack of interest and/or a fear in the use of technology.
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
The teacher candidate: ____ Displays a commitment to understanding the expectations of the profession and code of ethics. ____ Displays a commitment to strengthening the profession by displaying an understanding of relevant law and policy. ____ Shares responsibility for shaping and supporting of mission of his/her school as one of advocacy for learners and accountability for their success.	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.	The teacher candidate: ____ Displays a commitment to understanding the expectations of the profession and code of ethics.	The teacher candidate: ____ Displays a lack of commitment to understanding the expectations of the profession.
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
The teacher candidate projects a professional image by meeting the proficiencies under “Novice”, “Proficient”, AND ____ By demonstrating a commitment to	The teacher candidate projects a professional image by meeting the proficiencies under “Novice” AND exhibits sound judgement in the following areas:	The teacher candidate projects a professional image by consistently demonstrating proficiencies in the following areas:	The teacher candidate projects a lack of professionalism by showing deficiencies in one or more of the

developing a culture of professionalism in all areas with his/her colleagues	<input type="checkbox"/> Integrity <input type="checkbox"/> Problem-solving <input type="checkbox"/> Tolerance <input type="checkbox"/> Confidentiality	<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	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
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Signatures:

Observer

University Based Supervisor

Date

Student Teacher

Date

Teacher Candidate Remediation Plan

Rationale for Remediation Policy:

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

Remediation Policy:

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

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

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

- Problem classroom performance or behaviors exhibited in any course.
- Poor evaluation by the instructor in any course.
- Negative (poor) evaluation on any field experience evaluation.
- Lack of a demonstrated ability to use standard grammar in oral and written communication
- Performance, characteristic, or behavior that indicates that the teacher candidate may not be able to meet criteria for successful completion of student teaching and for certification.

Standards for Teacher Candidates:

In addition to the already established criteria for admission to teacher education or student teaching, teacher candidates identified for an interview will be assessed in relation to objective criteria which may indicate that they can succeed in teaching, given current West Virginia standards for certification. The West Virginia Evaluation Rubrics for Teachers (WVERT) shall serve as job-relevant criteria and shall be a standard for all teacher candidates. Teacher candidates will be assessed on the basis of the objective criteria which indicate that they will be able to meet those standards.

Interview Process

University and/or school-based supervisors will complete a “Plan of Remediation.” Depending on the nature of the issue, the university/school-based supervisors will either schedule an interview with the teacher candidate or schedule an interview with the teacher candidate and the chair of the education division. A plan will be developed that will lead to remediation. If the teacher candidate does not follow the plan of remediation, he/she might be asked to change majors or be dismissed from the education program.

Student Teacher Assistance Team

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

Appeals Process:

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

Step 1: The teacher candidate may appeal within 10 working days to the chair of the education division.

Step 2: Should the teacher candidate not find satisfaction at the level of the chair, he/she may appeal within 10 working days to the vice president of academic affairs whose decision is final.

Education Division 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 experience		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)		

1) Faculty Member's Signature

2) Faculty Initials

1) Student's Signature

2) Student Initials

1) Date

2) Date

1) Date

2) Date

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

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

Part IV Field Placement

Partnership Project

The Partnerships Project at WVU at Parkersburg has agreements with 21 schools in six counties of our service area. Four middle schools are also in the partnership in order to meet the needs of middle school specialization students. The education program believes that the expansion of the partnership is nearing completion. To address the diverse population, the partnership also includes the Boys & Girls Club of Parkersburg and the Boys & Girls Club of Pleasants County. All teacher candidates are placed in partnership schools. Participating partnership schools include the following:

- Belmont Elementary – Pleasants County
- Blennerhassett Elementary – Wood County
- Blennerhassett Middle School – Wood County
- Cottageville Elementary – Jackson County
- Criss Elementary – Wood County
- Edison Middle School – Wood County
- Evans Elementary – Jackson County
- Fairplains Elementary – Wood County
- Franklin Elementary – Wood County
- Gilmore Elementary – Jackson County
- Hamilton Middle School – Wood County
- Harrisville Elementary – Ritchie County
- Lubeck Elementary – Wood County
- Madison Elementary – Wood County
- Neale Elementary – Wood County
- Pleasants County Middle School – Pleasants County
- Ravenswood Elementary – Jackson County
- Ripley Middle School – Jackson County
- Spencer Elementary – Roane County
- Wirt Middle School – Wirt County
- Wirt Primary Center – Wirt County

The Partnership Project includes many means of collaboration between higher education and K-8 public schools to support continuous enhancement of teacher quality and student learning. The project allows growth and renewal for school-based educators and university-based educators alike. Because of these efforts, the relationships between higher education and K-8 faculty are strong and continue to strengthen with each school year.

Field Experiences Elementary Education K-6

Course	Type	School	Type of School	Length	Gateway
EDUC 100 <i>Introduction to Teacher Education</i>	Field Experience – Observation	Partnership Schools	Varied	20 hrs.	Pre-Admission
EDUC 200 <i>Introduction to Exceptional Children</i>	Field Experience – Observation and Small Group	Partnership Schools Special Education Placement	Varied	20 hrs.	Pre-Admission
EDUC 300 <i>Theories of Learning</i>	Field Experience – Tutoring and Small Group	Boys & Girls Club of Parkersburg and Boys & Girls Club of St. Marys	NA	20 hrs.	Pre-Admission
EDUC 301 <i>Language Arts for Teachers</i>	Field Experience – Co-Teach Whole Class Instruction	Wood County Elementary School	Title I	10 hrs.	Admitted to Program
EDUC 303 <i>Teaching Reading K-6</i>	Field Experience – Small Group Guided Reading	Madison Elementary	Title I	2 hrs./week	Admitted to Program
EDUC 304 <i>Instructional Strategies in Math</i>	Field Experience – Small Group and Whole Class Instruction	Wood County Elementary School	Title I	20 hrs.	Admitted to Program
EDUC 310 <i>Diversity in Education</i>	Field Experience – small group intervention	Franklin Elementary	Title I	20 hrs.	Admitted to Program
EDUC 330L <i>Classroom Management Practicum</i>	Lab – small and whole class instruction	Lubeck Elementary	Title I	40 hrs.	Admitted to Program
EDUC 412L <i>Diagnostic and Prescriptive Reading Lab</i>	Lab – small group and individual instruction	Fairplains Elementary	Title I	30 hrs.	Admitted to Program

Field Placement Policies and Procedures

A number of professional education courses have a co-requisite field experience. These experiences are designed to provide the teacher candidate with the opportunity to observe, develop and practice the skills and knowledge specified in the programs' philosophical framework, *Architects of the Future*. All field experiences and participation in them are governed by the following policies and procedures which the teacher candidate is obligated to know and to follow.

1. **Placement** - All field placements are arranged by the field placement coordinator. Under no circumstances are teacher candidates to contact school personnel in an effort to arrange their own placement.
2. **Field Placement Location** - All field placements will be made in partnerships schools. If a teacher candidate has a special request for a field placement at some other location, it must be based on compelling need and not for frivolous reasons. In order to be considered, special requests must be made to the field placement coordinator during the first week of classes.
3. **Proof of Background Check** – No placements will be made without proof of a clear background check completed prior to beginning a practicum.
4. **Beginning of Field Placement** - When all field placements are arranged and board of education approval is received, the teacher candidate will be notified in class to report to the field placement site. The teacher candidate in EDUC 100 and EDUC 200 will be given a placement card which is to be signed by the principal and promptly returned to the college instructor by date indicated on field placement card.
5. **Time Sheet** – A time sheet will be kept for each field experience. The dates and time of each classroom visit are to be recorded. When the teacher candidate has completed the required number of hours, the time sheet is to be signed by the school-based supervisor. It is the teacher candidates' responsibility to return the signed time sheet to the course instructor at the conclusion of the field experience. Deadlines will be announced in class.
6. **Other Documentation** - Some field experiences require the teacher candidate to submit other documentation in addition to the time sheet at the conclusion of the field experience. These documents will be discussed in class.
7. **Reflective Journal** - All field experiences require the teacher candidate to maintain a reflective journal during the experience. A dated entry for each classroom visitation is expected. Journal entries should follow the model outlined in the Posner text. Journals are

not to be written at the field placement site!

8. **Dress/Appearance** – Teacher candidates should dress professionally for all visit to the field experience site. While some styles of dress, pierced body parts and tattoos may be stylish, the principal and teacher who will be accepting the teacher candidate into their school may view them differently.
9. **Conduct** – The teacher candidate is a guest in someone else’s classroom. It is expected that the teacher candidate will maintain confidentiality and demonstrate high standards of ethical conduct.
10. **Removal from Placement** – The teacher candidate may be removed from a field placement at the request of the host school or by a decision of the field placement coordinator. At that time, a review of the circumstances surrounding the removal will be made. Based on the findings of that review, a determination will be made about continuation of the field placement.
11. **Failure to Complete Placement** – The teacher candidate is expected to complete the field placement per course requirements. Failure to do so will result in failure of the course.

Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES EDUC 100 Introduction to Teacher Education

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of Education 100 of West Virginia University Parkersburg's teacher preparation program has as one of its **primary objectives** providing teacher candidates with school-based activities and experiences in a general education setting.

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 SCHOOL-BASED EDUCATOR RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.0** Submit teacher candidate names to county central office for approval.
- 5.1** Initiate contact with building principals.
- 5.2** Maintain open communication between the Education Department, principals and teachers.
- 5.3** Maintain records of teacher candidate field experiences.

FIELD EXPERIENCE OBJECTIVES
EDUC 200
Introduction to Exceptional Children

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

1.0 OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.0** Submit teacher candidate names to county central office for approval.
- 5.1** Initiate contact with building principals.
- 5.2** Maintain open communication between the Education Department, principals and teachers.
- 5.3** Maintain records of teacher candidate field experiences.

FIELD EXPERIENCE OBJECTIVES
EDUC 300
Theories of Learning

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 BOYS AND GIRLS CLUB DIRECTOR RESPONSIBILITIES:

- 3.0** Provide orientation for teacher candidates regarding expectations.
- 3.1** Welcome the teacher candidate as a tutor in the Boys and Girls Club.

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.0 Maintain open communication between the Education Department and the Boys and Girls Club director.
- 5.1 Maintain records of teacher candidate field experience.

FIELD EXPERIENCE OBJECTIVES

EDUC 301

Language Arts for Teachers

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0 Demonstrate professional commitment by completing the scheduled Sessions (approximately 10 hours throughout the semester).
- 2.1 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school-based educator, university instructor, and peers.
- 2.2 Prepare a lesson for each teaching session.
- 2.3 Demonstrate teaching and decision-making skills by teaching and evaluating the two scheduled teaching sessions.

- 2.4 Demonstrate decision-making and professional commitment by implementing strategies of self- evaluation.
- 2.5 Demonstrate interpersonal skills by communicating effectively with all teacher candidates, school-based educators, and university instructors.
- 2.6 Submit lesson plans and evaluation/reflections through LiveText as required.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES

- 5.0 Submit teacher candidate names to county central office for approval.
- 5.1 Initiate contact with building principals.
- 5.2 Maintain open communication between the Education Division, principals, and teachers.
- 5.3 Maintain records of teacher candidate field experiences.

FIELD EXPERIENCE OBJECTIVES

EDUC 303

Teaching Reading K-6

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 303 of West Virginia University Parkersburg's teacher preparation program has as one of its **primary objectives** focusing on becoming familiar with materials and methods for teaching guided reading at the elementary school level and on planning instruction consistent with stated learning outcomes in a general education setting. Teacher candidates will plan, teach, and evaluate guided reading lessons for a particular classroom. This field experience will focus on all of the tenets of the program's philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0 Demonstrate professional commitment by completing scheduled guided reading sessions (approximately 20 hours throughout the semester.).
- 2.1 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school-based educator, university instructor, and peers.
- 2.2 Demonstrate teaching and decision-making skills by teaching guided reading groups assigned by the school-based educator.

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

3.0 ON-SITE COORDINATOR RESPONSIBILITIES

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

4.0 UNIVERSITY-BASED SUPERVISOR RESPONSIBILITIES

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES

- 5.0 Submit teacher candidates' names to county central office for approval.
- 5.1 Initiate contact with building principals.
- 5.2 Maintain open communication between the Education Department, principals, and school-based educators.
- 5.3 Maintain records of teacher candidates' field experiences.

FIELD EXPERIENCE OBJECTIVES
EDUC 304
Instructional Strategies in Math

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

- 2.4 Demonstrate interpersonal skills by communicating effectively with all students, field-based educators, and university-based supervisor.
- 2.5 Prepare a lesson for each math lesson.
- 2.6 Submit selected lesson plans with evaluation/reflection and other verification data through LiveText as required.

3.0 ON-SITE COORDINATOR RESPONSIBILITIES

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

4.0 UNIVERSITY-BASED SUPERVISOR RESPONSIBILITIES

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES

- 5.0 Submit teacher candidates' names to county central office for approval.
- 5.1 Initiate contact with building principals.
- 5.2 Maintain open communication between the Education Department, principals, and school-based educators.
- 5.3 Maintain records of teacher candidates' field experiences.

FIELD EXPERIENCE OBJECTIVES

EDUC 310 Diversity in Education

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

1.0 Field Experience Objectives:

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

2.0 Teacher Candidate Responsibilities:

- 2.1 Demonstrate professional commitment by completing the scheduled sessions (approximately 20 hours throughout the semester).
- 2.2 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school-based educator, university instructor, and peers.

- 2.3 Prepare a lesson for each teaching session.
- 2.3 Demonstrate interpersonal skills through positive interaction with all teachers, students, parents and other school personnel.
- 2.4 Take leadership role in group activities with students.
- 2.5 Demonstrate teaching and management skills by implementing research-based strategies.
- 2.6 Maintain an electronic reflective journal with daily entries during the practicum.
- 2.7 Demonstrate professional commitment by following all school policies, rules and regulations.
- 2.8 To submit information through LiveText as required.
- 2.9 Show proof of cleared background check.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES

EDUC 330L

Classroom Management Lab

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0 Demonstrate planning, decision-making and interpersonal skills by conferencing with children.

- 2.1 Observe models and techniques of classroom management uses in the field experience.
 - 2.4 Demonstrate teaching and decision-making skills by teaching and evaluating the two scheduled teaching sessions.
 - 2.5 Demonstrate decision-making and professional commitment by implementing strategies of self- evaluation.
 - 2.6 Demonstrate interpersonal skills by communicating effectively with all teacher candidates, school-based educators, and university instructors.
 - 2.7 Demonstrate decision-making skills and understanding of diversity by including in the lesson plan modifications for inclusion and considerations for children with disabilities.
 - 2.8 Submit lesson plans and evaluation/reflections through LiveText as required.
- 3.0 School-based Supervisor Responsibilities**
- 3.0 Formulate semester schedule with university supervisor.
 - 3.1 Welcome the teacher candidates as members of the education community.
 - 3.2 Work with the teacher candidates as they prepare, teach and evaluate lessons.
 - 3.3 Facilitate communication with classroom teachers.
 - 3.4 Provide to the teacher candidate information about the children's levels of development and/or sensory needs.
 - 3.5 Provide opportunities for the teacher candidate to take leadership of the class.
 - 3.6 Provide performance feedback to teacher candidate pertaining to the field experience.
- 4.0 University Supervisor Responsibilities**
- 4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
 - 4.1 Collaborate with the school-based educator in regards to placement of teacher candidates.
 - 4.2 Verify that teacher candidates are completing responsibilities of the field experience.
 - 4.3 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.
- 5.0 Coordinator of Field Experiences Responsibilities**
- 5.0 Submit teacher candidate names to county central office for approval.
 - 5.1 Initiate contact with building principals.
 - 5.2 Maintain open communication between the Education Division, principals, and teachers.
 - 5.3 Maintain records of teacher candidate field experiences.

FIELD EXPERIENCE OBJECTIVES
EDUC 401L
Early Childhood & Middle School Curriculum Lab

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0** Demonstrate professional commitment by completing a practicum in a timely manner.
- 2.1** Participate in co-teaching by planning and implementing instruction and

assessment techniques with the school-based supervisor.

- 2.2 Demonstrate planning, decision-making and interpersonal skills by planning for instruction in collaboration with the school-based educator and individually.
- 2.3 Demonstrate teaching and decision-making skills by teaching and reflecting on numerous lessons.
- 2.4 Demonstrate decision-making and professional commitment by selecting and implementing research-based strategies including technology integration, to meet the diverse learners.
- 2.5 Conduct action research to improve the student learning.
- 2.6 Demonstrate interpersonal skills by communicating effectively with all students, teachers, supervisors, and support personnel.
- 2.7 Maintain a reflective journal with daily entries during the field experience.
- 2.8 Submit completed time sheet, evaluation forms, lesson plans, reflective journal and other verification data in a timely manner.
- 2.9 To submit information through LiveText as required.
- 2.10 Show proof of cleared background check.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES
EDUC 412L
Diagnostic and Prescriptive Reading Lab

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0** Demonstrate professional commitment by completing scheduled tutoring sessions

(approximately 40 hours throughout the semester).

- 2.1 Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the field-based educator, university-based educator, and peers.
- 2.2 Demonstrate teaching and decision-making skills by teaching and evaluating one-on-one tutoring sessions.
- 2.3 Demonstrate decision-making skills and understanding of diversity by formulating a report of the diagnosis-correction process and results.
- 2.4 Demonstrate decision-making and professional commitment by implementing strategies of self- evaluation.
- 2.5 Demonstrate interpersonal skills by communicating effectively with all teacher candidates and university-based educators.
- 2.6 Prepare a lesson for each tutoring session.
- 2.7 Submit selected lesson plans with evaluation/reflection, diagnostic report, and other verification data to the university-based educator through LiveText.

3.0 ON-SITE COORDINATOR RESPONSIBILITIES

- 3.0 Formulate semester schedule with university supervisor.
- 3.1 Welcome the teacher candidates as members of the education community.
- 3.2 Determine teacher candidate-tutee matches and provide information about the tutees' literacy levels.
- 3.3 Facilitate communication with school-based educators.
- 3.4 Serve as resource for the teacher candidates.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES

- 5.0 Submit teacher candidate names to county central office for approval.
- 5.1 Initiate contact with building principals.
- 5.2 Maintain open communication between the Education Department, principals, and school-based educators.
- 5.3 Maintain records of teacher candidate field experiences.

Student Teaching Field Experience Objectives

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

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

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.0** The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.
- 1.1** The teacher candidate designs standards-driven instruction using state-approved curricula.
- 1.2** The teacher candidate uses a balanced assessment approach to guide student learning.
- 1.3** The teacher candidate understands and responds to the unique characteristics of learners.
- 1.4** The teacher candidate establishes and maintains a safe and appropriate learning environment.
- 1.5** The teacher candidate establishes and maintains a learner-centered culture.
- 1.6** The teacher utilizes a variety of research-based instructional strategies.
- 1.7** The teacher candidate motivates and engages students in learning, problem solving and collaboration.
- 1.8** The teacher candidate adjusts instruction based on a variety of assessments and student responses.
- 1.9** The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.
- 1.10** The teacher candidate actively engages in collaborative learning opportunities for self-renewal with colleagues.
- 1.11** The teacher candidate participates in school-wide collaborative efforts to support the success of all students.
- 1.12** The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.
- 1.13** The teacher candidate promotes practices and policies that improve school environment and student learning.
- 1.14** The work of the teacher candidate results in measurable progress of student learning of state-approved curricula.
- 1.15** The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0** Confer with school-based educator to establish a schedule for the gradual assumption of all teaching and professional responsibilities during each of the two eight-week placements.
- 2.1** Carry out teaching and professional classroom responsibilities.
- 2.2** Maintain a notebook which contains planning, assessment and self-evaluation documents.
- 2.3** Keep a reflective electronic journal with daily dated entries.
- 2.4** Submit reflective journal, self-evaluations, assessments and other documentation in a timely manner.

3.0 SCHOOL-BASED SUPERVISOR RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.0** Submit teacher candidate names to county central office for approval.
- 5.1** Initiate contact with building principals to arrange placement.
- 5.2** Meet with teacher candidates to assign field placement.
- 5.3** Conduct an orientation for school-based supervisors and student teachers.
- 5.4** Maintain open communication between the Education Division faculty, principals and school-based supervisors.
- 5.5** Maintain records of teacher candidate field experience

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
<p>Planning Skills</p> <p>Teacher candidate demonstrates the ability to plan their time, class and field experience schedule to meet program expectations.</p>	<p>Demonstrates effective planning by consistently adhering to the attendance policy and pre-planning for future events.</p>	<p>Demonstrates effective planning through punctuality and dependability.</p>	<p>Demonstrates planning through punctuality.</p>	<p>Does not adhere to attendance policy regarding absences and tardiness.</p>
<p>Teaching Skills</p> <p>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.</p>	<p>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.</p>	<p>Demonstrates initiative in the classroom. Provides students positive feedback and keeps student actively involved in the lesson.</p>	<p>Accepts direction from cooperating teacher. Adheres to school rules and classroom procedures</p>	<p>Does not adhere to school rules or classroom procedures.</p>
<p>Interpersonal Skills</p> <p>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.</p>	<p>Demonstrates effective collaboration with colleagues, students and parents. Interactions both oral and written are positive and demonstrate professionalism.</p>	<p>Exhibits interpersonal skills through positive interaction and effective problem solving with students, teachers, parents, and other school personnel.</p>	<p>Exhibits interpersonal skills through positive interaction with students, teachers, parents, and other school personnel.</p>	<p>Does not demonstrate effective interpersonal skills.</p>

<p>Decision Making Skills</p> <p>Teacher candidate demonstrates effective decision-making skills by employing active, persistent and carefully considered reflection in an effort to improve the learning environment.</p>	<p>Effective decision-making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching.</p>	<p>Demonstrates interest in and enthusiasm for the profession through effective decision making, and careful consideration of classroom practices.</p>	<p>Demonstrates interest in the profession by using effective decision-making skills.</p>	<p>Does not demonstrate effective decision-making skills.</p>
<p>Professional Commitment</p> <p>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.</p>	<p>Demonstrates a commitment through professional development opportunities, appropriate appearance, maintain high expectations for all learners, and strict adherence to a professional code of ethics.</p>	<p>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.</p>	<p>Demonstrates the intention to learn the values of professional growth, appropriate appearance, professional speech and a code of ethics. Maintains high expectations for self.</p>	<p>Does not demonstrate the need for Professional Commitment.</p>
<p>Diversity</p> <p>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.</p>	<p>Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork and field experience</p>	<p>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.</p>	<p>Is accepting of students who are different.</p>	<p>Does not demonstrate an acceptance of student diversity</p>

Please add any additional comments or observation regarding the student.

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

Student Name _____ School _____

Semester _____ Cooperating Teacher _____

- | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> EDUC 301 | <input type="checkbox"/> EDUC 303 | <input type="checkbox"/> EDUC 304 | |
| <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 401 | <input type="checkbox"/> EDUC 402 |

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
<p>Planning Skills</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction.</p>	<p>Does not adhere to attendance policy regarding absences and tardiness.</p>
<p>Teaching Skills</p> <p>Teacher candidate demonstrates the ability to capture student's attention, stimulate recall, introduce lesson objective and orient students to the lesson. They demonstrate the ability to maintain an effective learning environment and provide closure/summary activities for students. They demonstrate the ability to differentiate lessons to meet the needs of a diverse population of students. They demonstrate the ability to incorporate technology into their lesson plans.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Does not adhere to school rules or classroom procedures.</p>

<p>Interpersonal Skills</p> <p>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.</p>	<p>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.</p>	<p>Demonstrates effective collaboration with colleagues, students and parents. Interactions both oral and written are positive and demonstrate professionalism.</p>	<p>Exhibits interpersonal skills through positive interaction and effective problem solving with students, teachers, parents, and other school personnel.</p>	<p>Does not demonstrate effective interpersonal skills.</p>
<p>Decision Making Skills</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Demonstrates interest in and enthusiasm for the profession through positive choice making, and careful consideration of classroom practices.</p>	<p>Does not demonstrate effective decision-making skills.</p>
<p>Professional Commitment</p> <p>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.</p>	<p>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.</p>	<p>Demonstrates professional commitment by attending professional development opportunities, appropriate appearance, maintain high expectations for students and themselves, and strict adherence to a professional code of ethics and law.</p>	<p>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.</p>	<p>Does not demonstrate the need for Professional Commitment.</p>

<p>Diversity</p> <p>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.</p>	<p>Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork and field experience, lessons are differentiated to support the learning needs of all diverse learners in the classroom.</p>	<p>Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork, field experience and the use of differentiated instruction.</p>	<p>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.</p>	<p>Does not demonstrate an acceptance of student diversity</p>
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Please add any additional comments or observation regarding the student.

Part V Assessments

Assessment Road Map Chart

ASSESSMENT ROAD MAP

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	Candidate introduced to assessment- not completed			EPP Created	NA
	EDUC 300/ Admission to Program	Faculty	Novice	LiveText Application Packet		Spring Assessment Meeting
		Teacher Candidate	Novice			
	Admission to Program	Teacher Candidate		Application Packet		
PRAXIS CORE	Prior to Admission to Program	Teacher Candidate	(5712) Reading 156 (5722) Writing 162 (5732) Math 150	ETS	Proprietary	Fall Assessment Meeting
By Gateway 3: Admission to Student Teaching						
Planning Assessment	EDUC 300, 301, 303, 304, 305, 306, 310, 314, 315, 316, 330L, 401L, 412L	Faculty	Emerging	LiveText	EPP Created	Spring Assessment Meeting
Disposition Rubric	EDUC 401L	Faculty	Novice/Proficient	LiveText	EPP Created	Spring Assessment Meeting
		Student	Novice/Proficient	Application Packet		
PRAXIS Content Tests, PLT, Reading in Elementary	Prior to Admission to Student Teaching	Teacher Candidate	(5622) PLT 160 Multi-Subjects: (5003) Math 157 (5002) Reading 157 (5005) Science 159 (5004) S. Studies 155	ETS	Proprietary	Fall Assessment Meeting

			(5203) Teaching Reading 160			
TPACK	EDUC 401L	EDUC 401L University Supervisors	Rating of 3 out of 4	Livertext	Proprietary	Fall Assessment Meeting
Proethica	EDUC 330	Teacher Candidate	80% on each module	ETS	Proprietary	Fall Assessment Meeting
ASSESSMENT	WHEN ADMINISTERED	WHO COMPLETES	PASSING LEVEL	SUBMISSION LOCATION	PROPRIETARY OR EPP CREATED	REVIEWED
Danielson Teaching Assessment	EDUC 401L Domain 2 and 3	401L- School- Based and University Based Supervisors	EDUC 401L- "Effective"	Livertext FEM	Proprietary	Spring Assessment Meeting
Gateway 4: Completion of Student Teaching						
West Virginia Teacher Performance Assessment	Student Teaching	Faculty	Emerging	Student Teacher File	Proprietary	Fall Assessment Meeting
Dispositions Rubric	Student Teaching 2 nd placement	University Based Supervisor	Proficient	LiveText and Livertext FEM Student Teacher File	EPP Created	Spring Assessment Meeting
West Virginia Evaluation Rubric for Teachers	Student Teaching	School Based Supervisor University Based Supervisor	Standards 1-6: Emerging Standard 7: Meets Standard	LiveText Student Teacher File	Proprietary	Spring Assessment Meeting

Content Performance Assessment	Student Teaching	School Based Supervisor University Based Supervisor	Emerging	LiveText Student Teacher File	EPP Created	Spring Assessment Meeting
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Gateway 5: Graduation

Gateway 6: Certification

OTHER ASSESSMENTS THAT LEAD TO PROGRAM IMPROVEMENT

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

ASSESSMENT	WHEN ADMINISTERED	WHO COMPLETES	PASSING LEVEL	SUBMISSION LOCATION	PROPRIETARY OR EPP CREATED
Post-Admission Field Experience Evaluation	EDUC 301, 303, 304, 306, 310, 330L, 401L, 412L	Mentor Teachers	Livertext FEM	EPP Created	Fall Assessment Meeting
Exit Survey-NExT	Completion of student teaching	Teacher candidate	Qualtrics- Higher Education Policy Commission	Proprietary	Fall Assessment Meeting
Student Teacher Evaluation of School-based Supervisor	Completion of student teaching	Teacher candidate	Livertext FEM	EPP Created	Each Semester by Field Placement Coordinator and Chair University-Based Supervisor's Meeting

Student Teacher Evaluation of University Supervisor	Completion of student teaching	Teacher candidate	Livertext FEM	EPP Created	Each Semester by Field Placement Coordinator and Chair School-Based Supervisor Meeting
School-based Supervisor Evaluation of University-based Supervisor	Completion of student teaching	School-based Supervisor	Livertext FEM	EPP Created	Each Semester by Field Placement Coordinator and Chair University-Based Supervisor's Meeting
University-based Supervisor Evaluation of School-based Supervisor	Completion of student teaching	University-based Supervisor	Livertext FEM	EPP Created	Each Semester by Field Placement Coordinator and Chair School-Based Supervisor Meeting and Principals Advisory Council Breakfast
Supervisor Survey- NExT	Post-Graduation	Principals	Qualtrics- Higher Education Policy Commission	Proprietary	Fall Assessment Meeting
Transition to Teaching Exit	Post-Graduation	Alumni	Qualtrics- Higher Education Policy	Proprietary	Fall Assessment Meeting
Tripod Student Surveys	Post-Graduation	Students of Alumni Advisory Council	Tripod	Proprietary	Spring Assessment Meeting and Alumni Advisory Council Meeting

Lesson Plan Rubric

WEST VIRGINIA UNIVERSITY AT PARKERSBURG WVU AT PARKERSBURG LESSON PLAN RUBRIC

STUDENT: _____

COURSE: _____

DATE: _____

	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Lesson Overview & Rationale	The teacher candidate _____ states a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area, _____ student prior Knowledge, assessment data, _____ and student interests.	The teacher candidate states _____ a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area _____ student prior knowledge/assessment data.	The teacher candidate _____ states a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area.	Teacher candidate _____ develops lesson plan without considering grade level standards and clear rationale.
	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>	The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success _____ leadership skills through cooperative learning _____ problem solving skills.	The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success _____ leadership skills through cooperative learning.	The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success	The teacher candidate _____ does not plan using WV College and Career Readiness Content Standards and Technology & Computer Science and/or Dispositions for Student Success
	Distinguished	Accomplished	Emerging	Unsatisfactory

	3	2	1	0
Student Learning Objective <i>ACEI 3.1</i> <i>WVPTS 1C</i> <i>InTASC 7</i>	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 clearly written. _____ lesson goals are shared with students in student-friendly language.	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 clearly written.	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.	The teacher candidate _____ creates learning objectives that are incomplete or not connected to WV College and Career Readiness Standards.
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Anticipated Content Difficulties <i>ACEI 1.0</i> <i>InTASC 7</i> <i>WVPTS 1C</i> <i>WVPTS 3E</i>	The teacher candidate _____ recognizes learner misconceptions based upon prior knowledge _____ plans experiences to avoid anticipated difficulties _____ recognizes learner misconceptions based upon observable data _____ addresses learner interest.	The teacher candidate _____ recognizes learner misconceptions based upon prior knowledge _____ plans experiences to avoid anticipated difficulties _____ recognizes learner misconceptions based upon observable data.	The teacher candidate _____ recognizes learner misconceptions based upon prior knowledge _____ plans experiences to avoid anticipated difficulties	The teacher candidate _____ anticipates learner misconceptions that are not based upon observable data and/or prior knowledge and/or learner interest.
PLANNING				
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Assessment:	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate

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

	<i>learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge</i> _____ adapts instruction to meet the needs of all exceptional learners _____ creates learning experiences that are learner centered _____ creates learning experiences that promote critical thinking and problem solving.	<i>learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge</i> _____ adapts instruction to meet the needs of all exceptional learners _____ creates learning experiences that are learner centered.	<i>learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge</i> _____ adapts instruction to meet the needs of some exceptional learners.	
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Integration of Learning Theory <i>ACEI 1</i> <i>InTASC 1</i> <i>WVPTS 2A</i>	The teacher candidate _____ creates developmentally appropriate instruction _____ considers diverse learners _____ accommodates the cognitive needs _____ and all of the following: linguistic, social, emotional and physical needs of learners.	The teacher candidate _____ creates developmentally appropriate instruction _____ considers diverse learners _____ accommodates the cognitive needs and one or more of the following: linguistic, social, emotional or physical needs of learners.	The teacher candidate _____ creates developmentally appropriate instruction _____ considers diverse learners.	The teacher candidate _____ creates instruction without regard to developmentally appropriate instruction.
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Materials including technology	The teacher candidate _____ selects and lists all instructional materials to	The teacher candidate _____ selects and lists all instructional materials to	The teacher candidate _____ selects and lists all instructional materials to	The teacher candidate _____ does not select and list all instructional materials to

<i>ACEI 3</i> <i>InTASC 7</i> <i>WVPTS 2F</i>	achieve learning goals _____ chooses age appropriate resources and materials _____ differentiates materials for groups of learners _____ differentiates materials for individuals.	achieve learning goals _____ chooses age appropriate resources and materials _____ differentiates materials for groups of learners.	achieve learning goals _____ chooses age appropriate resources and materials.	achieve learning goals.
LESSON PROCEDURES				
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Classroom Management <i>ACEI 3</i> <i>InTASC 3</i> <i>WVPTS 2</i>	The teacher candidate _____ establishes a safe learning environment focused on learning _____ has rules and procedures in place _____ makes efficient use of time and resources _____ collaborates with students to establish norms for behavior	The teacher candidate _____ establishes a safe learning environment focused on learning _____ has rules and procedures in place _____ makes efficient use of time and resources	The teacher candidate _____ establishes a safe learning environment focused on learning _____ has rules and procedures in place	The teacher candidate _____ has not established a safe learning environment focused on learning.
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Before/ Introduction/ 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 teaching objective _____ grabs student attention quickly _____ activates prior knowledge _____ a clear connection to academic language.	The teacher candidate _____ plans an introductory activity that connects to the teaching objective _____ grabs student attention quickly _____ activates prior knowledge.	The teacher candidate _____ plans an introductory activity that connects to the teaching objective _____ grabs student attention quickly.	The teacher candidate _____ did not plan an effective introductory activity.

	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
During/ Explicit Instruction/ Inquiry-Based Instruction 5E's ACEI 3.4 InTASC 8 WVPTS 1D	The teacher candidate's _____ lesson clearly describes steps _____ provides for guided and independent practice _____ uses a variety of research based instructional strategies _____ integrates problem solving.	The teacher candidate's _____ lesson clearly describes steps _____ provides for guided and independent practice _____ uses a variety of research based instructional strategies.	The teacher candidate's _____ lesson clearly describes steps _____ provides for guided and independent practice.	The teacher candidate's _____ lesson is not clear with minimal structure.
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
After/Closure/ Summary ACEI 3.5 InTASC 5 WVPTS 2C	The teacher candidate _____ plans lesson closure reviewing the learning objective _____ corrects misunderstandings _____ plans student reflection _____ revisits the academic language.	The teacher candidate _____ plans lesson closure reviewing the learning objective _____ corrects misunderstandings _____ plans student reflection.	The teacher candidate _____ plans lesson closure reviewing the learning objective _____ corrects misunderstandings.	The teacher candidate _____ abruptly ends the lesson without summary or review of student understanding.
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Higher Order Questioning ACEI 3 InTASC 8 WVPTS 3C	The teacher candidate _____ plans questions on multiple levels which ensure student engagement _____ promotes critical thinking _____ promotes problem solving on multiple levels _____ promotes meta cognitive	The teacher candidate _____ plans questions on multiple levels which ensure student engagement _____ promotes critical thinking _____ promotes problem solving on multiple levels.	The teacher candidate _____ plans questions on multiple levels which ensure student engagement _____ promotes critical thinking.	The teacher candidate's _____ questions are all lower level or nonexistent.

	processes.			
	Distinguished	Accomplished	Emerging	Unsatisfactory
Differentiation <i>ACEI 3.2</i> <i>InTASC 2</i> <i>WVPTS 2A</i>	The teacher candidate _____ designs and adapts instruction to address student diverse learning strengths and needs _____ includes the needs of exceptional learners _____ creates opportunities for students to demonstrate their learning in different ways _____ supports the culturally diverse.	The teacher candidate _____ designs and adapts instruction to address student diverse learning strengths and needs _____ includes the needs of exceptional learners _____ creates opportunities for students to demonstrate their learning in different ways.	The teacher candidate _____ designs and adapts instruction to address student diverse learning strengths and needs _____ includes the needs of exceptional learners.	The teacher candidate _____ plans instruction without regard to student needs.
	Distinguished	Accomplished	Emerging	Unsatisfactory
Content Knowledge <i>ACEI 2</i> <i>InTASC 4</i> <i>WVPTS 3A</i>	The teacher candidate _____ utilizes accurate content knowledge to focus learning targets _____ includes cross-discipline learning experiences as appropriate. _____ provides multiple representations and explanations relevant to content _____ engages students in content-rich activities to create meaningful, real world and 21st century learning experiences.	The teacher candidate _____ utilizes accurate content knowledge to focus learning targets _____ includes cross-discipline learning experiences as appropriate. _____ provides multiple representations and explanations relevant to content.	The teacher candidate _____ utilizes accurate content knowledge to focus learning targets _____ includes cross-discipline learning experiences as appropriate.	The teacher candidate _____ provides only one explanation of the content and/or presents the content inaccurately.

	Distinguished	Accomplished	Emerging	Unsatisfactory
Self-Reflection <i>ACEI 5.1</i> <i>InTASC 4C</i> <i>WVPTS 9</i>	The teacher candidate _____ accurately reflects on the lesson objectives _____ bases reflection on evidence of student learning _____ provides specific examples from lesson to support his/her judgement _____ addresses how he/she would adjust teaching to ensure all students meet the objectives.	The teacher candidate _____ accurately reflects on the lesson objectives _____ bases reflection on evidence of student learning _____ provides specific examples from lesson to support his/her judgement.	The teacher candidate _____ accurately reflects on the lesson objectives _____ bases reflection on evidence of student learning.	The teacher candidate _____ inaccurately reflects on the lesson without using evidence and/or does not address how they will adjust teaching to ensure all student meet the objectives.

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. _____ 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 learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable</p>	<p>_____ The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>_____ The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher 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.</p>	<p>_____ The teacher understands the active nature of student learning and acquires information about levels of development for individual 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.</p>
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				
Comments				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
1e: Designing Coherent Instruction	<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. Instructional groups are varied appropriately, with some opportunity for student choice</p>
Points				
Comments				

	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
1f: Designing Student Assessments	<p>_____ Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.</p> <p>_____ The teacher has no plan to incorporate formative assessment in the lesson or unit.</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>_____ The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</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>_____ 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.</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 evidence of student contribution to its development.</p> <p>_____ Assessment methodologies have been adapted for individual students as the need has arisen.</p> <p>_____ The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
Points				
Comments:				

DOMAIN TWO: THE CLASSROOM ENVIRONMENT

	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
2a: Creating an Environment of Respect and Rapport	<p>_____ 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.</p> <p>_____ Student interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>_____ The teacher does not deal with disrespectful behavior.</p>	<p>_____ 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.</p> <p>_____ Students rarely demonstrate disrespect for one another.</p> <p>_____ The teacher attempts to respond to disrespectful behavior, with uneven results.</p> <p>_____ The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>_____ Teacher-student interactions are friendly and demonstrate general caring and respect.</p> <p>_____ Such interactions are appropriate to the ages, cultures, and developmental levels of the students.</p> <p>_____ Interactions among students are generally polite and respectful, and students exhibit respect for the teacher.</p> <p>_____ The teacher responds successfully to disrespectful behavior among students.</p> <p>_____ The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual</p>	<p>_____ Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</p> <p>_____ Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.</p> <p>_____ The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>

			risks.	
Points				
Comments:				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
2b: Establishing a Culture for Learning	<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.</p> <p>_____ Hard work and the precise use of language are not expected or valued.</p> <p>_____ 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.</p> <p>_____ 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.</p> <p>_____ 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.</p> <p>_____ High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</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.</p> <p>_____ Students understand their role as learners and consistently expend effort to learn.</p> <p>_____ 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.</p> <p>_____ 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>
Points				
Comments:				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
2c: Managing Classroom Procedures	<p>_____ Much instructional time is lost due to inefficient classroom routines and procedures.</p> <p>_____ There is little or no evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively.</p> <p>_____ There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly</p>	<p>_____ Some instructional time is lost due to partially effective classroom routines and procedures.</p> <p>_____ The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning.</p> <p>_____ With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p>	<p>_____ There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>_____ The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.</p> <p>_____ With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p>	<p>_____ Instructional time is maximized due to efficient and seamless classroom routines and procedures.</p> <p>_____ Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies.</p> <p>_____ Routines are well understood and may be initiated by students.</p> <p>_____ Volunteers and paraprofessionals make an independent contribution to the class.</p>

	defined tasks.			
Points				
Comments				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
2d: Managing Student Behavior	<p>_____ There appear to be no established standards of conduct, or students challenge them.</p> <p>_____ There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>_____ Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>_____ The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>_____ Student behavior is generally appropriate.</p> <p>_____ The teacher monitors student behavior against established standards of conduct.</p> <p>_____ Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>_____ Student behavior is entirely appropriate.</p> <p>_____ Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.</p> <p>_____ Teacher monitoring of student behavior is subtle and preventive.</p> <p>_____ The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
Points				
Comments:				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
2e: Organizing Physical Space	<p>_____ The classroom environment is unsafe, or learning is not accessible to many.</p> <p>_____ There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>_____ The classroom is safe, and essential learning is accessible to most students.</p> <p>_____ The teacher makes modest use of physical resources, including computer technology.</p> <p>_____ 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.</p>	<p>_____ The classroom is safe, and students have equal access to learning activities;</p> <p>_____ the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>_____ The classroom environment is safe, and learning is accessible to all students, including those with special needs.</p> <p>_____ The teacher makes effective use of physical resources, including computer technology.</p> <p>_____ The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>_____ Students contribute to the use or adaptation of the physical environment to advance learning.</p>
Points				
Comments:				

DOMAIN 3: INSTRUCTION

	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
<p>3a: Communicating with Students</p>	<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				
Comments				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
<p>3b: Using Questioning and Discussion Techniques</p>	<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</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.</p> <p>_____The teacher attempts to engage all</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 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</p>

	teacher accepts all contributions without asking students to explain their reasoning. ____ Only a few students participate in the discussion.	students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	____ 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.	unsolicited contributions. ____ Students themselves ensure that all voices are heard in the discussion.
Points				
Comments:				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
3c: Engaging Students in Learning	____ The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. ____ The groupings of students are unsuitable to the activities. ____ The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	____ 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. ____ The groupings of students 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."	____ 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. ____ This technique results in active intellectual engagement by most 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.	____ Virtually all students are intellectually engaged in challenging content through well designed learning tasks and activities that require complex thinking by students. ____ The teacher provides suitable scaffolding and challenges students to explain 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	____ 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	____ Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. ____ Questions and assessments are	____ 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

	poor quality. ____ Students do not engage in self or peer assessment.	rarely used to diagnose evidence of learning. ____ Feedback to students is general, and few students assess their own work.	regularly used to diagnose evidence of learning. ____ Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	have contributed to, the assessment criteria. ____ Questions and assessments are used regularly to diagnose evidence of learning by individual students. ____ A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. ____ Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Points				
Comments:				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
3e: Demonstrating Flexibility and Responsiveness	____ The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. ____ The teacher makes no attempt to adjust the lesson even when students don't understand the content.	____ The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. ____ Adjustment of the lesson in response to assessment is minimal or ineffective.	____ The teacher successfully accommodates students' questions and interests. ____ Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. ____ If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	____ 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. ____ 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.
Points				
Comments:				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
4a: Reflecting On Teaching	<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: Maintaining Accurate Records	<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 records for Non-instructional activities are in disarray, the result being errors and confusion.</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 records for non-instructional activities are in disarray, the result being errors and confusion.</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. Students contribute information and participate in maintaining the records.</p>
Points				
Comments:				
	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
4c: Communicating with Families	<p>_____The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The</p>	<p>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</p>	<p>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</p>	<p>_____The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.</p> <p>_____The teacher responds to family concerns with professional and cultural</p>

	teacher does not respond, or responds insensitively, to parental concerns.	instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	makes some attempts to engage families in the instructional program.	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 inquiry, resisting opportunities to become involved. _____The teacher avoids becoming involved in school events or school and district projects.	_____The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. _____The teacher participates in 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's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. _____The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	_____The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in 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:				
	INEFFECTIVE- 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
4e: Growing and Developing Professionally	_____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.	_____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.	_____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.	_____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:				

	INEFFECTIVE - 0	DEVELOPING-1	EFFECTIVE-2	HIGHLY EFFECTIVE-3
<p>4f: Showing Professionalism</p>	<p>_____The teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>_____The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>_____The teacher makes decisions and recommendations that are based on self-serving interests.</p> <p>_____The teacher does not comply with school and district regulations.</p>	<p>_____The teacher is honest in interactions with colleagues, students, and the public.</p> <p>_____The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school.</p> <p>_____The teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>_____The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>_____The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>_____The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>_____The teacher maintains an open mind in team or departmental decision making.</p> <p>_____The teacher complies fully with school and district regulations.</p>	<p>_____The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>_____The teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>_____The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>_____The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>_____The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
Points				
Comments:				

Admission to Program Faculty Assessment

West Virginia University at Parkersburg Admission to Program (Faculty) EDUC 100, 200, 300

Student Name _____

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

	COMMENDATION (3 pts)	MEETS STANDARDS (2 pts)	DOES NOT MEET STANDARD (1 pts)
Interpersonal Skills Effective interpersonal skills demonstrated through oral and written communication (1.000, 16%)	Teacher candidate demonstrates excellent command of English language, vocabulary, grammar in both written and oral communication.	Teacher candidate demonstrates adequate command of the English Language, vocabulary, uses appropriate grammar in both written and/or verbal oral communication skills.	Teacher candidate demonstrates limited command of the English Language, vocabulary, uses inappropriate grammar, and has difficulty with written and/or oral communication.
Diversity Appreciation of cultural, ethnic, academic, and other differences affecting education, teaching, and learning (1.000, 16%)	Teacher candidate demonstrates a keen awareness of their own cultural and academic background and biases. Is also aware of how that may affect their expectations and interactions with others.	Teacher candidate acknowledges the influence of their cultural and academic background and biases.	Teacher candidate fails to recognize their biases and the potential influences these biases may have on teaching and learning.
Technology Demonstrates use of classroom technology and an understanding of 21st century skills (1.000, 16%)	Teacher candidate is proficient in the use of technology as a productivity, communication, and research tool.	Teacher candidate demonstrates understanding of the operation and the importance of technology skills.	Teacher candidate demonstrates limited use and/or limited understanding of the technology skills.

Do you recommend this student for admission to program?		
Please select (1.000, 100%)	Yes (2 pts) I recommend this student for admission to program.	No (1 pts) I do not recommend this student for admission to program. (Please describe using the comment box)
Instructor/Date		
Advisor/Date		

Information for Completion of Teacher Education Assessment Form

INFORMATION FOR COMPLETING TEACHER EDUCATION ASSESSMENT FORM

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

BEHAVIORAL DESCRIPTORS FOR PROFESSIONAL BEHAVIOR CATEGORIES

PLANNING AND DECISION MAKING

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

TEACHING

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

PROFESSIONAL COMMITMENT

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

INTERPERSONAL SKILLS

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

DIVERSITY

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

TECHNOLOGY

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

Admission to Student Teaching Assessment Form

West Virginia University at Parkersburg Admission to Student Teaching (Faculty) EDUC 330L, 401L, 412L

Student Name _____

	COMMENDATION (3 pts)	MEETS STANDARDS (2 pts)	DOES NOT MEET STANDARD (1 pts)
<p>Planning and Decision Making</p> <p>Effective planning and decision-making evidenced by punctuality. (1.000, 16%)</p>	<p>Teacher candidate is in class, ready to work before class officially begins. Is not tardy and maintains minimal excused absences and no unexcused absences. Maintains same standards when completing field experience. Promptly notifies cooperating teacher and University supervisor if absence from field experience becomes necessary.</p>	<p>Teacher candidate is usually in class. When absent, the teacher candidate provides valid excuse. Contacts instructor prior to or immediately after missing class. Maintains same standard for field experience.</p>	<p>Teacher candidate has unexcused absences. Teacher candidate is often tardy. Does not contact or notify instructor, cooperating teacher, or University supervisor of absences.</p>
<p>Teaching</p> <p>Teaching skills evidenced by appropriate application of educational concepts and principles. (1.000, 16%)</p>	<p>Teacher candidate demonstrates ability to transfer and generalize concepts of various learning theories and instructional strategies during classroom activities and field experience. During field experience, teacher candidate uses strategies and resources that are appropriate to the level and situation.</p>	<p>Teacher candidate utilizes educational concepts and teaching strategies during classroom activities and field experience. Teacher candidate uses age and level appropriate strategies and resources during field experience.</p>	<p>Teacher candidate does not demonstrate ability to transfer concepts of learning theory or teaching strategy into classroom or field experience performance. Does not utilize appropriate age or level appropriate strategies.</p>

	COMMENDATION (3 pts)	MEETS STANDARDS (2 pts)	DOES NOT MEET STANDARD (1 pts)
<p>Professional Commitment</p> <p>Commitment to students, the discipline and the profession expressed through professional attitude. (1.000, 16%)</p>	<p>Teacher candidate accepts constructive critique of performance and uses this information to enhance academic and professional performance. Expanding responsibility for learning and also for instructional activities occurring during field experience. Maintains confidentiality throughout field experiences.</p>	<p>Teacher candidate completes course and field experience requirements. Is willing to be critiqued on performance. Maintains confidentiality throughout field experience.</p>	<p>Teacher candidate does not accept responsibility in completing all requirements of course and field experience. Is unwilling to accept critique of classroom and/or field experience performance. Teacher candidate does not maintain confidentiality during field experience.</p>
<p>Interpersonal Skills</p> <p>Effective interpersonal skills demonstrated through oral and written communication. (1.000, 16%)</p>	<p>Teacher candidate has demonstrated excellent command of writing and speaking the English language. The teacher candidate speaks and writes in a concise and fluid manner while expressing complete and coherent thoughts. Interactions with peers, instructors, and others are constructive, positive, and appropriate.</p>	<p>Teacher candidate has demonstrated ability to write and express complete thoughts. Proper grammar and word usage is utilized in writing and speaking. Interactions with peers, instructors, and others are satisfactory.</p>	<p>Teacher candidate makes frequent errors in grammar and word usage. Proper grammar, syntax, and semantics are often absent from the teacher candidates writing samples. Lack of appropriate classroom interaction.</p>
<p>Multicultural Appreciation (Diversity)</p> <p>Appreciation of multicultural and diverse forces which affect education, teaching and learning evidenced in classwork and field experience. (1.000, 16%)</p>	<p>Teacher candidate demonstrates a keen awareness of their own cultural background and biases. Is also aware of how their background and biases may affect their expectations and interaction with others.</p>	<p>Teacher candidate acknowledges the influences of their cultural background and biases.</p>	<p>Teacher candidate fails to recognize their biases and potential influences.</p>

	COMMENDATION (3 pts)	MEETS STANDARDS (2 pts)	DOES NOT MEET STANDARD (1 pts)
<p>Technology</p> <p>Demonstrates use of classroom technology and an understanding of 21st century skills (1.000, 16%)</p>	<p>Teacher candidate is proficient in the use of technology as a productivity, communication, and research tool.</p>	<p>Teacher candidate uses technology and understands the importance of technology skills.</p>	<p>Teacher candidate demonstrates limited use and/or limited understanding of technology skills.</p>

Do you recommend this student for Student Teaching?		
<p>Please select (1.000, 100%)</p>	<p>Yes (2 pts)</p> <p>I recommend this student for admission to student teaching.</p>	<p>No (1 pts)</p> <p>I do not recommend this student for admission to student teaching. (Please describe using the comment box)</p>
<p>Instructor/Date</p>		

Standards for Admission to Student Teaching Assessment

STANDARDS FOR ADMISSION TO STUDENT TEACHING ASSESSMENT

DESCRIPTORS FOR PROFESSIONAL BEHAVIOR

INTERPERSONAL SKILLS

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

PUNCTUALITY

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

PROFESSIONAL ATTITUDE

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

ABILITY TO APPLY EDUCATIONAL CONCEPTS AND PRINCIPLES

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

COMMITMENT IN CLASSWORK AND FIELD EXPERIENCE

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

MULTICULTURAL APPRECIATION

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

TECHNOLOGY

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

Part VI Forms

Educational Field Experience Time Sheets

WEST VIRGINIA UNIVERSITY AT PARKERSBURG EDUCATION FIELD EXPERIENCE TIME SHEET

STUDENT'S NAME _____ STUDENT ID _____

SCHOOL BASED EDUCATOR(S) _____ NAME OF SCHOOL _____

BEGINNING DATE _____ ENDING DATE _____ GRADE/SUBJECT _____

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> EDUC 100 | <input type="checkbox"/> EDUC 200 | <input type="checkbox"/> EDUC 300 | <input type="checkbox"/> EDUC 303 |
| <input type="checkbox"/> EDUC 304 | <input type="checkbox"/> EDUC 306 | <input type="checkbox"/> EDUC 310 | <input type="checkbox"/> EDUC 402* |
| <input type="checkbox"/> EDUC 387* | <input type="checkbox"/> EDUC 388* | <input type="checkbox"/> EDUC 390* | <input type="checkbox"/> EDUC 389* |
| <input type="checkbox"/> EDUC 387* | *Specialization Courses | | |

Mo/Day/Yr.	Start & End Time	Total Time Each Day		Mo/Day/Yr.	Start & End Time	Total Time Each Day
EX. 5-1-19	2:00 – 3:30	1.5				

Total Hours: _____

School Based Educator Signature: _____

Education Division Service Learning Component

Rationale

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

As one criterion for meeting eligibility to be recommended for licensure, the teacher candidate will complete a minimum of one hundred (100) documented clock hours of approved service learning activities. Seventy-five (75) hours are to be completed during the freshman and sophomore years. The teacher candidate cannot be reimbursed/paid for these activities.

No more than five agencies may be used to dispatch these criteria. Satisfactory completion will constitute one criterion for admission to a program of teacher preparation.

Procedure

- 1.0 The teacher candidate will be instructed in service learning requirements as a unit of instruction in Education 100.
- 1.1 A signed agreement will be completed by each teacher candidate indicating his or her understanding of the requirement (original copy to student file; carbon copy to teacher candidate.)
- 1.2 A written plan of how they intend to complete the requirement and how they will grow in the philosophical framework will be an evaluation criterion for satisfactory completion of Education 100.
- 1.3 Written permission must be obtained from organization/agency.
- 1.4 Teacher candidate must secure approval from their EDUC 100 instructor or education advisor for the service learning activity before implementation.
- 1.5 Teacher candidate must secure approval from education advisor before any modification to the plan.
- 2.0 Up to 15 supplemental hours that are not included as part of the service learning plan may be included. Documentation (event program, flier, etc.) and a summary of the experience as well as a supervisor signature should be included on the sheet.

West Virginia University Parkersburg

Education Division

Service Learning Approval Form

Name (*Print Name*) _____

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

SATISFACTORY

UNSATISFACTORY

Signature of Education 100 Instructor or Advisor

Date

(Agency/Organization) grants permission for

(Teacher Candidate Name)

to fulfill service learning requirements at this location.

Agency Head Signature/Title

Date

*
Typed plan attached

West Virginia University Parkersburg
Education Division
Supplemental Service Learning Time Sheet

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

Teacher Candidate's Name _____ Student ID _____

Organization _____ Supervisor _____

Event _____ Date _____

Beginning Time _____ Ending Time _____

Prior Approval by Education Faculty _____ Date _____

Summary of Experience:

Supervisor Signature: _____

Professional Development Documents

EDUCATION DIVISION

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT 25 REQUIRED HOURS

Rationale

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

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

Procedure

- 1.0 The teacher candidate will be informed of the professional development requirement in Education 100.
- 2.0 A signed commitment to complete required professional development hours will be required as a part of the admission to program application packet.
- 3.0 A minimum of twenty-five (25) clock hours of professional development activities will be reflected in the Student Teaching Application required for admission to student teaching.
 - 3.1 Professional development hours must be completed after formal admission to the elementary education program.
 - 3.2 The teacher candidate will keep a log of professional development hours and verification. Verification may include a certificate of completion, a printed program, or written notes.
 - 3.3 Artifacts representing the completed professional development activities are to be included in the Application for Student Teaching.

Required Professional Development Hours: ☐

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

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

- West Virginia Department of Education Professional Development Opportunities
- Partnership School In-Service Activities or workshops

- National Association for the Education of Young Children (NAEYC) conferences or webinars
- Association for Supervisions & Curriculum Development (ASCD) conferences or webinars
- Partnership Projects sponsored professional development opportunities
- Kappa Delta Pi conferences, webinars, Professional Development Fairs
- K-12 On Line Conferences (<http://k12onlineconference.org/>)
- Other offerings by national professional organizations in the field of education such as NCTM, NCTE, NCSS, NCSA

Documentation of Professional Development 25 Required Hours

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

Title and Location of Activity	Description of Activity (provider, content, etc.)	Hours Completed	Evidence	Date Completed
https://shop.zaner-bloser.com/shop/products/28334/handwriting-correspondence-course	Zaner Bloser Handwriting Correspondence Course (required in EDUC 301)	4	Certificate of Completion	
http://www.ets.org/	ProEthica™ (required in EDUC 330)	4	Certificate of Completion	
http://www.caepfamilyengagement.org/	CAEP Family Engagement Modules (required prior to admission to student teaching)	4	Notes/Summary	
https://wcs-wv.safeschools.com/login	Safe Schools Modules (required in EDUC 320)	8	Certificates printed for all modules	

Total Hours: _____

Teacher Candidate Plan of Remediation

Education Division Student Plan of Remediation

Teacher Candidate _____

Date: _____

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 experience		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
2)		
Follow-Up Meeting/Action: 2)		

1) Faculty Member's Signature

2) Faculty Initials

1) Student's Signature

2) Student Initials

1) Date

2) Date

1) Date

2) Date

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

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

