



WVUP

Residency

Handbook

Spring 2022

Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES EDUC 414 AND EDUC 415 RESIDENCY 1 AND RESIDENCY 2

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 *appropriate level* on the *West Virginia Evaluation Rubrics of Teachers*. (***Italics indicate assessment is tentative at this point.***)

1.0 EDUC 414 FIELD EXPERIENCE OBJECTIVES:

- 1.1 Demonstrate the knowledge and skills needed to identify, implement and analyze an action research project.
- 1.2 Demonstrate competency in the co-construction of lesson plans based on state standards which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment.
- 1.3 Demonstrate collaborative decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media
- 1.4 Demonstrate interpersonal skills in student, peer, parental, professional, and administrative interactions.
- 1.5 Demonstrate co- teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
- 1.6 Demonstrate collaborative decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
- 1.7 Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
- 1.8 Demonstrate the integration of technology throughout the curriculum.
- 1.9 Demonstrates satisfactory performance related to the content standards.
- 1.10 Apply basic statistical techniques to interpret student performance.

EDUC 415 FIELD EXPERIENCE OBJECTIVES:

- 1.11** Demonstrate competency in developing plans based on state standards which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment.
- 1.12** Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media.
- 1.13** Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
- 1.14** Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
- 1.15** Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
- 1.16** Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
- 1.17** Demonstrate the integration of 21st century skills and technology throughout the curriculum.
- 1.18** Demonstrates satisfactory performance related to the elementary education content standards.

2.0 RESIDENT RESPONSIBILITIES:

- 2.1** Obtain a short-term yearlong residency permit (Residency 1) or a long-term residency permit (Residency 2).
- 2.2** Confer with cooperating teacher to establish a schedule for the gradual assumption of teaching and professional responsibilities during the residency.
- 2.3** Regularly use co-teaching strategies and schedule time for co-planning.
- 2.4** Carry out teaching and professional classroom responsibilities.
- 2.5** Maintain a notebook that contains planning, assessment and self-evaluation documents.
- 2.6** Keep a reflective journal with daily dated entries.
- 2.7** Submit reflective journal, self-evaluations, assessments and other documentation to the university supervisor in a timely manner.
- 2.8** Submit required documents in Livetext and Livetext FEM

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.1** Welcome the resident as a co-teacher and a member of the education community.
- 3.2** Conference with the resident to establish a schedule for the gradual assumption of teaching and professional responsibilities.
- 3.3** Provide the resident with regular, informal assessment of their progress.
- 3.4** Complete assessments in a timely manner and discuss them with the

resident and the university supervisor.

3.5 Regularly use co-teaching strategies and schedule time for co-planning.

3.6 Supply necessary information and paperwork to college personnel.

3.7 Submit required documents in Livetext FEM.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

4.1 Make regular and timely visits to supervise the resident and to review journals and other documentation.

4.2 Conference with the resident and the cooperating teacher on each visit.

4.3 Complete assessments in a timely manner and discuss them with the resident and the cooperating teacher.

4.4 Complete a dispositions rubric at the end of Residency 2 after conferring with the cooperating teacher and discuss with the resident.

4.5 Be knowledgeable and supportive in the use of co-teaching strategies.

4.6 Schedule and lead the exit conference with the resident and the cooperating teacher at the end of Residency 1 and at the end of Residency 2.

4.7 Submit required documents in Livetext FEM and deliver required paperwork to the education department.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

5.1 Submit student names to county central office for approval.

5.2 Initiate contact with building principals and curriculum directors to arrange placement.

5.3 Meet with residents to assign field placement.

5.4 Arrange an orientation for cooperating teachers and residents.

5.5 Ensure county email accounts are assigned to residents.

5.6 Maintain open communication between the Education Division and principals and teachers.

5.7 Maintain record of resident experience.

5.8 Administrator of Livetext FEM.

Residency Expectations

Residency 1 will usually be taken the first semester of residents' senior year. Residents will be in the K-6 classroom from 7:30-12:00 Monday through Friday. Once established, the schedule should remain consistent. There might be a reason for the schedule to be changed, such as needing an afternoon planning period to co-plan. All changes to the schedule need to be approved by the following people: cooperating teacher, university supervisor, the field placement coordinator, and the Dean of Education.

In the past, traditional student teachers have taken EDUC 401 lab BEFORE the student teaching semester. Residents in Residency 1 will not have taken EDUC 401 lab. Because of this, **residents should not be expected to be at the same level as a traditional student teacher** until Residency 2. Residents in Residency 1 should submit their lesson plans each week by 3:00 on Sunday to the following people: cooperating teacher, university supervisor and the field placement coordinator. (Once lesson plan mastery is established, plans will not have to be submitted to the field placement coordinator.)

Residents should be introduced as co-teachers, instead of student teachers. Cooperating teachers and residents will co-plan, co-teach, and co-assess for much of Residency 1. It will be up to the cooperating teacher, university supervisor and resident to determine how quickly the resident can assume responsibilities. Each situation will be different. There should be the expectation that the resident will be given the opportunity to plan, teach, and assess solo during part of Residency 1.

Residents in Residency 2 will also be using the same co-planning, co-teaching and co-assessing model but will gradually take the lead in co-planning, co-teaching and co-assessing. They should be given the opportunity to plan, teach, and assess solo for at least 8 weeks of the 16-week placement.

Time MUST be set aside for co-planning each week for the residency to be successful.

WVBE Policy 5100

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

5.12.a. Effective July 1, 2018, **cooperating teachers** for clinical experience should, at a minimum: 1) hold a valid West Virginia five-year teaching credential in the content area of the candidate placed in their classrooms with a minimum of three years of teaching experience; 2) hold "Accomplished" or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment; and 3) have successfully completed a WVBE-approved cooperating teacher course, at no cost to the teacher, or hold or be eligible for the Mentor or Master Mentor Advanced Credential or hold certification through the National Board for Professional Teaching Standards (NBPTS).

6.8.c.4. Residents who have not completed their content exam when applying for the Yearlong Resident Permit will be issued a Short-Term Residency Permit. All content exams must be successfully completed prior to applying for the Long-Term Residency Permit.*

*The Education Division requires that ALL Praxis tests be taken prior to applying for the Short-Term Residency Permit. ALL Praxis tests must be passed prior to applying for the Long-Term Residency Permit and admittance to Residency 2.

6.8.c.4.1. Residents may be permitted to substitute during Residency 2 with county approval and if the resident meets the following criteria: 1) resident must hold a Long-Term Residency Permit, 2) substitute days may not exceed one day per week, 3) residents may only substitute in the host school of their yearlong residency placement, and 4) the resident and cooperating teacher must have advanced notice of the requested day and both be in agreement to be away from the assigned classroom for the day. *

*The Education Division will discuss plans for substituting with each county. Approval will be given on a case by case basis. Residency 2 candidates must be approved by WVUP Dean or Field Placement Coordinator.

6.8.c.5. Resident Emails. Each candidate completing an approved yearlong residency clinical experience, as defined in section 5 for candidates completing their program, shall be assigned a k-12 email address by the county for the duration of the residency to allow for the full immersion of the

student resident into the school environment.

Residency 1 Semester

COMPONENTS OF THE RESIDENCY

A. Phases of the Residency Experience

1. **Assisting and Observation** - Residents should participate in events leading up to the first day of school. The resident should be considered another teacher in the classroom. The first weeks of **Residency 1** are devoted to classroom orientation. This provides the resident opportunities for becoming acquainted with pupils, instructional organization, available resources, and non- instructional duties. The resident should expect to assume some responsibilities in the first week if possible.
2. **Partial Participation** – During **Residency 1**, responsibility for co-planning and co-teaching increases gradually during the residency experience. The resident may assume responsibility for classroom instruction as early as the end of the first week of the experience by co-teaching planning, co-teaching and co-assessing a lesson to a group or the whole class. Responsibility for co-planning, co-teaching and co-assessing will increase until the resident is responsible for planning, teaching and assessing solo.
3. **Full Responsibility** - The resident assumes full teaching responsibility when the cooperating teacher, the university supervisor, and the resident deem it advisable.

By mid-term of **Residency 1**, residents should be taking the lead co-planning and co-teaching the equivalent of one morning a week and should take the lead co-planning and co-teaching three mornings a week the final three weeks of the placements.

By mid-term of **Residency 2**, residents should be responsible for planning, teaching, and assessing solo. They should continue to solo teach until they phase out the last week of the placement.

Residents should teach in a virtual environment if the opportunity arises.

4. **Ending Residency 2** - During the resident's last week of **Residency 2**, the cooperating teacher will gradually resume classroom responsibility. This will facilitate pupil reorientation to the teacher and culminate the experience for the resident. Arrangements should be made for observation in other classroom environments as time and policy permits.
5. **A more detailed timeline can be found at the end of the handbook. Keep in mind each placement will be different.**

- B. **Notebook** - Residents are to maintain a three-ring binder which will hold lesson plans and reflections, records of student progress, copies of assessments and other related

materials. The notebook will be kept in a location which is accessible to the university-based supervisor. The notebook should be well organized. More than 1 notebook will be needed during the residency.

- C. **Reflection** – Residents will write a reflective journal entry daily using the Posner format and submit the entry to their university supervisor. The journal should reflect classroom experiences related to planning, teaching, assessing, relationships with students and professional personnel and other matters related to residency.

In addition, the resident will reflect on each lesson taught and write their reflection on the lesson plan. Reflections should focus on student learning. Failure to submit journal entries in a timely manner and/or write daily lesson plan reflections may lead to a STAT meeting.

- D. **EDUC 401 and EDUC 410** – During **Residency 1**, residents will attend EDUC 401 each Monday from 1:00-3:45. Residents in **Residency 2** will attend EDUC 410 each Wednesday evening from 4:30 – 6:30 p.m. These are the only activities that can take priority over school related experiences.

POLICIES

- A. **Commitment** - The residency year requires a full-time commitment and must be kept free of as many conflicts as possible. For the residency to be successful, time for co-planning must occur. During **Residency 1**, if the cooperating teacher's planning period is in the afternoon, at least one day a week, the resident might need to switch and be at the school in the afternoon. (All changes to the schedule must be approved by the cooperating teacher, university supervisor, field placement coordinator, and Dean of Education.)
- B. **Communication Paths** –
If a problem exists with:
The cooperating teacher- see the university supervisor.
The university supervisor - see the Dean of Education.
Placement data or stipend forms - see Field Placement Coordinator.
- C. **Proof of Background Check** – No placements will be made without proof of a clear background check and the granting of the short-term Residency Permit for Residency 1 or long-term permit for Residency 2.
- D. **Resident Liability** - Residents have the same liability for their professional/non-professional activities and behaviors as regular classroom teachers. While residents are covered by state liability insurance, the resident might want to consider additional liability protection through the West Virginia Student Education Association or some other source.
- E. **Duties** –
In **Residency 1**, residents will not assume all the duties and responsibilities of the cooperating teacher. There might be some tasks they might naturally assume such as lunch count but their focus should be on gradually assuming planning, teaching and assessing. Resident in Residency 1, are not at the level of

the traditional student teacher.

By the mid-term of **Residency 2**, residents are to assume all of the duties and responsibilities of the cooperating teacher. The only exception would be duties of the cooperating teacher which are covered under an extra duty assignment contract.

- F. **Resident Calendar** - Residents are to follow the calendar of their host school/county. The only exception is attendance at EDUC 401 or EDUC 410 which will follow the College calendar.
- G. **Absence** - The resident is to notify the cooperating teacher, the school, the university supervisor, and the education division office of any absence before the school day begins. Upon return to school a *Report of Absence from Duty* form must be completed and submitted to the university supervisor. Make-up days may be arranged in cooperation with the cooperating teacher, university supervisor and Field Placement Coordinator if more than four (4) days are missed in each residency semester. The only reasons for absence from residency are illness, family emergency, or death in the immediate family.
- H. **Professional Conduct** – Residents are expected to follow the rules, policies and procedures of the host school and conduct themselves in accordance with the highest standards of professional and ethical behavior.
- I. **Cooperating Teacher's Schedule** - Residents are responsible for delivering a copy of their cooperating teachers' schedule to the field placement coordinator and university supervisor during the first week of residency. This schedule will indicate the dates when specific responsibilities will be assumed by the resident.
- J. **Lesson Plans** - Residents are to prepare daily detailed lesson plans. Plans will be written using the common lesson plan template. Plans must be satisfactory to the university supervisor. Cooperating teachers and residents should discuss plans for the following week before the week-end. This will enable the resident to write long plans over the week-end. ALL long plans should be ready for the ENTIRE week at the beginning of the week.

Residency 1: Submit long plans to the cooperating teacher, the university supervisor, and the field placement coordinator by 3:00 on Sunday by email.

Residency 2: All plans should be in your notebook by 8:00 am Monday morning.

- K. **Appearance** - Professional dress and appearance is expected of all WVU Parkersburg residents irrespective of what the norm may be at the host school.
- L. **Grades** - Residency 1s graded on a credit (CR)/no credit (NC) basis. In order to receive a grade of CR, the resident must earn a satisfactory rating on each of the competencies on all assessments.
- M. **Uncoupling of Cooperating Teacher and Resident-**
If problems arise between the cooperating teacher and resident during residency:

1. A cooperating teacher can choose to separate from the resident once they have tried to rehabilitate the situation through the Resident Support Team process.
2. A resident can possibly separate from the cooperating teacher once the situation has been discussed with their cooperating teacher, university supervisor, the Dean of Education and the Field Placement Coordinator to determine the best solution and remediation efforts have failed.

It is the expectation that individuals seek to solve problems that arise. Uncoupling should only occur if a situation cannot be reconciled. Cooperating teachers should make every effort to welcome their resident into their classroom and school. Keep in mind that Residency 1 candidates, are not at the level of a student teacher and are not required to meet the requirements of Residency 2 residents.

- N. **Removal from Residency** - At the discretion of the university supervisor, after consultation with the Dean of Education, a resident determined to be grossly at risk or a resident whose continued presence in the classroom poses a threat to the academic, physical, mental or emotional health of students will be removed from residency. Such removal from residency will initiate the Resident Support Team.

Support Program

RESIDENT SUPPORT PROGRAM

The Resident Support Program is intended to aid candidates in their efforts to become successful teachers. It is also intended to protect the health, safety and education of children entrusted to the residents' care.

1. The Resident Support Team will provide appropriate guidance, support and direction to residents who are having difficulty demonstrating satisfactory performance of professional competencies or who are otherwise determined to be at risk.
2. A Resident Support Team may be initiated at the request of the university supervisor after appropriate consultation with the resident and the cooperating teacher.
3. If, in the judgment of the university supervisor and the Dean of Education, or the cooperating teacher, a situation requires the immediate removal of a resident, such consultation may occur after the fact.
4. The university supervisor notifies the Dean of Education and Field Placement Coordinator of circumstances requiring the initiation of the Resident Support Team.
5. The Dean of Education convenes a meeting which may include the affected university supervisor, the cooperating teacher and the Field Placement Coordinator. The Resident Support Team reviews completed assessments, discusses deficiencies, considers other relevant information, and selects a person to conduct an independent observation of the resident.

6. After receipt of the assessments completed during the independent observation, the Resident Support Team meets with the affected resident to discuss identified deficiencies and determine appropriate remediation and its duration. A Plan of Remediation will be created.
7. The Resident Support Team and the resident meet to consider specific options, which may include, but are not limited to:
 - a. auditing a class or classes
 - b. specific activities designed by the Resident Support Team
 - c. specific activities designed by the Resident Support Team
 - d. class observation
 - e. microteaching
 - f. counseling
 - g. mentoring by one or more designated university faculty
 - h. withdrawal from residency
 - i. The resident is notified of the decision by the Resident Support Team
8. After being notified of satisfactory compliance with the directives of the Resident Support Team, the affected resident may make a formal request for the resumption of residency.
9. The Dean of Education convenes a meeting of the Resident Support Team to review a request by the affected resident for resumption of residency placement.
10. The Dean of Education notifies the affected resident of the Resident Support Team's decision regarding the resumption of residency.

TENTATIVE GUIDELINES FOR RESIDENT SUPERVISION-

- Residents in **Residency 1** and **2** should receive three written, formative West Virginia Evaluation Rubrics for Clinical Educators (WVERCE) scores from their university supervisor and three written, formative West Virginia Evaluation Rubrics for Clinical Educators (WVERCE) scores from their cooperating teacher during Residency 1 and 2.
- During **Residency 1** and **2**, a formative WVERCE should be completed following the timelines found at the end of the handbook. For both pathways, a mid-term **summative** WVERCE should be completed. A second and third formative WVERCE will need to be completed before the last week of the placement and a final, summative WVERCE will be completed at the end of the placement.
- Both the **summative** mid-term and final **summative** WVERCE should be completed together by the university supervisor, the cooperating teacher and the resident during a three-way meeting. Residents who are having difficulty should receive more formative evaluations to assist them in meeting residency objectives.
- All formative WVERCEs should be entered into Livetext FEM by the cooperating teacher and the university supervisor. The mid-term **summative** WVERCE and final **summative** WVERCE should be entered into Livetext FEM by university supervisor at the end of **Residency 1 and 2**.
- During **Residency 2**, a formative Content Performance Assessment will be completed each time a formative WVERCE is completed by the cooperating teacher and university supervisor. Only the final Content Performance Assessment will be completed at the end of **Residency 2** and entered in Livetext FEM. Formative CPAs will not go into Livetext FEM.
- Completed paper evaluations are to be filed in the Education Division Office
- While conferences will be on-going between the resident and the cooperating teacher, throughout the experience, the university supervisor will have a conference with the resident after each visit. These conferences may be face-to-face, virtual, via phone or email. Three-way conferences will be held at the beginning of the placement, at mid-term, at the end of the placement and as needed.
- During **Residency 1**, residents must receive a rating of "Novice" or higher on ALL indicators on Standards 1-5 of the WVERCE; a rating of "Emerging" on Standard 6 indicators and a rating of "Satisfactory" on Standard 7.
- During **Residency 2**, residents must receive a rating of "Emerging" or higher on Standards 1-6 and a rating of "Satisfactory" on Standard 7. Residents in **Residency 2** must receive a rating of "Level 3" on all indicators on the Content Performance Assessment.
- Classroom visits are to be planned during a time when residents are actively engaged in teaching if possible.
- During classroom visits, the resident's lesson plans are to be reviewed and notations made if appropriate. Journal entries are sent electronically and should be read and written comments made where appropriate.
- Communication should be given to each resident during each visit. Evaluations are to be reviewed and signed by the resident and the evaluators. Strengths and weaknesses of the resident are to be discussed and specific directions given.

- The university supervisor will communicate with the cooperating teacher during each visit to discuss the resident's progress and to review evaluations completed by the cooperating teacher.
- At mid-term and at the conclusion of both **Residency 1** and **2**, a three-way conference will be held. The evaluations are to be used to review the resident's progress during the placement and the summative evaluations should be completed and signed by all parties. (A total of 3 formative WVERCEs and 2 summative WVERCEs should be completed by the end of **Residency 1**. A total of 3 formative WVERCEs, 2 summative WVERCEs, 3 formative Content Performance Assessments and 1 summative Content Performance Assessment should be completed by the end of **Residency 2**.)
- **The Dispositions Rubric will be completed at the end of Residency 2.** The university supervisor will complete the assessment with input from the cooperating teacher. The assessment will be discussed with the resident at the Exit Interview.
- Dispositional issues that arise during residency should be remediated using the Teacher Candidate Remediation plan. The evaluation data should be submitted in Livetext FEM. A rating of "Proficient" is required by the end of **Residency 2** on every indicator.

Directions for Scoring of the West Virginia Evaluation Rubrics For Clinical Educators (WVERCE)

1. **ONE form should be used for ALL formative assessments. (ONE per evaluator).** Date each element with the day and month (e.g., 1/9) when it is observed during an assessment. You might want to consider using a different color of ink for each observation since the same form is being used. Write small so that 3 to 4 evaluations can be done on one form.
2. To eliminate confusion, date your comments.
3. Read the entire assessment carefully.
4. Scores should be based on the current situation that is observed and evidence presented.
5. When scoring an item, always start reading from 0 “Unsatisfactory” and progress upward, scoring each indicator.
6. **The level achieved in each Critical Standard Element must have a preponderance of indicators checked in that level. They do not all have to be checked to check the level.**
7. Find time to communicate the evaluation results with the resident. Use this time to discuss his or her strengths. Clarify what needs to be demonstrate mastery of deficient areas.
8. All supervisors should complete formative WVERCEs in Livetext.
9. Cooperating teachers should communicate with the university supervisor concerning any areas that are not showing immediate improvement.
10. During **Residency 1**, residents must receive a rating of "Novice" or higher on ALL indicators on Standards 1-5 of the WVERCE; a rating of “Emerging” on Standard 6 indicators and a rating of “Satisfactory” on Standard 7.
11. During **Residency 2**, residents must receive a rating of “Emerging” or higher on Standards 1-6 and a rating of “Satisfactory” on Standard 7. Residents in Residency 2 must receive a rating of "Level 3" on all indicators on the Content Performance Assessment.
12. Exit Interview procedures are detailed in the section below. The college-based supervisor will submit the final scores in LiveText FEM.

Directions for Conducting the Residency Exit Interview Procedures

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

The purpose of the Residency Exit Interview is to review the resident's performance over the course of the entire teaching placement and assign a final rating for both the WVERCE and additionally, the Content Performance Assessment (CPA) in Residency 2. The interview is also used to provide a time for reflection on how well the resident addressed the components of the philosophical framework: Architects of the Future including their areas of strengths and areas of needed improvement. **The Residency Exit Interview should not take place unless the resident has achieved mastery on all standards**

The following is a list of procedures to follow to ensure the Residency Exit Interview addresses all of the requirements. The Residency Exit Interview should take place during the final week of **Residency 1** and **Residency 2**.

The university supervisor should do the following:

Preparing for the Meeting

- Establish a time to meet with the resident and the cooperating teacher. This should occur before or after school, during a planning time or other times that it is most convenient. You should plan for approximately 30 minutes to complete the meeting.
- Remind both the resident and the cooperating teacher to review each WVERCE and Content Performance Assessment in Residency 2 (both completed by the cooperating teacher and the university supervisor) and note any specific items in each of the categories that they would like to discuss.
- Review each WVERCE and Content Performance Assessment in Residency 2 and note anything you would like to highlight or discuss.
- Gather forms for the meeting including the following:
 - All cooperating teacher WVERCE instruments and CPA Forms (Residency 2)
 - All university supervisor WVERCE instruments and CPA Forms (Residency 2)
 - The Final WVERCE Form
 - The Final Content Performance Summary Form (Residency 2)
 - The Dispositions Assessment (Residency 2)
 - The Summary Form (Please complete a Summary Form for both Residency 1 and 2.)

Conducting the Meeting

- Conduct a brief overview of what to expect during the meeting which will include a review of the components of the philosophical framework: Architects of the Future, a review of each standard on the WVERCE instrument and a review of the CPA and the final scoring of the WVERCE and CPA.
- Address the components of the framework: Architects of the Future and engage in a conversation with the resident on which components he/she considers to be strengths

and also which components still needs improvement. Invite the cooperating teacher to also address the strengths and areas of needed improvement during the conversation.

- **Review of WVERCE Instrument (Residency 1 and 2)**

- Review the first standard of the WVERCE instrument and then ask the resident if there are any indicators he/she believes have been performed above “Novice” (Residency 1) or “Emerging” (Residency 2). Listen to the comments and then refer to the formative WVERCE instruments to see if the ratings support the comments and invite input from the cooperating teacher.
- Consider the comments made and score each of the indicators listed under the category on the Final Performance Assessment by marking the number that coincides with each rating. Repeat the above for the other standards.
- The assessment should be signed by the cooperating teacher, the resident and the university supervisor.

- **Review of Content Performance Assessment (Residency 2)**

- Review the CPA and then ask the resident if there are any indicators he/ she believes have been performed above “Level 3”. Listen to the comments and then refer to the formative Content Performance Assessments to see if the ratings support the comments and invite input from the cooperating teacher.
- Consider the comments made and score each of the indicators listed on the
- Content Performance Assessment by utilizing the scoring key at the top of the paper. (The final score determination should be based on the CPAs).
- After arriving at a score for each indicator under each category for the Final
- Content Performance Assessment, add each of the rating columns up and put the total at the bottom of the page under the appropriate rating.
- The assessment should be signed by the cooperating teacher, the student teacher and the university supervisor.

- **Review of Dispositions Assessment (Residency 2)**

- The university supervisor will complete the Dispositions Assessment at the end of Residency 2 after conferring with the cooperating teacher.
- The resident must receive a rating of “Proficient” on every indicator by the end of Residency 2.

- **Summary**

- Locate the Summary and complete the information at the top of the form including the following:
 - Resident's Name
 - Programmatic Level of Grade Assigned
 - Specializations (if applicable)
 - Name of School
 - Date Assigned (the date the resident started the placement)
 - Specific subjects and grade levels taught by the resident
- Add any comments to the bottom of the form that you would like to include.
- Indicate the success or failure of the resident by marking the appropriate statement:
 - Successful demonstration of competencies
 - Failure to successfully demonstrate competencies
- Obtain the signatures from the cooperating teacher and the resident.

After the Meeting

Residency 1:

- The university supervisor will enter the **final** WVERCE scores into LiveText FEM.
- Gather all required paperwork and turn into the Education Office including the following:
 - The cooperating teacher formative assessments WVERCES
 - The university supervisor formative assessments WVERCES
 - The Final WVERCE Form
 - The Final Summary Form
 - The Supervisory Log

Residency 2:

- The university supervisor will enter the **final** WVERCE scores, the **final** CPA scores and the Dispositions Assessment scores into LiveText FEM.
- Gather all required paperwork and turn into the Education Office including the following:
 - The cooperating teacher formative assessment WVERCES and CPAs
 - The university supervisor formative assessment WVERCES and CPAs
 - The Final WVERCE Form
 - The Final CPA Form
 - The Final Summary Form
 - The Supervisory Log
 - The Dispositions Rubric will be completed and submitted
 - Family Engagement Log

West Virginia
Clinical Student
Observation and
Evaluation
Guidance
Document
(Draft)

Conceptual Framework

The Resident Teacher Evaluation aligns with the West Virginia Professional Teaching Evaluation and the West Virginia Professional Teaching Standards, which are the foundation for educator preparation, teacher assessment, and professional learning throughout the state. The evaluation employs the five professional teaching standards to provide explicit and extensive details of the work of teaching. These five standards define what teachers must know and be able to do. The evaluation also includes two performance standards that evaluate outcomes and other essential aspects of teaching.

Standard 1- Curriculum and Planning

Standard 2- The Learner and the Learning Environment

Standard 3- Teaching

Standard 4- Professional Responsibilities for Self-Renewal

Standard 5- Professional Responsibilities for School and Community

Standard 6- Student Learning

Standard 7- Professional Conduct

Standards

The educator evaluation system focuses on 16 Elements:

Standard 1 - Curriculum and Planning

The teacher demonstrates a deep and extensive knowledge of the subject matter.

The teacher designs standards-driven instruction using state-approved curricula.

The teacher uses a balanced assessment approach to guide student learning.

Standard 2 - The Learner and the Learning Environment

The teacher understands and responds to the unique characteristics of learners.

The teacher establishes and maintains a safe and appropriate learning environment.

The teacher establishes and maintains a learner-centered culture.

Standard 3 - Teaching

The teacher utilizes a variety of research-based instructional strategies.

The teacher motivates and engages students in learning, problem solving and collaboration.

The teacher adjusts instruction based on a variety of assessments and student responses.

Standard 4 - Professional Responsibilities for Self-Renewal

The teacher engages in professional development that guides continuous examination and improvement of professional practice.

The teacher actively engages in collaborative learning opportunities with colleagues.

Standard 5 - Professional Responsibilities for School and Community

The teacher participates in school-wide collaborative efforts to support the success of all students.

The teacher works with parents, guardians, families, and community entities to support student learning and well-being.

The teacher promotes practices and policies that improve school environment and student learning.

Standard 6 – Student Learning

The work of the teacher results in measurable progress of student learning of state-approved curricula.

Standard 7 – Professional Conduct

The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.

Defining Roles

Resident Teacher - pre-service professionals who play active roles in their evaluation process. They assume responsibility for presenting evidence to document their performance. Resident teachers also set goals and monitor progress within the Student Learning component. As reflective practitioners, resident teachers respond to feedback while also identifying resources necessary for continued growth.

Evaluators - those who oversee the supervision of the Resident Teacher and take responsibility for performance appraisal. Evaluators offer constructive feedback in tandem with recommendations for continued professional growth. (Cooperating Teacher, EPP Supervisor)

Evidence Collection

Student Learning

Resident Teachers must present specific evidence of their students' progress in learning through multiple measures as part of the Student Learning performance standard. Resident Teachers must develop two student learning goals and collect evidence from multiple measures to validate student learning progress. The goals shall be related to improving student achievement. The determination of the goals shall be based on the identified needs of the students, which shall include a consideration of gaps in performance. All resident teachers in grades Kindergarten through Grade 3 shall include a goal to address increasing students' reading and math proficiency. Evaluators verify that the goals are rigorous, measurable, and comparable across classrooms. All evidence for the Student Learning performance standard must meet the following three criteria:

Measurable;

Rigorous;

Comparable across classrooms.

Measurable refers to the need to create a SMART Goal.

(Specific, Measurable, Achievable, Realistic, Time-bound)

Goals shall span the time frame according to the adopted teacher performance assessment (TPA) per each institution.

Rigorous assessments must be aligned with the current West Virginia College and Career Readiness Standards and challenge all learners.

Comparable across classrooms means the assessments used to validate progress are equivalent forms of assessments that can be consistently applied in a variety of contexts. Measures with the greatest degree of comparability are those that can be used in all classrooms for a specific grade or content area. An example of a measure that is comparable across classrooms would be a third-grade mathematics assessment that could be used in all third-grade classrooms within a school where one would expect all third-grade students to achieve similar results in every classroom.

Observations (Formative)

Observation provides a view of teacher practice and the opportunity to collect formative data to evaluate Resident Teacher performance. Evidence collected during an observation helps Resident Teachers clarify strengths and identify areas for growth.

Evaluators conduct a minimum of five observations during Residency 1 and a minimum of five observations for Residency 2 for Resident Teachers. Two of these observations in Residency 2 are scheduled with the clinical educators. Observations last the

length of a lesson but not less than 30 minutes. Focus areas and areas of concern need to be shared with both evaluators and cooperating teachers.

Evaluators record data using the West Virginia Clinical Educators Observation Form. Evaluators should schedule and conduct a conference with residents within 5 days of the observation. Resident Teachers and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference. Evidence accumulated as part of the observation is included in the summative performance rating.

Evaluations (Summative)

Evaluators should conduct a mid-term and final evaluation during Residency 1 and Residency 2.

Evaluators record evaluations using the West Virginia Clinical Educators Evaluation Rubric.

Evaluators schedule a time to review the mid-term and final evaluation with the Resident Teachers.

Levels of Performance

Five levels of performance are used to describe the quality of teaching within West Virginia classrooms for Resident Teachers. Rubrics guide the determination of specific performance levels. The five levels are Distinguished, Accomplished, Emerging, Novice and Unsatisfactory.

The goal for a Resident Teacher at the end of Residency 1 would fall at a minimum of the Novice level or beyond. Resident Teachers are beginning to emerge as the teacher in the classroom and are taking on more responsibilities. The goal for Resident Teachers at the conclusion of Residency 2 would be at minimum of the Emerging level or beyond.

Performance and Student Growth indicators:

Distinguished- performance is consistently exceptional

Accomplished - performance demonstrates mastery of the standards

Emerging- performance meets basic standard and has an opportunity for professional growth

Novice- performance meets basic standards

Unsatisfactory- performance does not meet basic standards

Observation # ____ Date _____ Observer _____ Observation# ____ Date _____ Observer _____

Observation # ____ Date _____ Observer _____ Observation # ____ Date _____ Observer _____

WEST VIRGINIA OBSERVATIONAL RUBRICS FOR CLINICAL EDUCATORS- FORMATIVE

RESIDENT TEACHER:

EVALUATOR:

STANDARD 1: CURRICULUM AND PLANNING				
CRITICAL STANDARD ELEMENT 1.1: The resident teacher demonstrates a deep and extensive knowledge of the subject matter.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> demonstrates expert, specialized content knowledge collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas 	<p>The resident teacher:</p> <ul style="list-style-type: none"> demonstrates extensive content knowledge connects student learning to other content areas 	<p>The resident teacher:</p> <ul style="list-style-type: none"> demonstrates content knowledge attempts to connect student learning to other content areas 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins to demonstrate knowledge of content sometimes attempts to make connections to student learning in other content areas. 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not demonstrate sufficient content knowledge does not attempt to connect student learning to other content areas
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 1.2: The resident teacher designs standards-driven instruction using state-approved curricula.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> • collaborates with others including students, to design instruction and assessment aligned to the state approved curricula • collaborates with students to design sequential learning activities that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • designs written instructional plans that align instruction and assessment to the state-approved curricula • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • designs written instructional plans aligned to the state-approved curricula • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • begins to design written instructional plans that often align to the state-approved curricula, • begins to design sequential learning activities at appropriate developmental levels • begins to design activities that promote student collaboration 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • Does not design written instructional plans • Does not design instructional plans and/or units that are driven by state-approved curricula • Does not design sequential learning activities at appropriate developmental levels • Does not design activities that promote student collaboration
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 1.3: The resident teacher uses a balanced assessment approach to guide student learning.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> • collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • begins to design and use formative and summative assessments • begins to communicate assessment criteria • begins to share assessment data with students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • does not use of formative and summative assessments • does not communicate assessment criteria • does not share assessment data and/or provide feedback to students
<p><i>Observational Notes:</i></p>				

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT				
CRITICAL STANDARD ELEMENT 2.1: The resident teacher understands and responds to the unique characteristics of learners.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge of students' social, emotional and academic needs, interest, learning styles, cultural heritage, and gender plans and implements differentiated learning activities with students helps colleagues understand the unique characteristics of all learners 	<p>The resident teacher:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender plans and implements differentiated learning activities for students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> demonstrates adequate knowledge of students' social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender plans and implements differentiated learning activities for some students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins to demonstrate adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender begins to plan and implements differentiated learning activities for some students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender does not plan and implement appropriate learning activities
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 2.2: The resident teacher establishes and maintains a safe and appropriate learning environment.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> • collaborates with students to establish an effective classroom management system • collaborates with students to ensure appropriate behavior as defined by the code of conduct • organizes space and materials in a safe, highly efficient and well-designed learning environment 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • establishes an effective classroom management system • responds appropriately and respectfully to student behavior as defined by the code of conduct • organizes space and materials to ensure safety and efficiency 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • establishes a classroom management system • responds inadequately to student behavior as defined by the code of conduct • organizes space and materials to ensure safety 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • begins to establish a classroom management system • begins to respond inadequately to student behavior as defined by the code of conduct • begins to organize space and materials to ensure safety 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • does not implement an effective classroom management system • does not respond to student behavior as defined by the code of conduct • does not organize space and materials to ensure safety
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 2.3: The resident teacher establishes and maintains a learner-centered culture.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> establishes with students' clear criteria for high-quality work collaborates with students to maximize instructional time engages students in active, self-directed learning as part of a community of learners provides extensive opportunities for students to collaborate in learning 	<p>The resident teacher:</p> <ul style="list-style-type: none"> sets and communicates clear criteria for high-quality work uses instructional time efficiently engages students in active learning provides adequate opportunities for students to collaborate in learning 	<p>The resident teacher:</p> <ul style="list-style-type: none"> sets criteria for high-quality work uses instructional time with limited efficiency engages students in learning provides limited opportunities for students to collaborate in learning 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins to set criteria for high-quality work begins to use instructional time with limited efficiency begins to engage students in learning begins to provide limited opportunities for students to collaborate in learning 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not establish criteria for quality work does not use instructional time efficiently does not engage students in learning does not provide opportunities for students to collaborate in learning
<p><i>Observational Notes:</i></p>				

STANDARD 3: TEACHING				
CRITICAL STANDARD ELEMENT 3.1: The resident teacher utilizes a variety of research-based instructional strategies.				
DISTINGUISHED	ACCOMPOLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> • collaborates with students to use an extensive variety of effective instructional strategies to deliver content • collaborates with students to provide scaffolding and differentiated instruction • extensively uses appropriate technology to deliver content 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • uses a variety of effective instructional strategies to deliver content • demonstrates adequate use of scaffolding and differentiated instruction • adequately uses technology to deliver content 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • uses a limited variety of effective instructional strategies to deliver content • demonstrates limited use of scaffolding or differentiated instruction • demonstrates limited use of appropriate technology to deliver content 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • begins to use effective instructional strategies to deliver content • begins to scaffold or differentiate instruction • begins to use appropriate technology to deliver content 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • does not use effective instructional strategies to deliver content • does not scaffold or differentiate instruction • does not use appropriate technology to deliver content
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 3.2: The resident teacher motivates and engages students in learning, problem solving and collaboration.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> • facilitates student-led learning activities leading to deep understanding of the content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content • explains direction and procedures • provides students with limited opportunities to collaborate using appropriate technologies 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content on most occasions • explains directions and procedures on most occasions • begins to provide students with limited opportunities to collaborate using appropriate technologies 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • does not provide learning activities that are relevant to the content • does not provide meaningful activities • does not explain directions and procedures • does not provide student collaboration opportunities
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 3.3: The resident teacher adjusts instruction based on a variety of assessments and student responses.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> effectively modifies instruction to meet the needs of all students extensively monitors student progress using a variety of assessments collaborates with students and others to make instructional decisions extensively analyzes and uses student data to make instructional decisions uses a variety of formative assessments to differentiate instruction and provide effective interventions 	<p>The resident teacher:</p> <ul style="list-style-type: none"> modifies instruction when need is apparent consistently monitors student progress using a variety of assessments uses student feedback to make instructional decisions analyzes student data to make instructional decisions uses a variety of formative assessments to differentiate instruction and provide appropriate interventions 	<p>The resident teacher:</p> <ul style="list-style-type: none"> recognizes missed opportunities to modify instruction inconsistently monitors student progress using a variety of assessments examines student data uses formative assessments to provide whole-group interventions 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins to identify missed opportunities to modify instruction begins to monitor student progress using a variety of assessments begins to examine student data begins to use formative assessments to provide whole-group interventions 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not modify instruction does not monitor student progress does not base instruction on a variety of assessments does not provide interventions based on student data
<p><i>Observational Notes:</i></p>				

STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL				
CRITICAL STANDARD ELEMENT 4.1: The resident teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> initiates the investigation that leads to the development of best practices extensively implements best practices mentors others in implementation of best practices shares results of investigation at the local, state, or national level 	<p>The resident teacher:</p> <ul style="list-style-type: none"> engages in professional learning to investigate best practices consistently implements best practices shares best practices within the school community 	<p>The resident teacher:</p> <ul style="list-style-type: none"> participates in opportunities to investigate best practices when invited to do so inconsistently implements best practices 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins to participate in opportunities to investigate best practices when invited to do so begins to implement best practices 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not participate in professional development of best practices as required for self-renewal does not implement best practices does not implement best practices acquired through professional development
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 4.2: The resident teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> initiates or advances the development of a collaborative team contributes consistently to group learning mentors others in utilizing the knowledge and skills gained 	<p>The resident teacher:</p> <ul style="list-style-type: none"> participates actively in and/or facilitates a collaborative team contributes to group learning utilizes the knowledge and skills gained 	<p>The resident teacher:</p> <ul style="list-style-type: none"> participates in a collaborative team when invited to do so attempts to utilize the knowledge and skills gained 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins participating in a collaborative team when invited to do so begins attempting to utilize the knowledge and skills gained 	<p>The resident teacher:</p> <ul style="list-style-type: none"> works in isolation does not contribute productively to work in collaborative teams as required for self-renewal does not utilize knowledge and skills gained to improve unsatisfactory performance rating
<p>Observational Notes:</p>				

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY				
CRITICAL STANDARD ELEMENT 5.1: The resident teacher participates in school-wide collaborative efforts to support the success of all students.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> leads the ongoing development of school-wide initiatives based on school and student data participates in the design and delivery of professional development for the implementation of school-wide initiatives 	<p>The resident teacher:</p> <ul style="list-style-type: none"> collaborates in the development of school-wide initiatives based on school and student data participates in the implementation of school-wide initiatives 	<p>The resident teacher:</p> <ul style="list-style-type: none"> participates in school-wide initiatives 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins participating in school-wide initiatives 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not participate in school-wide initiatives
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 5.2: The resident teacher works with parents, guardians, families and community entities to support student learning and well-being.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> develops ongoing opportunities for families to participate in classroom activities based on needs assessment interacts appropriately with families within the school and community utilizes theory and current research to facilitate meaningful connections between the school and family develops and promotes meaningful school activities by utilizing community expertise and resources 	<p>The resident teacher:</p> <ul style="list-style-type: none"> offers ongoing opportunities for families to participate in classroom activities interacts appropriately with families within the school setting seeks relevant knowledge of the family in order to provide meaningful connections between the school and family creates positive connections between the school and the community 	<p>The resident teacher:</p> <ul style="list-style-type: none"> participates in school-wide family activities has minimal interaction with families responds appropriately to contact from families occasionally connects school activities with community resources 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins participating in school-wide family activities has minimal interaction with families begins responding appropriately to contact from families occasionally connects school activities with community resources 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not attend school-wide family activities does not respond or inappropriately responds to contact from families does not positively contribute to the relationship between school and community
<p><i>Observational Notes:</i></p>				

CRITICAL STANDARD ELEMENT 5.3: The resident teacher promotes practices and policies that improve school environment and student learning.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
<p>The resident teacher:</p> <ul style="list-style-type: none"> involves and coaches others to implement and sustain teacher-identified change takes a leadership role in growth initiatives that affect practice and policy throughout the school community 	<p>The resident teacher:</p> <ul style="list-style-type: none"> identifies possible areas of growth within the classroom and school recommends and facilitates opportunities for change and growth in the classroom and school. 	<p>The resident teacher:</p> <ul style="list-style-type: none"> participates in required initiatives leading to change in practice and policy in the classroom and school 	<p>The resident teacher:</p> <ul style="list-style-type: none"> begins participating in required initiatives leading to change in practice and policy in the classroom and school 	<p>The resident teacher:</p> <ul style="list-style-type: none"> does not participate in available opportunities for change and growth that affect practice and policy
<p><i>Observational Notes:</i></p>				

STANDARD 6: STUDENT LEARNING

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

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

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

Observational Notes

STANDARD 7: PROFESSIONAL CONDUCT				
	Professional Conduct: Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action.			
	CRITICAL STANDARD ELEMENT 7.1: The resident teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.			
	STANDARD	BELOW STANDARD		UNSATISFACTORY
POLICY AND PROCEDURE	The resident teacher adheres to state, district, school, and policy and procedure.	The resident teacher adheres to state, district, school, and policy and procedure with few exceptions		The resident teacher demonstrates a pattern of violating school, district and state policy and procedure.
ATTENDANCE	The resident teacher adheres to state, district, school, attendance policy and procedure.	The resident teacher adheres to state, district, school, and attendance policy and procedures with few exceptions		The resident teacher demonstrates a pattern of absences that violate state, district, school attendance policy and procedure.
SCHEDULE	The resident teacher adheres to state, district, school, work schedule policy and procedure.	The resident teacher adheres to state, district and schoolwork schedule policy and procedure with few exceptions		The resident teacher demonstrates a pattern of failure to adhere to the work schedule defined by state, district, school policy and procedure.
RESPECT	The resident teacher interacts professionally with students, parents/guardians, colleagues and community.	The resident teacher Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions		The resident teacher demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional.
<i>Comments:</i>				

Additional Comments:

Signatures:

Observation #1

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

Student Teacher Date

Observation #2

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

Student Teacher Date

Observation #3

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

Student Teacher Date

Observation #4

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

Student Teacher

WEST VIRGINIA EVALUATION RUBRICS FOR CLINICAL EDUCATORS-

MID-TERM OR FINAL EVALUATION- CIRCLE ONE

Please Print

Student Teacher: _____

School Based School-based educator: _____

University Based Supervisor: _____

Final Evaluation Scoring: Please indicate the achieved performance indicator for the mid-term or final evaluation. Circle the number of the level achieved in each Critical Standard Element. The level achieved in each Critical Standard Element must have a preponderance of indicators checked in that level. The teacher candidate must achieve the Emerging Level to pass Residency 2. On Standard 7: Professional Commitment, the teacher candidate must achieve a "Standard" rating. Please see further directions in the WV Rubrics for Teachers Procedures.

STANDARD 1: CURRICULUM AND PLANNING				
CRITICAL STANDARD ELEMENT 1.1: The resident teacher demonstrates a deep and extensive knowledge of the subject matter.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> demonstrates expert, specialized content knowledge collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas 	The resident teacher: <ul style="list-style-type: none"> demonstrates extensive content knowledge connects student learning to other content areas 	The resident teacher: <ul style="list-style-type: none"> demonstrates content knowledge attempts to connect student learning to other content areas 	The resident teacher: <ul style="list-style-type: none"> begins to demonstrate knowledge of content sometimes attempts to make connections to student learning in other content areas. 	The resident teacher: <ul style="list-style-type: none"> does not demonstrate sufficient content knowledge does not attempt to connect student learning to other content areas
CRITICAL STANDARD ELEMENT 1.2: The resident teacher designs standards-driven instruction using state-approved curricula.				
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> collaborates with others 	The resident teacher: <ul style="list-style-type: none"> designs written instructional 	The resident teacher: <ul style="list-style-type: none"> designs written instructional 	The resident teacher: <ul style="list-style-type: none"> begins to design written instructional 	The resident teacher: <ul style="list-style-type: none"> Does not design written

<p>including students, to design instruction and assessment aligned to the state approved curricula</p> <ul style="list-style-type: none"> • collaborates with students to design sequential learning activities that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving 	<p>plans that align instruction and assessment to the state-approved curricula</p> <ul style="list-style-type: none"> • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving 	<p>plans aligned to the state-approved curricula</p> <ul style="list-style-type: none"> • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration 	<p>plans that often align to the state-approved curricula</p> <ul style="list-style-type: none"> • begins to design sequential learning activities at appropriate developmental levels • begins to design activities that promote student collaboration 	<p>instructional plans</p> <ul style="list-style-type: none"> • Does not design instructional plans and/or units that are driven by state-approved curricula • Does not design sequential learning activities at appropriate developmental levels • Does not design activities that promote student collaboration
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CRITICAL STANDARD ELEMENT 1.3: The resident teacher uses a balanced assessment approach to guide student learning.

DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
<p>The resident teacher:</p> <ul style="list-style-type: none"> • collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • begins to design and use formative and summative assessments • begins to communicate assessment criteria 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • does not use formative and summative assessments • does not communicate assessment criteria • does not share

<p>student progress and set learning goals</p> <ul style="list-style-type: none"> • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders 	<p>assessment criteria</p> <ul style="list-style-type: none"> • shares assessment data and provides timely feedback to students 		<ul style="list-style-type: none"> • begins to share assessment data with students 	<p>assessment data and/or provide feedback to students</p>
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STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

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

DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
<p>The resident teacher:</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of students' social, emotional and academic needs, interest, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities with students • helps colleagues 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for some students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • begins to demonstrate adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • begins to plan and implement differentiated learning activities for some students 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • does not plan and implement appropriate learning activities

understand the unique characteristics of all learners				
	CRITICAL STANDARD ELEMENT 2.2: The resident teacher establishes and maintains a safe and appropriate learning environment.			
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> • collaborates with students to establish an effective classroom management system • collaborates with students to ensure appropriate behavior as defined by the code of conduct • organizes space and materials in a safe, highly efficient and well-designed learning environment 	The resident teacher: <ul style="list-style-type: none"> • establishes an effective classroom management system • responds appropriately and respectfully to student behavior as defined by the code of conduct • organizes space and materials to ensure safety and efficiency 	The resident teacher: <ul style="list-style-type: none"> • establishes a classroom management system • responds inadequately to student behavior as defined by the code of conduct • organizes space and materials to ensure safety 	The resident teacher: <ul style="list-style-type: none"> • begins to establish a classroom management system • begins to respond inadequately to student behavior as defined by the code of conduct • begins to organize space and materials to ensure safety 	The resident teacher: <ul style="list-style-type: none"> • does not implement an effective classroom management system • does not respond to student behavior as defined by the code of conduct • does not organize space and materials to ensure safety
	CRITICAL STANDARD ELEMENT 2.3: The resident teacher establishes and maintains a learner-centered culture.			
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> • establishes with students' clear criteria for high-quality work • collaborates with students to maximize instructional time • engages students in 	The resident teacher: <ul style="list-style-type: none"> • sets and communicates clear criteria for high-quality work • uses instructional time efficiently • engages students in active learning • provides adequate 	The resident teacher: <ul style="list-style-type: none"> • sets criteria for high-quality work • uses instructional time with limited efficiency • engages students in learning • provides limited opportunities for students to collaborate in learning 	The resident teacher: <ul style="list-style-type: none"> • begins to set criteria for high-quality work • begins to use instructional time with limited efficiency • begins to engage students in learning 	The resident teacher: <ul style="list-style-type: none"> • does not establish criteria for quality work • does not use instructional time efficiently • does not engage students in learning

active, self-directed learning as part of a community of learners <ul style="list-style-type: none"> provides extensive opportunities for students to collaborate in learning 	opportunities for students to collaborate in learning		<ul style="list-style-type: none"> begins to provide limited opportunities for students to collaborate in learning 	<ul style="list-style-type: none"> does not provide opportunities for students to collaborate in learning
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STANDARD 3: TEACHING

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

DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> collaborates with students to use an extensive variety of effective instructional strategies to deliver content collaborates with students to provide scaffolding and differentiated instruction extensively uses appropriate technology to deliver content 	The resident teacher: <ul style="list-style-type: none"> uses a variety of effective instructional strategies to deliver content demonstrates adequate use of scaffolding and differentiated instruction adequately uses technology to deliver content 	The resident teacher: <ul style="list-style-type: none"> uses a limited variety of effective instructional strategies to deliver content demonstrates limited use of scaffolding or differentiated instruction demonstrates limited use of appropriate technology to deliver content 	The resident teacher: <ul style="list-style-type: none"> begins to use effective instructional strategies to deliver content begins to scaffold or differentiate instruction begins to use appropriate technology to deliver content 	The resident teacher: <ul style="list-style-type: none"> does not use effective instructional strategies to deliver content does not scaffold or differentiate instruction does not use appropriate technology to deliver content

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

DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher:	The resident teacher:	The resident teacher:	The resident teacher:	The resident teacher:

<ul style="list-style-type: none"> • facilitates student-led learning activities leading to deep understanding of the content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<ul style="list-style-type: none"> • provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<ul style="list-style-type: none"> • provides learning activities relevant to the content • explains directions and procedures • provides students with limited opportunities to collaborate using appropriate technologies 	<ul style="list-style-type: none"> • provides learning activities relevant to the content on most occasions • explains directions and procedures on most occasions • begins to provide students with limited opportunities to collaborate using appropriate technologies 	<ul style="list-style-type: none"> • does not provide learning activities that are relevant to the content • does not provide meaningful activities • does not explain directions and procedures • does not provide student collaboration opportunities
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CRITICAL STANDARD ELEMENT 3.3: The resident teacher adjusts instruction based on a variety of assessments and student responses.

DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
<p>The resident teacher:</p> <ul style="list-style-type: none"> • effectively modifies instruction to meet the needs of all students • extensively monitors student progress using a 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • modifies instruction when need is apparent • consistently monitors student progress using a variety of assessments • uses student feedback to 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • recognizes missed opportunities to modify instruction • inconsistently monitors student progress using a variety of assessments • examines student data • uses formative assessments to 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • begins to identify missed opportunities to modify instruction • begins to monitor student progress using a variety of assessments 	<p>The resident teacher:</p> <ul style="list-style-type: none"> • does not modify instruction • does not monitor student progress • does not base instruction on a variety of assessments

variety of assessments <ul style="list-style-type: none"> • collaborates with students and others to make instructional decisions • extensively analyzes and uses student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide effective interventions 	make instructional decisions <ul style="list-style-type: none"> • analyzes student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide appropriate interventions 	provide whole-group interventions	<ul style="list-style-type: none"> • begins to examine student data • begins to use formative assessments to provide whole-group interventions 	<ul style="list-style-type: none"> • does not provide interventions based on student data
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STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

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

DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> • initiates the investigation that leads to the development of best practices • extensively implements best practices • mentors others in implementation of best practices • shares results of investigation at the local, state, or national level 	The resident teacher: <ul style="list-style-type: none"> • engages in professional learning to investigate best practices • consistently implements best practices • shares best practices within the school community 	The resident teacher: <ul style="list-style-type: none"> • participates in opportunities to investigate best practices when invited to do so • inconsistently implements best practices 	The resident teacher: <ul style="list-style-type: none"> • begins participating in opportunities to investigate best practices when invited to do so • begins to implement best practices 	The resident teacher: <ul style="list-style-type: none"> • does not participate in professional development of best practices as required for self-renewal • does not implement best practices • does not implement best practices acquired through professional development

	CRITICAL STANDARD ELEMENT 4.2: The resident teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.			
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> initiates or advances the development of a collaborative team contributes consistently to group learning mentors others in utilizing the knowledge and skills gained 	The resident teacher: <ul style="list-style-type: none"> participates actively in and/or facilitates a collaborative team contributes to group learning utilizes the knowledge and skills gained 	The resident teacher: <ul style="list-style-type: none"> participates in a collaborative team when invited to do so attempts to utilize the knowledge and skills gained 	The resident teacher: <ul style="list-style-type: none"> begins participating in a collaborative team when invited to do so begins attempting to utilize the knowledge and skills gained 	The resident teacher: <ul style="list-style-type: none"> works in isolation does not contribute productively to work in collaborative teams as required for self-renewal does not utilize knowledge and skills gained to improve unsatisfactory performance rating
	STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY			
	CRITICAL STANDARD ELEMENT 5.1: The resident teacher participates in school-wide collaborative efforts to support the success of all students.			
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> leads the ongoing development of school-wide initiatives based on school and student data participates in the design and delivery of professional development for the implementation 	The resident teacher: <ul style="list-style-type: none"> collaborates in the development of school-wide initiatives based on school and student data participates in the implementation of school-wide initiatives 	The resident teacher: <ul style="list-style-type: none"> participates in school-wide initiatives 	The resident teacher: <ul style="list-style-type: none"> begins participating in school-wide initiatives 	The resident teacher: <ul style="list-style-type: none"> does not participate in school-wide initiatives

on of school-wide initiatives				
	CRITICAL STANDARD ELEMENT 5.2: The resident teacher works with parents, guardians, families and community entities to support student learning and well-being.			
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> develops ongoing opportunities for families to participate in classroom activities based on needs assessment interacts appropriately with families within the school and community utilizes theory and current research to facilitate meaningful connections between the school and family develops and promotes meaningful school activities by utilizing community expertise and resources 	The resident teacher: <ul style="list-style-type: none"> offers ongoing opportunities for families to participate in classroom activities interacts appropriately with families within the school setting seeks relevant knowledge of the family in order to provide meaningful connections between the school and family creates positive connections between the school and the community 	The resident teacher: <ul style="list-style-type: none"> participates in school-wide family activities has minimal interaction with families responds appropriately to contact from families occasionally connects school activities with community resources 	The resident teacher: <ul style="list-style-type: none"> begins participating in school-wide family activities has minimal interaction with families begins responding appropriately to contact from families occasionally connects school activities with community resources 	The resident teacher: <ul style="list-style-type: none"> does not attend school-wide family activities does not respond or inappropriately responds to contact from families does not positively contribute to the relationship between school and community
	CRITICAL STANDARD ELEMENT 5.3: The resident teacher promotes practices and policies that improve school environment and student learning.			
DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
4	3	2	1	0
The resident teacher: <ul style="list-style-type: none"> involves and coaches others to implement 	The resident teacher: <ul style="list-style-type: none"> identifies possible areas of growth within 	The resident teacher: <ul style="list-style-type: none"> participates in required initiatives leading to change in practice and policy 	The resident teacher: <ul style="list-style-type: none"> begins participating in required initiatives 	The resident teacher: <ul style="list-style-type: none"> does not participate in available opportunities

	and sustain teacher-identified change <ul style="list-style-type: none">takes a leadership role in growth initiatives that affect practice and policy throughout the school community	<ul style="list-style-type: none">the classroom and school recommends and facilitates opportunities for change and growth in the classroom and school.	in the classroom and school	leading to change in practice and policy in the classroom and school	for change and growth that affect practice and policy
	STANDARD 6: STUDENT LEARNING				
	Student Learning: Student Learning is the single most important goal of education. Many things affect students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.				
	CRITICAL STANDARD ELEMENT 6.1: The work of the resident teacher results in measurable progress of student learning of state-approved curricula.				
	DISTINGUISHED	ACCOMPLISHED	EMERGING	UNSATISFACTORY	
	3	2	1	0	
	Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplished a student learning goal that involves collaborative efforts across classrooms.	Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.	

STANDARD 7: PROFESSIONAL CONDUCT				
	<p>Professional Conduct: Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action.</p>			
	<p>CRITICAL STANDARD ELEMENT 7.1: The resident teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.</p>			
	STANDARD	BELOW STANDARD		UNSATISFACTORY
	2	1		0
POLICY AND PROCEDURE	The resident teacher adheres to state, district, school, and policy and procedure.	The resident teacher adheres to state, district, school, and policy and procedure with few exceptions		The resident teacher demonstrates a pattern of violating school, district and state policy and procedure.
ATTENDANCE	The resident teacher adheres to state, district, school, attendance policy and procedure.	The resident teacher adheres to state, district, school, and attendance policy and procedures with few exceptions		The resident teacher demonstrates a pattern of absences that violate state, district, school attendance policy and procedure.
SCHEDULE	The resident teacher adheres to state, district, school, work schedule policy and procedure.	The resident teacher adheres to state, district and schoolwork schedule policy and procedure with few exceptions		The resident teacher demonstrates a pattern of failure to adhere to the work schedule defined by state, district, school policy and procedure.
RESPECT	The resident teacher interacts professionally with students, parents/guardians, colleagues and community.	The resident teacher Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions		The resident teacher demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional.
<i>Comments:</i>				

SCORE & SIGNATURE PAGE:

Final Scores: Transfer the final scores to the table below. Total the number of points and divide the total by 56 to obtain average score for standards 1-5. (Used for institution use only- not passing of a teacher candidate.)

Mean

Total

Score:

	DISTINGUISHED	ACCOMPLISHED	EMERGING	NOVICE	UNSATISFACTORY
	4	3	2	1	0
Standard 1.1					
Standard 1.2					
Standard 1.3					
Standard 2.1					
Standard 2.2					
Standard 2.3					
Standard 3.1					
Standard 3.2					
Standard 3.3					
Standard 4.1					
Standard 4.2					
Standard 5.1					
Standard 5.2					
Standard 5.3					
Total Score for each rating					
Average for Standards 1-5					
	DISTINGUISHED	ACCOMPLISHED	EMERGING	UNSATISFACTORY	Total Score for Standard 6:
	3	2	1	0	
Standard 6.1					
Standard 7.1		Standard 2	Below Standard 1	Unsatisfactory 0	Total Score for Standard 7:
	Policy & Procedure				
	Attendance				
	Schedule				
	Respect				
Total Score for Standard 7:					

Score _____ /56 = _____

Signatures:

Resident: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

CONTENT PERFORMANCE ASSESSMENT: CAEP ELEMENTARY EDUCATION STANDARDS- FORMATIVE

CANDIDATE:

Evaluation # _____ Date _____ Observer _____			
Evaluation # _____ Date _____ Observer _____			
STANDARD 2a LITERACY			
Standard 2a: <i>The candidate demonstrates and applies understanding of the elements of literacy critical for purposeful oral, print, and digital communication.</i>			
<p>Level 1 The Beginning Candidate</p> <p>_____Candidate is unable to demonstrate knowledge of the elements of literacy that are critical for purposeful oral, print and digital communication.</p> <p>_____Candidate is unable to identify the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum.</p>	<p>Level 2 The Developing Candidate</p> <p>_____Candidate knows the elements of literacy that are critical for purposeful oral, print and digital communication.</p> <p>_____Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum.</p>	<p>Level 3 The Competent Candidate</p> <p>_____Candidate demonstrates knowledge and understanding of the elements of literacy that are critical for purposeful oral, print, and digital communication.</p> <p>_____Candidate uses knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum, and demonstrates an understanding of stages in the acquisition of reading skills.</p>	<p>Level 4 The Accomplished Candidate</p> <p>_____Candidate demonstrates knowledge, understanding, and the ability to evaluate instructional materials for the elements of literacy critical for purposeful oral, print or digital communication.</p> <p>_____Candidate uses knowledge and understanding of the elements of foundational literacy to design and implement integrated, comprehensive, and balanced literacy lessons and activities that reflect demonstrates an understanding of stages in the acquisition of reading skills.</p>
Comments:			

STANDARD 2b MATHEMATICS

Standard 2b: The candidate demonstrates and applies understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and mathematical domains.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>_____Candidate is unable to demonstrate knowledge of the major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and of the connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).</p> <p>_____Candidate is unable to demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.</p>	<p>_____Candidate knows major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).</p> <p>_____Candidate’s explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.</p>	<p>_____Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), and across other curricular areas.</p> <p>_____Candidate understands and engages students in the mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics and other curricular areas.</p>	<p>_____Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), across other curricular areas and to real-world contexts.</p> <p>_____Candidate understands and engages students in mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics, other curricular areas, and real-world contexts.</p>

Comments:

STANDARD 2c SCIENCE

Standard 2c: *The candidate demonstrates and applies understandings and integration of the three dimensions of science: science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science.*

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>_____Candidate is unable to demonstrate knowledge of science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>_____Candidate is unable to demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.</p>	<p>_____Candidate knows the science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>_____Candidate's explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.</p>	<p>_____Candidate demonstrates knowledge, understanding, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>_____Candidate understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.</p>	<p>_____Candidate demonstrates knowledge, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design) and across other curriculum areas.</p> <p>_____Candidate understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities.</p>
<p><i>Comments:</i></p>			

STANDARD 2d SOCIAL STUDIES

Standard 2d: The candidate demonstrates and applies understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history, within a framework of inquiry.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>_____Candidate is unable to demonstrate knowledge of the central concepts and the tools of informed inquiry within civics, economics, geography, and history.</p> <p>_____Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>_____Candidate knows central concepts within civics, economics, geography, and history.</p> <p>_____Candidate's explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>_____Candidate demonstrates knowledge and understanding and is able to describe and plan for instructional use of the central concepts and the tools of informed inquiry within civics, economics, geography, and history.</p> <p>_____Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes.</p>	<p>_____Candidate demonstrates knowledge, and understanding, and is able to describe and plan for integrated instructional applications of the central concepts and tools of informed inquiry within civics, economics, geography, and history.</p> <p>_____Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active.</p>

Comments:

Signatures:

Evaluation #1

Observer Circle One: Cooperating Teacher University Supervisor Date

Resident Date

Evaluation #2

Observer Circle One: Cooperating Teacher University Supervisor Date

Resident Date

Evaluation #3

Observer Circle One: Cooperating Teacher University Supervisor Date

Resident Date

Evaluation #4

Observer Circle One: Cooperating Teacher University Supervisor Date

Resident Date

Content Performance Assessment Forms

CONTENT PERFORMANCE ASSESSMENT: CAEP ELEMENTARY EDUCATION STANDARDS- SUMMATIVE

Please Print

Resident: _____

Cooperating Teacher: _____

University Supervisor: _____

Level 1 - The Beginning Candidate. Level 1 implies a *Beginning* level of candidate performance characteristics, a level in which there is little or no evidence that the candidate meets the component's performance expectation.

Level 2 - The Developing Candidate. Level 2 implies a level of *Developing* performance, a level in which the candidate provides evidence for demonstrating some of the performance characteristics necessary to meet the standard at an acceptable level, and so has not yet provided sufficient evidence of ability for independent practice for all parts of the component performance expectation.

Level 3 - The Competent Candidate. Level 3 implies a level of *Competent* performance in which the candidate demonstrates proficiency—those performance characteristics that meet the component expectations at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher. **WVUP MASTERY**

Level 4 - The Accomplished Candidate. Level 4 implies an *Accomplished* level of performance in which the candidate demonstrates performance characteristics that represent exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher. Expectations for performance at this level are demanding and candidate performance at this level requires evidence of highly skilled performance for a candidate who is just completing an Elementary teacher preparation program.

Signatures:

Resident: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

STANDARD 2a LITERACY			
Standard 2a: <i>The candidate demonstrates and applies understanding of the elements of literacy critical for purposeful oral, print, and digital communication.</i>			
Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>_____Candidate is unable to demonstrate knowledge of the elements of literacy that are critical for purposeful oral, print and digital communication.</p> <p>_____Candidate is unable to identify the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum.</p>	<p>_____Candidate knows the elements of literacy that are critical for purposeful oral, print and digital communication.</p> <p>_____Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum.</p>	<p>_____Candidate demonstrates knowledge and understanding of the elements of literacy that are critical for purposeful oral, print, and digital communication.</p> <p>_____Candidate uses knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum, and demonstrates an understanding of stages in the acquisition of reading skills.</p>	<p>_____Candidate demonstrates knowledge, understanding, and the ability to evaluate instructional materials for the elements of literacy critical for purposeful oral, print or digital communication.</p> <p>_____Candidate uses knowledge and understanding of the elements of foundational literacy to design and implement integrated, comprehensive, and balanced literacy lessons and activities that reflect demonstrates an understanding of stages in the acquisition of reading skills.</p>
Comments:			

STANDARD 2b MATHEMATICS

Standard 2b: *The candidate demonstrates and applies understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and mathematical domains.*

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>_____Candidate is unable to demonstrate knowledge of the major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and of the connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).</p> <p>_____Candidate is unable to demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.</p>	<p>_____Candidate knows major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).</p> <p>_____Candidate’s explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.</p>	<p>_____Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), and across other curricular areas.</p> <p>_____Candidate understands and engages students in the mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics and other curricular areas.</p>	<p>_____Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), across other curricular areas and to real-world contexts.</p> <p>_____Candidate understands and engages students in mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics, other curricular areas, and real-world contexts.</p>
Comments:			

STANDARD 2c SCIENCE			
Standard 2c: <i>The candidate demonstrates and applies understandings and integration of the three dimensions of science: science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science.</i>			
Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>_____Candidate is unable to demonstrate knowledge of science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>_____Candidate is unable to demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.</p>	<p>_____Candidate knows the science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>_____Candidate's explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.</p>	<p>_____Candidate demonstrates knowledge, understanding, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>_____Candidate understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.</p>	<p>_____Candidate demonstrates knowledge, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design) and across other curriculum areas.</p> <p>_____Candidate understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities.</p>
Comments:			

STANDARD 2d SOCIAL STUDIES

Standard 2d: *The candidate demonstrates and applies understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history, within a framework of inquiry.*

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>_____Candidate is unable to demonstrate knowledge of the central concepts and the tools of informed inquiry within civics, economics, geography, and history.</p> <p>_____Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>_____Candidate knows central concepts within civics, economics, geography, and history.</p> <p>_____Candidate's explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>_____Candidate demonstrates knowledge and understanding and is able to describe and plan for instructional use of the central concepts and the tools of informed inquiry within civics, economics, geography, and history.</p> <p>_____Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes.</p>	<p>_____Candidate demonstrates knowledge, and understanding, and is able to describe and plan for integrated instructional applications of the central concepts and tools of informed inquiry within civics, economics, geography, and history.</p> <p>_____Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active.</p>

Comments:

Evaluation Summary Sheet

WEST VIRGINIA UNIVERSITY AT PARKERSBURG

CLINICAL EXPERIENCE – RESIDENCY 1

EVALUATION SUMMARY SHEET

Semester _____ Year _____ Days absent _____ Times Tardy _____

Resident: _____
Last First Middle (Maiden)

ID Number: _____ E-mail Address: _____

Complete Name of School: _____ County: _____

Grade Level: _____ Subject(s) Taught: _____ No. of weeks: _____

Subject Specialization(s): _____

University Supervisor: _____

Cooperating Teacher: _____

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

_____ **Recommendation of Supervisors:** The undersigned agree that the teacher candidate has successfully completed Residency 1. It is recommended that the stipulated hours of credit be entered on the teacher candidate's record.

_____ **Non-recommendation of supervisors:** The undersigned agree that the teacher candidate has not successfully completed Residency 1; no credit will be entered on the teacher candidate's record.

Comments:

I have read the completed evaluation

Cooperating Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Resident's Signature _____ Date _____

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

Evaluation Summary Sheet

WEST VIRGINIA UNIVERSITY AT PARKERSBURG CLINICAL EXPERIENCE – RESIDENCY 2 EVALUATION SUMMARY SHEET

Semester _____ Year _____ Days absent _____ Times Tardy _____

Resident: _____

Last

First

Middle

(Maiden)

ID Number: _____ E-mail Address: _____

Complete Name of School: _____ County: _____

Grade Level: _____ Subject(s) Taught: _____ No. of weeks: _____

Subject Specialization(s): _____

University Supervisor: _____

Cooperating Teacher: _____

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

_____ **Recommendation of Supervisors:** The undersigned agree that the teacher candidate has successfully completed Residency 1. It is recommended that the stipulated hours of credit be entered on the teacher candidate's record.

_____ **Non-recommendation of supervisors:** The undersigned agree that the teacher candidate has not successfully completed Residency 1; no credit will be entered on the teacher candidate's record.

Comments:

I have read the completed evaluation

Cooperating Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Resident's Signature _____ Date _____

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

Dispositions Evaluation Rubric

Division of Education
Dispositions Evaluation

Candidate Name: _____ Date: _____

Person Completing Rubric: _____

Check One: ☐ Self ☐ Course Instructor ☐ Residency Supervisor
Check One: ☐ EDUC 300 ☐ EDUC 401 ☐ Residency

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.	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.

____ Values knowledge outside his/her content area.			
ELEMENT 1.4: The teacher candidate respects diversity. InTASC Dispositions 1h, 2m, 7n			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. ____ Uses this understanding when planning instruction. ____ Consistently differentiates instruction based on diverse needs.	The teacher candidate: ____ Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. ____ Uses this understanding when planning instruction.	The teacher candidate: ____ Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate: ____ Does not demonstrate a commitment to understanding the needs of diverse learners.
DISPOSITION 2: RESPONSIVENESS			
ELEMENT 2.1: The teacher candidate is responsive to learners' needs. InTASC Dispositions 3p, 5s			
ADVANCED 3	PROFICIENT 2	NOVICE 3	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Demonstrates flexibility by adapting to new situations specifically with respect to learners ____ Commits to supporting learners as they engage in purposeful learning. ____ Values flexible learning environments that encourage learner discovery and expression across content areas.	The teacher candidate: ____ Demonstrates flexibility by adapting to new situations specifically with respect to learners ____ Commits to supporting learners as they engage in purposeful learning.	The teacher candidate: ____ Demonstrates flexibility by adapting to new situations specifically with respect to learners.	The teacher candidate: ____ 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: ____ Values flexibility in the teaching process. ____ Demonstrates a belief that plans must be open to adjustment based on learners' needs. ____ Adjusts instruction based on changing circumstances and/or teachable moments.	The teacher candidate: ____ Values flexibility in the teaching process. ____ Demonstrates a belief that plans must be open to adjustment based on learners' needs and/or assessment results.	The teacher candidate: ____ Values flexibility in the teaching process.	The teacher candidate: ____ Does not demonstrate flexibility during the teaching process.
ELEMENT 2.3: The teacher candidate is responsive in the use of assessment techniques. InTASC Dispositions 1i, 6r, 6u			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Takes responsibility for aligning assessment with learning goals. ____ Commits to using learners' strengths as opportunities for	The teacher candidate: ____ Takes responsibility for aligning assessment with learning goals. ____ Commits to using learners'	The teacher candidate: ____ Takes responsibility for aligning assessment with learning goals.	The teacher candidate: ____ Does not take responsibility for aligning assessment with learning goals.

growth, and their misconceptions as opportunities for learning. ____ Commits to making accommodations in assessment and testing conditions, especially for learners with disabilities.	strengths as opportunities for growth, and their misconceptions as opportunities for learning.		
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: ____ Commits to deepening understanding of his/her own frames of reference and potential biases in these frames. ____ Recognizes his/her potential biases and their impact on learners and their families ____ Recognizes potential biases in his/her representation of the discipline and seeks to address the ramifications.	The teacher candidate: ____ Commits to deepening understanding of his/her own frames of reference and potential biases in these frames. ____ Recognizes his/her potential biases and their impact on learners and their families.	The teacher candidate: ____ Commits to deepening understanding of his/her own frames of reference and the potential bias in these frames.	The teacher candidate: ____ Does not commit to understanding his/her potential of bias
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: ____ Reflects on his/her teaching practices or the teaching practices of others. ____ Analyzes his/her teaching practices to improve planning and practice. ____ Acts on analysis of teaching to improve planning and practice.	The teacher candidate: ____ Reflects on his/her teaching practices or the teaching practices of others. ____ Analyzes his/her teaching practices to improve planning and practice.	The teacher candidate: ____ Reflects on his/her teaching practices or the teaching practices of others through description.	The teacher candidate: ____ 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: ____ Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. ____ Explores how to use disciplinary knowledge as a lens to address local and/or global issues. ____ Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	The teacher candidate: ____ Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. ____ Explores how to use disciplinary knowledge as a lens to address local and/or global issues.	The teacher candidate: ____ Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving.	The teacher candidate: ____ 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: ____ Embraces the challenge of continuous improvement and change. ____ Keeps abreast of new ideas and understanding in the field. ____ Continuously seeks opportunities to draw upon current education policy and research and reflects to improve practice.	The teacher candidate: ____ Embraces the challenge of continuous improvement and change. ____ Keeps abreast of new ideas and understanding in the field.	The teacher candidate: ____ Embraces the challenge of continuous improvement and change.	The teacher candidate: ____ Does not see the need for continuous improvement.
DISPOSITION 4: COLLABORATION			
ELEMENT 4.1: The teacher candidate values collaboration with learners. InTASC 3n, 6q			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Demonstrates the ability to solve problems with their own classmates. ____ Seeks to work with learners in meeting challenging goals. ____ Seeks to develop each learners' capacity to communicate about their own learning.	The teacher candidate: ____ Demonstrates the ability to solve problems with their own classmates. ____ Seeks to work with learners in meeting challenging goals.	The teacher candidate: ____ Demonstrates the ability to solve problems with their own classmates.	The teacher candidate: ____ Does not demonstrate effective collaboration skills with others.
ELEMENT 4.2: The teacher candidate values collaboration with colleagues. InTASC Dispositions 1k, 7o			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Demonstrates a willingness to use input from others. ____ Works together with colleagues to meet challenging goals. ____ Takes the initiative to develop her/her own skills through interactions with colleagues that enhance practice and support learning.	The teacher candidate: ____ Demonstrates a willingness to use input from others. ____ Works together with colleagues to meet challenging goals	The teacher candidate: ____ Demonstrates a willingness to use input from others.	The teacher candidate: ____ Does not demonstrate a willingness to use input from others.
ELEMENT 4.3: The teacher candidate values collaboration with families. InTASC Dispositions 3n, 10q			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Demonstrates a respect for differences in families. ____ Seeks to work together with families to create a positive learning environment. ____ Takes the initiative to collaborate with families to meet challenging goals.	The teacher candidate: ____ Demonstrates a respect for differences in families. ____ Seeks to work together with families to create a positive learning environment.	The teacher candidate: ____ Demonstrates a respect for differences in families.	The teacher candidate: ____ Does not appear to value differences in families.
DISPOSITION 5: COMMITMENT			
ELEMENT 5.1: The teacher candidate is committed to improving student learning through appropriate planning. InTASC			

Dispositions 7p			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
<p>The teacher candidate:</p> <p>_____ Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning.</p> <p>_____ Takes professional responsibility to use short-term planning as a means of assuring student learning.</p> <p>_____ Takes professional responsibility to use long-term planning as a means of assuring student learning.</p>	<p>The teacher candidate:</p> <p>_____ Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning.</p> <p>_____ Takes professional responsibility to use short-term planning as a means of assuring student learning.</p>	<p>The teacher candidate:</p> <p>_____ Takes professional responsibility to use short-term planning, as a means of assuring his/her own learning.</p>	<p>The teacher candidate:</p> <p>_____ Displays a lack of commitment to planning by not being prepared</p>
ELEMENT 5.2: The teacher candidate is committed to improving student learning through mastery of content. InTASC Dispositions 4r, 5q			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
<p>The teacher candidate:</p> <p>_____ Displays a commitment to work toward his/her own mastery of disciplinary content and skills</p> <p>_____ Displays a commitment to work towards learners' mastery of disciplinary content and skills</p> <p>_____ Displays a commitment to constantly explore how to use disciplinary knowledge as a lens to address local and/or global issues.</p>	<p>The teacher candidate:</p> <p>_____ Displays a commitment to work toward his/her own mastery of disciplinary content and skills</p> <p>_____ Displays a commitment to work towards learners' mastery of disciplinary content and skills.</p>	<p>The teacher candidate:</p> <p>_____ Displays a commitment to work toward his/her own mastery of disciplinary content and skills</p>	<p>The teacher candidate:</p> <p>_____ Displays a lack of commitment toward their own mastery of disciplinary content and skills</p>
Element 5.3: The teacher candidate is committed to improving student learning through appropriate teaching practices. InTASC Dispositions 6s, 6t, 6v			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
<p>The teacher candidate:</p> <p>_____ Displays a commitment to becoming competent with instructional skills including classroom management.</p> <p>_____ Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth.</p> <p>_____ Commits to using timely descriptive feedback to learners on their progress.</p>	<p>The teacher candidate:</p> <p>_____ Displays a commitment to becoming competent with instructional skills including classroom management.</p> <p>_____ Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth.</p>	<p>The teacher candidate:</p> <p>_____ Displays a commitment to becoming competent with instructional skills.</p>	<p>The teacher candidate:</p> <p>_____ Displays a lack of interest and enthusiasm in the teaching profession.</p>
ELEMENT 5.4: The teacher candidate is committed to improving student learning through the appropriate use of technology. InTASC Dispositions 8r			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0

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 developing a culture of professionalism in all areas with his/her colleagues	The teacher candidate projects a professional image by meeting the proficiencies under "Novice" AND exhibits sound judgement in the following areas: _____ Integrity _____ Problem-solving _____ Tolerance _____ Confidentiality	The teacher candidate projects a professional image by consistently demonstrating proficiencies in the following areas: _____ Oral communication _____ Written communication _____ Physical Stamina _____ Mental Stamina _____ Appearance _____ Interpersonal Communications _____ Punctuality _____ Reliability	The teacher candidate projects a lack of professionalism by showing deficiencies in one or more of the following areas: _____ Oral communication _____ Written communication _____ Physical Stamina _____ Mental Stamina _____ Appearance _____ Interpersonal Communications _____ Punctuality _____ Reliability

Signatures:

Observer

University Based Supervisor

Date

Resident

Date

Residency Schedule

Resident _____ Resident Phone _____

Cooperating Teacher Name _____ Room _____

Principal _____ School Phone _____

University Supervisor _____ Endorsement Area _____

AM

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

NOON

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PM

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

SPECIAL NOTES:

Absence from Duty Report

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
REPORT OF ABSENCE FROM DUTY**

NAME _____ DATE _____

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

Reason for Absence: Personal Professional

Explain:

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

APPROVED:

Yes _____ No _____ _____
University Supervisor Date

Yes _____ No _____ _____
Cooperating Teacher Date

Yes _____ No _____ _____
Dean, Education Department Date

***This form must be received by the Education Division office no later than TWO working days following the absence.**

Request for Permission to Be Absent

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
REQUEST FOR PERMISSION TO BE ABSENT FROM DUTY**

NAME _____ **DATE** _____

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

Reason for Absence: Personal Professional

Explain:

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

APPROVED:

Yes _____ No _____ _____
University Supervisor Date

Yes _____ No _____ _____
Cooperating Teacher Date

Yes _____ No _____ _____
Dean, Education Department Date

***This form must be received by the Education Division office no later than TWO working days following the absence.**

Supervisory Log

Supervisory Log

Semester_____ - 20_____

Supervisor _____

Resident	School	Date(s) Assigned	Contact Dates/Codes						
			1	2	3	4	5	6	7

Contact Codes: 1 = Classroom; 2 = Resident Conference; 3 = Cooperating Teacher Conference; 4 = 3/Way Conference; 5 = Group Conference
 **Submit to Dean of Education by two (2) working days after exit conference.

Co-Teaching Strategies & Examples

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

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

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EDUC 414 Residency 1

Credit Hours: **9**

Scheduled hours per week

Lecture:

Lab: 20 hrs per week

Other:

Catalog Course Description: Sixteen weeks of observation, planning, teaching, and evaluation at the K-6 levels under the direct supervision of public school and college supervisors. Emphasis on cooperative learning, co-teaching and integration of technology.

Pre-requisites: Admission to Year Long Residency

Co-requisites: EDUC 401

Course Learning Outcomes:

1. Demonstrate the knowledge and skills needed to identify, implement and analyze an action research project. (WVPTS 1E, 3E, 4A, 4B, 4C, 4D) (InTASC 6) (Praxis 5622 IV 2, 3) (CAEP EL ED 1a) (CAEP 2022 R1.4) (Assessment: Action research project, Reflective journal, West Virginia Teacher Performance Assessment (WVTPA) Task 1)
2. Demonstrate competency in the co-construction of lesson plans based on state standards which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment. (WVPTS 1C, 1D, 1E, 3E, 3F, 4C, 5C, 5G, 5H) (InTASC 1, 2, 4, 6, 7, 8, 10) (Praxis 5622 I. C1, C2, C3, C4, II. A1, A2, A3, A4, A5, A6, A7) (CAEP EL ED 1a, 3a, 3b, 3c, 3d, 3f) (CAEP 2022 R1.1, R1.2, R1.3) (Assessment: Charlotte Danielson Framework for Teaching Rubrics, West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment)
3. Demonstrate collaborative decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media. (WVPTS 1A, 1D, 1E, 2A, 2B, 3A, 3C, 3E, 4B, 5A, 5E, 5F) (InTASC 3, 5, 6, 7, 9, 10) (Praxis 5622 II. B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, III A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5) (CAEP EL ED 1a, 1b, 2a, 3a, 3b, 3c, 3e, 3f) (CAEP 2022 R1.3) (Assessment: Charlotte Danielson Framework for Teaching Rubrics, (TPACK) Technology Assessment, West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment)
4. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative interactions. (WVPTS 2A, 2B, 2C, 2D, 2E, 3B, 3D, 4B, 5B, 5C, 5D, 5E, 5F, 5I) (InTASC 3, 7, 10) (Praxis 5622 II. D1, D2, D3, D4, IV 6) (CAEP EL ED 1c, 5a, 5c) (CAEP 2022 R1.4, R2) (Assessment: Dispositions Rubric, LiveText Submissions)
5. Demonstrate co-teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students. (WVPTS 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 3C, 3D, 3F, 4B, 5F) (InTASC 2, 3, 9, 10) (Praxis 5622 I. C1, C2, C3, C4, II. C1, C2, C3, C4, C5, IV. 1, 2, 3, 4, 5, 6) (CAEP EL ED 1a, 1b, 1c, 3a, 3e, 3f, 4a, 4c, 4d, 4e, 4f, 4g) (CAEP 2022 R1.1, R1.2, R1.3, R1.4, R2) (Assessment: Charlotte Danielson Framework for Teaching Rubrics, West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment, Dispositions Rubric)
6. Demonstrate collaborative decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel. (WVPTS 1C, 1D, E, 4A, 4B, 5D, 5E, 5F) (InTASC 3, 6, 7, 8, 9, 10) (Praxis 5622 I. A1, A2, A3, A4, A5, III. A1, A2, A3, A4, A5, A6)) (CAEP EL ED 1c, 3a, 3b, 4b, 4d, 5a) (CAEP 2022 R1.3, R1.4, R2) (Assessment: Charlotte Danielson

Framework for Teaching Rubrics, West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment, Dispositions Rubric)

7. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations. (WVPTS 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5F, 5G, 5H, 5I) (InTASC 6, 9, 10) (Praxis 5622 I A1, A2, A3, A4, A5, III. A1, A2, A3, A4, A5, A6) (CAEP EL ED 5a, 5b, 5c) (CAEP 2022 R1.4, R2) (Assessment: West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment, reflective journal, Dispositions Rubric)
8. Demonstrate the integration of technology throughout the curriculum. (WVPTS 1D, 5E) (Praxis 5622 II A.1, A.2, A.3, A.4, A.5, A.6, A.7) (InTASC 5) (CAEP EL ED 2a) (CAEP 2022 R1.4) (Assessment: Charlotte Danielson Framework for Teaching Rubrics, (TPACK) Technology Assessment, West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment)
9. Demonstrates satisfactory performance related to the elementary education content standards. (WVPTS 1A, 1B, 1C, 1D, 1E, 3A) (InTASC 2, 7, 8) (Praxis 5622 I. B3, IV. 1, 7) (CAEP EL ED 2a, 2b, 2c, 2d, 4c) (CAEP 2022 R1.2) (Assessment: Charlotte Danielson Framework for Teaching Rubrics, West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment)
10. Apply basic statistical techniques to interpret student performance. (WVPTS 1E, 3E, 3F) (InTASC 6,7) (PRAXIS 5622 I. B.1, B.2, B.3, B.4, B.5, B.6, III. B.2, B.2, B.4, B.4, B.5) (CAEP EL ED 3a, 3b) (CAEP 2022 R1.3) (Assessment: Charlotte Danielson Framework for Teaching Rubrics, West Virginia Evaluation Rubric for Teachers, Elementary Education Content Performance Assessment)
(CAEP 2022 R2 is addressed throughout the course)

Topics to be studied:

1. Planning Competencies
2. Teaching Competencies
3. Assessment Competencies
4. Other Professional Competencies
5. Content Competencies
6. Technology Competencies
7. Action Research
8. Co-teaching Strategies

Relationship of Course to Program or Discipline Learning Outcomes:

Students will be assessed in all areas of the philosophical framework, *Architects of the Future*. Students will Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with diverse students must be demonstrated.

Special requirements of the course:

1. Charlotte Danielson Framework for Teaching Rubrics
2. Complete Technological Pedagogical Content Knowledge (TPACK) Technology Assessment.
3. Complete an action research project.
4. West Virginia Evaluation Rubric for Teachers – twelve formative evaluations minimum; six completed by school-based supervisor; six completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based and the university-based supervisors.
5. Elementary Education Content Performance Assessment – twelve formative evaluations minimum; six completed by school-based supervisor; six completed by the university-based supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, school-based and the university-based supervisors.

6. Maintain a reflective journal through email with the university-based supervisor.
7. Complete West Virginia Teacher Performance Assessment (WVTPA) Task 1.
8. Dispositions Rubric completed by student teacher and university-based supervisor
9. Have current LiveText (or affiliate) subscription

Additional information:

NA

Prepared by: David Lancaster, Bobbi Marshall and Missy Spivy

Date: Standards Revised 4-21

Education 415 Residency 2

Credit Hours: 11

Scheduled hours per week

Lecture: 0

Lab: 40 hours per week

Other: 0

Catalog Course Description: Sixteen weeks of full-time planning, teaching, and evaluation at the K-6 levels under the direct supervision of public school and college supervisors.

Pre-requisites: Successful completion of Residency 1

Co-requisites: EDUC 410

Course Learning Outcomes:

1. Demonstrate competency in developing plans based on state standards which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment. (*WVPTS 1C, 1D, 1E, 3A, 3E, 4B, 4C*) (*InTASC 1, 2, 6, 7, 9*) (*Praxis*) (*CAEP EL ED 1a, 3a, 3b, 3c, 3d, 3f*) (*CAEP 2022 R1.1, R1.2, R1.3*) (*Assessment: West Virginia Evaluation Rubrics for Teachers, Elementary Education Content Performance Assessment, Reflective journal, West Virginia Teacher Performance Assessment (WVTPA), Dispositions Rubric*)
2. Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media. (*WVPTS 2A, 2B, 3E, 3F*) (*InTASC 1, 5, 6, 8, 10*) (*Praxis*) (*CAEP EL ED 1a, 1b, 2a, 3a, 3b, 3c, 3d, 3f*) (*CAEP 1.1, 1.3, 2.3, 3.2, 5.4*) (*CAEP 2022 R1.3*) (*Assessment: West Virginia Evaluation Rubrics for Teachers, Elementary Education Content Performance Assessment, Reflective journal, West Virginia Teacher Performance Assessment (WVTPA), Dispositions Rubric*)
3. Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences. (*WVPTS 2A, 2B, 2C, 2E, 3B, 3C, 3D, 4B, 5C, 5E, 5F*) (*InTASC 3, 9, 10*) (*Praxis*) (*CAEP EL ED 1c, 5a, 5c*) (*CAEP 2022 R1.4*) (*Assessment: Reflective journal, Dispositions Rubric*)
4. Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students. (*WVPTS 1E, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 3F, 4A, 5B, 5D*) (*InTASC 1, 2, 3, 4, 6, 8*) (*Praxis*) (*CAEP EL ED 1a, 1b, 1c, 3a, 3e, 3f, 4a, 4c, 4d, 4e, 4f, 4g*) (*CAEP 2022 R1.1, R1.2, R1.3, R1.4*) (*Assessment: West Virginia Evaluation Rubrics for Teachers, Elementary Education Content Performance Assessment, Reflective journal, West Virginia Teacher Performance Assessment (WVTPA), Dispositions Rubric*)
5. Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel. (*WVPTS 1E, 2F, 3A, 3B, 3E, 5G*) (*InTASC 2, 3, 5, 6, 7*) (*Praxis*) (*CAEP EL ED 1c, 3a, 3b, 4b, 4d, 5a*) (*CAEP 2022 R1.3, R1.4*) (*Assessment: West Virginia Evaluation Rubrics for Teachers, Elementary Education Content Performance Assessment, Reflective journal, West Virginia Teacher Performance Assessment (WVTPA), Dispositions Rubric*)
6. Demonstrate professional commitment in other activities including: self-evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations. (*WVPTS 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I*) (*InTASC 9, 10*) (*Praxis*) (*CAEP EL ED 5a, 5b, 5c*) (*CAEP 2022 R1.4*) (*Assessment: West Virginia Evaluation Rubrics for Teachers, Reflective journal, Dispositions Rubric*)

7. Demonstrate the integration of 21st century skills and technology throughout the curriculum. (*WVPTS 1A, 4A*) (*InTASC 7, 8, 9*) (*Praxis*) (*CAEP EL ED 2a*) (*CAEP 2022 R1.3*) (*Assessment: West Virginia Evaluation Rubrics for Teachers*)
8. Demonstrates satisfactory performance related to the elementary education content standards. (*WVPTS 1A, 1C, 3A*) (*InTASC 4, 7*) (*Praxis*) (*CAEP EL ED 2a, 2b, 2c, 2d, 4c*) (*CAEP 2022 R1.2*) (*Assessment: West Virginia Evaluation Rubrics for Teachers, Elementary Education Content Performance Assessment*)
(CAEP 2022 R2 is addressed throughout the course)

Topics to be studied:

1. Pre-teaching Competencies
2. Teaching Competencies
3. Post-teaching Competencies
4. Other Professional Competencies
5. Content Competencies
6. Analyze personal effect on K-6 student learning.

Relationship of Course to Program or Discipline Learning Outcomes:

Students will be assessed in all areas of the philosophical framework, *Architects of the Future*. Students will Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with diverse students must be demonstrated.

Special requirements of the course:

1. West Virginia Evaluation Rubrics for Teachers – six formative evaluations minimum; three completed by a local cooperating teacher; three completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor.
2. Elementary Education Content Performance Assessment – six formative evaluations minimum; three completed by a local cooperating teacher; three completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor.
3. Evaluation of the reflective journal and other materials which document participation.
4. West Virginia Teacher Performance Assessment (WVTPA)
5. Dispositions Rubric

Prepared by: Mrs. Bobbi Marshall, Dr. Missy Spivy and Dr. David Lancaster

Date: Standards Revised 4-21

TENTATIVE Phase In Schedule Residency 1 Spring 2022

Week	Responsibilities	Assessments
January 6 and 7	Residents will acclimate to classroom; learn names and schedule; Begin Task 1 Contextual Factors WV TPA	
January 10-14	Residents will acclimate to classroom; learn names and schedule; Begin Task 1 Contextual Factors WV TPA	
January 17-21	Residents continue to acclimate; Co-teach lessons with cooperating teacher taking the lead in co-planning and co-teaching.	Long plans should be written for all lessons taught. (If the resident is the assistant or observer in "One Teach, One Observe or Assist", they do NOT need to write a long plan.) Designate what co-planning strategies are being used in the "Research-based Strategies" section of plan. Email plans to both supervisors and field placement coordinator by 3:00 on Sunday afternoon. Continue throughout semester.
January 24-28	Co-Teach with cooperating teacher taking the lead in co-planning and co-teaching	
January 31-February 4	Co-Teach with cooperating teacher taking the lead in co-planning and co-teaching	
February 7-11	Co-Teach with cooperating teacher taking the lead in co-planning and co-teaching	First Formative Assessment Due by February 11 (Both cooperating teacher and university supervisor complete separately.)
February 14-18	Transition to resident taking the lead in co-planning and co-teaching at least one full morning each week.	
February 21-25	Transition to resident taking the lead in co-planning and co-teaching at least one full morning each week.	
February 28-March 4	Transition to resident taking the lead in co-planning and co-teaching at least one full morning each week.	
March 7-11	Transition to resident taking the lead in co-planning and co-teaching at least one full morning each week.	First Summative Assessment Due by March 7. (Cooperating teacher and university supervisor complete together and put in

		Livetest.)
March 14-18 Spring Break at WVUP EDUC 401 will not meet (Follow Spring Break schedule of host county)	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of two full mornings each week.	
March 21-25	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of two full mornings each week.	Second Formative Assessment Due by March 25 th . (Both cooperating teacher and university supervisor complete separately.)
March 28-April 1	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of two full mornings each week, along with co-teaching on other days	
April 4-8	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of two full mornings each week, along with co-teaching on other days.	
April 11-15	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of two full mornings each week, along with co-teaching on other days	
April 18-22	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of three full mornings each week.	
April 25-29	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of three full mornings each week.	Third Formative Assessment Due by end of April 29 th at the latest. (Both cooperating teacher and university supervisor complete separately.)
May 2-5	Co-Teach with resident taking the lead in co-planning and co-teaching the equivalent of three full mornings each week.	Second Summative Assessment Due by May 5. (Cooperating teacher and university supervisor complete together.) Disposition Rubric Due by May 5. (University supervisor complete after conferring with cooperating teacher. Resident completes.)

TENTATIVE Phase In Schedule Residency 2 Spring 2022

Week	Responsibilities	Assessments
January 6 and 7	Residents will reacclimate themselves to the classroom and observe parts of the day they have not previously seen.	
January 10-14	Residents will assume taking the lead in co-planning and co-teaching the equivalent of three full mornings per week and co-teach with the cooperating teacher taking the lead co-planning and co-teaching other times.	Long plans should be written for all lessons taught. (If the resident is the assistant or observer in "One Teach, One Observe or Assist", they do NOT need to write a long plan.) Designate what co-planning strategies are being used in the "Research-based Strategies" section of plan. Put ALL plans for week in notebook by Monday at 8:00 am.
January 17-21	Residents will assume taking the lead in co-planning and co-teaching the equivalent of five mornings per week and co-teach with the cooperating teacher taking the lead co-planning and co-teaching other times	
January 24-28	Resident will solo teach the equivalent of five mornings a week and will co-teach with the cooperating teacher taking the lead co-planning and co-teaching the remaining time.	First Formative WVERCE and CPA due by January 28 (Put formative WVERCEs in Livetext)
January 31-February 4	Resident will solo teach the equivalent of five mornings a week and will co-teach with the cooperating teacher taking the lead co-planning and co-teaching the remaining time.	
February 7-11	Resident will solo teach the equivalent of five mornings a week and will co-teach with the cooperating teacher taking the lead co-planning and co-teaching the remaining time.	
February 14-18	Resident will solo teach the equivalent of five mornings a week and will take the lead co-teaching and co-planning the remaining time.	

February 21-25	Resident will solo teach the equivalent of five mornings a week and will take the lead co-teaching and co-planning the remaining time.	
February 28-March 4	Resident will solo teach the equivalent of five mornings a week and will take the lead co-teaching and co-planning the remaining time.	
March 7-11	Resident solo teach and plan entire day.	First Summative WVERCE and formative CPA due by March 7. (Cooperating teacher and university supervisor complete WVERCE together and put in Livetext.)
March 14-18 Spring Break at WVUP EDUC 401 will not meet (Follow Spring Break schedule of host county)	Resident solo teach and plan entire day.	
March 21-25	Resident solo teach and plan entire day.	Second Formative WVERCE and CPA due by March 25 th . (Both cooperating teacher and university supervisor complete separately and put WVERCE in Livetext.)
March 28-April 1	Resident solo teach and plan entire day.	
April 4-8	Resident solo teach and plan entire day.	
April 11-15	Resident solo teach and plan entire day.	
April 18-22	Resident solo teach and plan entire day.	
April 25-29	Resident solo teach and plan entire day.	Third Formative WVERCE and CPA due by end of April 29th at the latest. (Both cooperating teacher and university supervisor complete separately and put WVERCE in Livetext.)
May 2-5	Resident phases out if no issues or excessive absences.	Second Summative WVERCE and CPA due by May 5. (Cooperating teacher and university supervisor complete together and put in Livetext.) Disposition Rubric Due by May 5.

