

Education 415 Residency II**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 I

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 1.1, 2.1, 3.1, 3.4, 3.6, 4.1, 5.1, 5.3) (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) (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) (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 1.2, 1.3, 3.3) (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 1.3, 2.2, 2.3, 3.2, 3.3, 4.3, 4.4, 5.2, 5.4, 5.5) (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 3.6) (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 1.5, 2.1, 2.2, 2.3, 3.4) (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 2.2, 2.3, 3.2, 3.3, 5.3) (Assessment: West Virginia Evaluation Rubrics for Teachers, Elementary Education Content Performance Assessment)

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.

This course meets the following General Education Outcome(s):	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	X
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	X
Society, Diversity, & Connections Students demonstrate an understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
The Arts & Creativity Students successfully articulate and apply the methods and principles of critical and creative inquiry to the production or analysis of works of art.	X
5/3/2016	

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

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