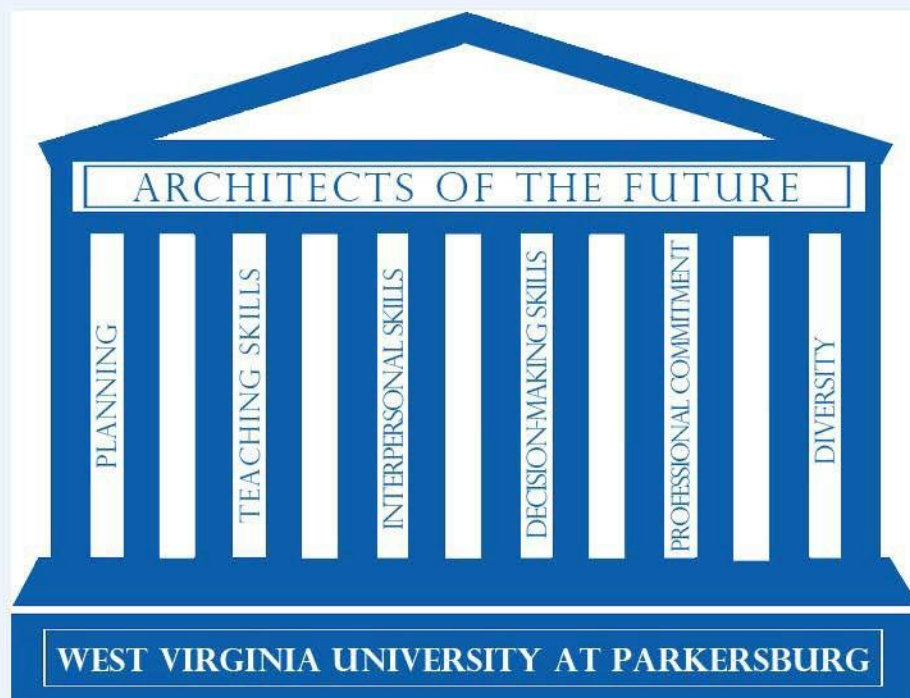


Teacher Education Handbook



2023-2024

Table of Contents

Part I Overview.....	4
Introduction.....	5
Architects of the Future.....	6
Architects of the Future Philosophical Framework Bibliography	10
Mission Statement	14
West Virginia University Parkersburg Education Program Goals	14
Program Overview	15
Bachelor of Arts: Elementary Education	15
Program of Study.....	15
Bachelor of Arts: Elementary Education with Emphases (Special Education and Math).....	18
Specialization Curriculum	24
General Math-Algebra I.....	24
General Science 5-9 Specialization+	25
English 5-9 Specialization+	26
Social Studies 5-9 Specialization+	27
Early Education PreK – K+	28
Organizational Framework	29
Organizations and Programs Connecting the EPP with the College and Community	31
Student Organizations	32
Standards and Accreditation.....	33
West Virginia Professional Teaching Standards.....	33
The INTASC Model Core Teaching Standard (April 2011).....	38
International Society for Technology in Education	40
Council for the Accreditation of Educator Preparation Standards (CAEP)	42
CAEP Elementary Education Standards	45
Dispositions.....	47
Part II Program Gateways	49
Gateway 1: Admission to the University.....	50
Gateway 2: Admission and Retention to the Education Program	51
Gateway 3: Admission to Residency	51
Gateway 4: Graduation and Certification	52
Gateway 5: Recommendation for Graduation.....	52
Gateway 6: Recommendation for Certification	53
Part III Dispositions and Remediation.....	54

Dispositions	55
Teacher Candidate Remediation Plan.....	64
Part IV Field Placement.....	67
Partnership Project	68
Field Experiences Elementary Education K-6/Special Education K-12	69
Field Placement Policies and Procedures.....	70
Field Experience Objectives	72
EDUC 100	72
EDUC 200	74
EDUC 300	76
EDUC 301	78
EDUC 303	80
EDUC 304	82
EDUC 308	84
EDUC 310	86
EDUC 330L.....	88
EDUC 412L.....	90
SPED 312	92
SPED 422	94
Residency Field Experience Objectives	96
EDUC 414, 415.....	96
Field Placement Student Assessments.....	98
Part V Assessments.....	103
Lesson Plan Rubric.....	104
Danielson Framework for Teaching.....	112
Part VI Forms.....	118
Educational Field Experience Time Sheets	119
Service-Learning Documents.....	120
Professional Development Documents	124

Part I Overview

Introduction

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

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

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

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

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

Education Division

(304)-424-8314

bobbi.marshall@wvup.edu

kyle.lancaster@wvup.edu

cbirkhim@wvup.edu

sami.kincaid@wvup.edu

Center for Student Services

(304)-424-8310

Architects of the Future

Philosophical Framework

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

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

What teachers do today affect tomorrow. This is the underlying principle which supports the unit's philosophical framework, *Architects of the Future*. If teachers are to affect the future, they must be skillful and reflective as they plan, carry out and evaluate instruction.

Tomorrow's success will depend on social as well as academic skills and teachers must choose instructional strategies which ensure mastery of both. Interpersonal skills which facilitate interaction with peers, parents and an increasing array of professionals are critical to a teacher's success. Teachers who affect the future will be decision makers, responding to questions concerning what to teach, how to evaluate and which technologies will facilitate the process. Shaping the future as a teacher will require a strong sense of commitment to the profession, to children, to one's own professional growth, and to the community. Architects of the Future will be those who are able to meet the challenges and celebrate the opportunities of an increasingly diverse society.

The Six Pillars of Architects of the Future Model are:

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

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

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

Teacher candidates begin their development of planning skills by demonstrating the ability to plan their time, class, and field experience schedules to meet program expectations. The level of planning increases as teacher candidates work with advisors, cooperating teachers and university supervisors to ensure the successful completion of their program.

Professional education and instructional strategies courses require management plans, tutoring plans, technology plans, and plans for teaching individuals and groups. Residency is the opportunity to demonstrate mastery of the complete planning process, from establishing goals and objectives to meet the needs of a diverse student population, to the process of evaluation. Teacher candidates must plan to meet state established standards, prepare appropriate objectives, match instructional strategies with the needs of a diverse student population, plan for assessment and prepare a plan for their own professional development.

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

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

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

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

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

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

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

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

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

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

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

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

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

- *Field Experience Performance Assessments*



Architects of the Future Philosophical Framework Bibliography

Planning

- Boody, R. M. (2008). Teacher reflection as teacher change, and teacher change as moral response. *Education*, 128(3), 498-506.
- Budhai, S.S., & Taddei, L.M. (2016). Co-planning for co-teaching: time-saving routines that work in inclusive classrooms. Alexandria, VA: Association for Supervision & Curriculum Development.
- CAST. (2017). *About universal design for learning*. Retrieved June 30, 2017 from <http://www.cast.org/our-work/about-udl.html#.WVbERevyIU>
- Chappuis, J. (2014). *Thoughtful assessment with the learner in mind*. *Educational Leadership*, 71(6), 20-26.
- Dougherty, E. (2012). *Assignments matter: Making the connections that help students meet standards*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Drost, B. R., & Levine, A. C. (2015). An analysis of strategies for teaching standards-based lesson plan alignment to preservice teachers. *Journal of Education*, 195(2), 37-47.
- Fisher, D., & Frey, N. (2011). *The purposeful classroom: How to structure lessons with learning goals in mind*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Khan, M. I. (2017). Reflection and the theory-practice conundrum in initial teacher education in the UK. *Journal of Social Sciences*, 11(1), 64-71.
- Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review*, 67(2), 135-157.
- Rollins, S.P. (2017). *Teaching in the fast lane: How to create active learning experiences*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Spooner, F., Baker, J. N., Harris, A. A., Delzell, L. A., & Browder, D. M. (2007). Effects of training in universal design for learning on lesson plan development. *Remedial & Special Education*, 28(2), 108-116.
- Wiggins, G., & Wilbur, D. (2015). How to make your questions essential?. *Educational Leadership*, 73(1), 10-15.

Teaching Skills

- Archer, A., & Hughes, C. (2010). *Explicit instruction: Effective and explicit teaching*. New York, NY: The Guilford Press.
- Awkard, T. (2017). The power of reflective action to build teacher efficacy. *Phi Delta Kappan*, 98(6), 53-57.
- Bakir, N. (2016). Technology and teacher education: A brief glimpse of the research and practice that have shaped the field. *Techtrends: Linking Research & Practice to Improve Learning*, 60(1), 21-29.
- Brenner, A., & Brill, J. (2016). Investigating practices in teacher education that promote and inhibit technology integration transfer in early career teachers.

- Techtrends: Linking Research & Practice to Improve Learning*, 60(2), 136-144.
- Budhai, S.S., & Taddei, L.M. (2015). Teaching the 4 c's with technology: How do I use 21st century tools to teach 21st century skills?. Alexandria, VA: Association for Supervision & Curriculum Development.
- Calandra, B., Brantley-Dias, L., Lee, J. K., & Fox, D. L. (2009). Using video editing to cultivate novice teachers' practice. *Journal of Research on Technology in Education*, 42(1), 73-94.
- Cooper, J. T., & Scott, T. M. (2016). Research-based practices for managing students during instruction: Considering probabilities for student success. *Beyond Behavior*, 25(3), 10-16.
- Costa, A. L., & Kallick, B. (2015). 5 strategies for questioning with intention. *Educational Leadership*, 73(1), 66-69.
- Friend, M. (2015). Welcome to co-teaching 2.0. *Educational Leadership*, 73(4), 16-22.
- Posner, G.J. (2009). *Field experience: A guide to reflective teaching* (7th ed). Boston, MA: Pearson Education, Inc.
- Knight, J. (2014). What you learn... when you see yourself teach. *Educational Leadership*, 71(8), 18-23.
- Marzano, R. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Mincu, M. E. (2015). Teacher quality and school improvement: What is the role of research?. *Oxford Review of Education*, 41(2), 253-269.
- Pettit, S. L. (2017). Preparing teaching candidates for co-teaching. *Delta Kappa Gamma Bulletin*, 83(3), 15-23.
- Pranikoff, K. (2017). *Teaching talk: A practical guide to fostering student thinking and conversation*. Portsmouth, NH: Heinemann.
- The Danielson Group. (2017). *The framework for teaching*. Retrieved June 30, 2017 from <http://www.danielsongroup.org/framework>
- Wilson, G.L., & Blednick, J. (2011). *Teaching in tandem: Effective co-teaching in the inclusive classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.

Interpersonal Skills

- Altieri, E. M., Colley, K. M., Daniel, L. S., & Dickenson, K. W. (2015). Merging expertise: Preparing collaborative educators. *Rural Special Education Quarterly*, 34(1), 17-22.
- Childre, A. L., & Van Rie, G. L. (2015). Mentor teacher training: A hybrid model to promote partnering in candidate development. *Rural Special Education Quarterly*, 34(1), 10-16.
- Cibulka, J. G. (2009). Improving relevance, evidence, and performance in teacher preparation. *Education Digest*, 75(2), 44-49.
- Grieve, A. M. (2010). Exploring the characteristics of 'teachers for excellence': teachers' own perceptions. *European Journal of Teacher Education*, 33(3), 265-277.
- Hoaglund, A. E., Birkenfeld, K., & Box, J. A. (2014). Professional learning communities: Creating a foundation for collaboration skills in pre-service teachers. *Education*, 134(4), 521-528.

- Poulou, M. S. (2009). Classroom Interactions: Teachers' and students' perceptions. *Research In Education*, 82(1), 103-106.
- Scaglione, J., Johnston, P. C., Bentz, I., Draper, E., Feldman, H., Kehl, J., & ... Wilson, A. (2016). A beginning teacher's first steps to "fitting in where you are getting in": Identifying top rated collegial and noncollegial dispositional behaviors. *Education*, 136(4), 401-404.

Decision-Making Skills

- Ball, C. R., & Christ, T. J. (2012). Supporting valid decision making: Uses and misuses of assessment data within the context of RTI. *Psychology in the Schools*, 49(3), 231-244.
- Cook, B. G., & Cook, L. (2016). Leveraging evidence-based practice through partnerships based on practice-based evidence. *Learning Disabilities -- A Contemporary Journal*, 14(2), 143- 157.
- Evans, C., Williams, J. B., King, L., & Metcalf, D. (2010). Modeling, guided instruction, and application of udl in a rural special education teacher preparation program. *Rural Special Education Quarterly*, 29(4), 41-48.
- Ferguson, D. L., Hanreddy, A., & Draxton, S. (2011). Giving students voice as a strategy for improving teacher practice. *London Review of Education*, 9(1), 55-70.
- Hoover, N. R., & Abrams, L. M. (2013). Teachers' instructional use of summative student assessment data. *Applied Measurement In Education*, 26(3), 219-231.
- Parsons, F. (2017). An Intervention for the intervention: Integrating positive behavioral interventions and supports with culturally responsive practices. *Delta Kappa Gamma Bulletin*, 83(3), 52-57.
- Penuel, W. R., Phillips, R. S., & Harris, C. J. (2014). Analyzing teachers' curriculum implementation from integrity and actor-oriented perspectives. *Journal of Curriculum Studies*, 46(6), 751-777.
- Reid, M. J. (2009). Curriculum deliberations of experienced elementary teachers engaged in voluntary team planning. *Curriculum Journal*, 20(4), 409-421.
- Stecker, P. M., Lembke, E. S., & Foegen, A. (2008). Using progress-monitoring data to improve instructional decision making. *Preventing School Failure*, 52(2), 48-58.
- Su, Y. (2015). Ensuring the continuum of learning: The role of assessment for lifelong learning. *International Review of Education*, 61(1), 7-20.

Professional Commitment

- Barnes, M. E. (2016). The student as teacher educator in service-learning. *Journal of Experiential Education*, 39(3), 238-253.
- Boody, R. M. (2008). Teacher reflection as teacher change, and teacher change as moral response. *Education*, 128(3), 498-506.
- Kim, S., & Slapac, A. (2015). Culturally responsive, transformative pedagogy in the transnational era: Critical perspectives. *Educational Studies*, 51(1), 17-27.

- Malm, B. (2008). Authenticity in teachers' lives and work: Some philosophical and empirical considerations. *Scandinavian Journal of Educational Research*, 52(4), 373-386.
- Marshall, J. (2016). *The highly effective teacher: 7 classroom-tested practices that foster student success*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Ramirez, P., Jimenez-Silva, M., Boozer, A., & Clark, B. (2016). Going against the grain in an urban Arizona high school: Secondary preservice teachers emerging as culturally responsive educators. *Multicultural Perspectives*, 18(1), 20-28.
- Sandoval-Lucero, E., Shanklin, N. L., Sobel, D. M., Townsend, S. S., Davis, A., & Kalisher, S. (2011). Voices of beginning teachers: Do paths to preparation make a difference?. *Education*, 132(2), 336-350.
- Sheninger, E.C., & Murray, T.C. (2017). *Learning transformed: 8 keys to designing tomorrow's schools, today*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Wilson, D., & Conyers, M. (2016). *Teaching students to drive their brains: Metacognitive strategies, activities, and lesson ideas*. Alexandria, VA: Association for Supervision & Curriculum Development.

Diversity

- Cruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-Teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392-416.
- Cruggs, T. E., & Mastropieri, M. A. (2017). Making inclusion work with co-teaching. *Teaching Exceptional Children*, 49(4), 284-293.
- Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17-32.
- Karten, T. (2017). *Building on the strengths of students with special needs: How to move beyond disability labels in the classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Magnuson, K., & Schindler, H. S. (2016). Parent programs in pre-k through third grade. *Future of Children*, 26(2), 207-221.
- Myers, D., Freeman, J., Simonsen, B., & Sugai, G. (2017). Classroom management with exceptional learners. *Teaching Exceptional Children*, 49(4), 223-230.
- Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. *Teaching Exceptional Children*, 48(5), 243-249.
- Parrett, W.H., and Budge, K.M. (2012). *Turning high-poverty schools into high-performing schools*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Salend, S. J., & Whittaker, C. R. (2017). UDL: A blueprint for learning success. *Educational Leadership*, 74(7), 59-63.

Mission Statement

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

West Virginia University Parkersburg Education Program Goals

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

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

By graduation:

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

Program Overview

Bachelor of Arts: Elementary Education

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

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

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

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

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

Program of Study

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



BA

The Bachelor

of Arts Elementary

Education Degree prepares students for teaching in the elementary classroom in grades kindergarten to sixth grade. Completion of the program of study provides eligibility to apply for certification in the state of West

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



FIELD EXPERIENCE AND/OR CLINICAL COURSES

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

GRADUATION REQUIREMENTS

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

These courses require full admission to the education program.



ADMISSION TO PROGRAM

**APPLICATIONS TO PROGRAM DUE
MARCH 1 AND OCTOBER 1**

Completion of 45 hours

Minimum 3.0 GPA*

No grade below a C

Passage of CORE Praxis I Test

50 hours Service Learning

**Completion of ENGL 101, 102,
COMM 111, PSYC 241, and MATH
121 or higher**

**Completion of EDUC 100, 200, 201
and 300**

Dispositional Assessment

* Conditional with specific requirements

First Semester

Course	Credit Hours	Significance
COLL 101 Orientation to College	1	WVUP requirement
ENGL 101 Composition I	3	
MATH 126 College Algebra (prerequisites ACT 23, SAT 560, Accuplacer 270 or MATH 119)	3	
COMM 111 Fundamentals of Speech	3	
HIST 152 U.S. History Through the Civil War	3	
EDUC 100 Introduction to Education	3	20 hrs.
TOTAL	16	

Second Semester

Course	Credit Hours	Significance
PSYC 241 Human Growth & Development	3	
ENGL 102 Composition II	3	
MATH 121 Introduction to Mathematics	3	
EDUC 200 Intro to Exceptional Children	3	20 hrs.
HIST 153 U.S. History Reconstruction to Present	3	
TOTAL	15	

Third Semester



Course	Credit Hours	Significance
MATH 211 Statistics	3	
EDUC 300 Theories of Learning	3	20 hrs.
PSCI 101/101L Fundamentals of Physical Science	4	
EDUC 201 Understanding Readers and Texts	3	
ART 101, MUSI 170, or THEA 101 Appreciation	3	
TOTAL	16	Apply for Program

Fourth Semester

Course	Credit Hours	Significance
EDUC 301 Teaching Reading Grades K-2	3	20 hrs.
EDUC 108 Educational Technology	3	
GEOG 102 World Geography	3	
EDUC 310 Diversity in Education	3	20 hrs.
BIOL 101 General Biology I	3	
BIOL 103 General Biology I Lab	1	
TOTAL	16	



Fifth Semester

Course	Credit Hours	Significance
EDUC 320 Educational Assessment	3	★
EDUC 305 Instructional Strategies in Science	3	★
EDUC 303 Teaching Reading Grades 3-6	3	★  20 hrs.
EDUC 304 Math Strategies K-3	3	★  20 hrs.
Choose one class	3	
ENGL 131, 132, 221, 222, 241, 242, or 285		
TOTAL	15	

EDUC 201

EDUC 201 must be taken before EDUC 301, EDUC 301 must be taken before EDUC 303, EDUC 303 must be taken before EDUC 412

CRIMINAL BACKGROUND INVESTIGATION

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

Sixth semester


Course	Credit Hours	Significance
EDUC 308 Math Strategies 4-6	3	★  20 hrs.
EDUC 322 Integrating Arts & Movement in K6	3	★
EDUC 412 Diagnostic and Prescriptive Reading	3	★
EDUC 412L Diagnostic and Prescriptive Reading L	1	★  30 hrs.
EDUC 330 Classroom Management	3	★
EDUC 330L Classroom Management Practicum	1	★  40 hrs.
EDUC 314 Instructional Strategies in Soc. Studies	3	★
TOTAL	17	

Residency Co-requisites


Education 401 must be taken during Residency I.

Education 410 must be taken during Residency II.

Seventh Semester

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

Eighth Semester

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

120 Total Degree Credits

ADMISSION TO RESIDENCY



APPLICATIONS TO RESIDENCY DUE MARCH 1 AND OCTOBER 1

Completion of ALL coursework

Minimum 3.0 GPA *

25 hours of professional development

Completion of Zaner-Bloser Handwriting Course

Completion of CAEP Family Engagement Module

Completion of Ethics Module, Safe Schools

Dispositional Assessment

Passing scores on all PRAXIS exams

Issuance of Student Teaching/Residency Permit

* Conditional with specific requirements

Bachelor of Arts: Elementary Education with an Emphasis in Special Education Multi-Categorical K-12

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

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

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

Teacher candidates who complete the Bachelor of Arts in Elementary Education with an Emphasis in Special Education Multi-Categorical K-12 will be certified in West Virginia to teach Elementary Education, multiple subjects, grade kindergarten through six and Special Education multi-categorical kindergarten through twelfth grade. Program reciprocity is available across the nation in most states. Specializations are available as add-ons to the elementary program —Early Education PreK-K; English 5-9; General Science 5-9; General Math-Algebra 1; Social Studies 5-9. Candidates who complete all requirements for a specialization will have an additional endorsement to the professional teaching license in the respective subject and programmatic level.



Pre-Education Status Students seeking admission to the Bachelor of Arts in Elementary Education with an Emphasis in Special Education Multi-Categorical K-12 Degree program may declare an intention to enter the program by indicating General Education with a concentration in Education on the college Application for Admission Form. Students who decide to change from another declared major to the baccalaureate degree in elementary education will need to make that change at the Records Office. Pre-Education status does not imply full admission to program, however, or candidacy for earning the degree.

[Program of Study](#)

Elementary Education with an Emphasis in Special Education Multi-Categorical K-12 Program of Study is reflected in the following Guided Pathway to Success (GPS). Students are to follow the sequence, prerequisites and co-requisites as indicated on the GPS. Deviation from this plan for transfer students or extenuating circumstances will be through individual approval by the Department Chair. Individual copies of this may be printed out from the WVUP website or obtained in the Education Office.



First Semester

Course	Credit Hours	Significance
COLL 101 Orientation to College	1	WVUP Requirement
ENGL 101 Composition I	3	
MATH 126 College Algebra (ACT 23, SAT 560, Accuplacer 270 or MATH 119)	3	
COMM 111 Fundamentals of Speech	3	
HIST 152 U.S. History Through the Civil War	3	
EDUC 100 Introduction to Education	3	 20 hrs.
EDUC 200 Intro to Exceptional Children	3	 20 hrs.
TOTAL	19	

BA

The **Bachelor of Arts**

Elementary Education

Emphasis Special Education

Multi-categorical K- 12

Degree prepares students for teaching in the elementary classroom in grades kindergarten to sixth grade and Multi-categorical Special Education K-12. Completion of the program of study provides eligibility to apply for certification in the state of West Virginia.

Second Semester

Course	Credit Hours	Significance
PSYC 241 Human Growth & Development	3	
ENGL 102 Composition II	3	
MATH 121 Introduction to Mathematics	3	
EDUC 201 Understanding Readers and Texts	3	
EDUC 108 Educational Technology	3	
HIST 153 U.S. History Reconstruction to Present	3	
TOTAL	18	


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



FIELD EXPERIENCE AND/OR CLINICAL COURSES

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

Third Semester

Course	Credit Hours	Significance
MATH 211 Statistics	3	
EDUC 300 Theories of Learning	3	 20 hrs.
PSCI 101/101L Fundamentals of Physical Science	4	
SPED 210 Linking Policy and Practices	3	
ART 101, MUSI 170, or THEA 101 Appreciation	3	
TOTAL Apply for Program	16	

GRADUATION REQUIREMENTS




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

APPLICATIONS TO PROGRAM AND RESIDENCY DUE MARCH 1 AND OCTOBER 1

ADMISSION TO PROGRAM

Completion of 45 hours
Minimum 3.0 GPA *
No grade below a C
Passage of CORE Praxis I Test
50 hours Service Learning
Completion of ENGL 101, 102, COMM 111, PSYC 241, and MATH 121 or higher
Completion of EDUC 100, 200, 201 and 300
Dispositional Assessment
* Conditional with specific requirements

Fourth Semester

Course	Credit Hours	Significance
EDUC 301 Teaching Reading Grades K-2	3	 20 hrs.
EDUC 304 Math Strategies K-3	3	 20 hrs.
GEOG 102 World Geography	3	
EDUC 310 Diversity in Education	3	 20 hrs.
BIOL 101 General Biology I	3	
BIOL 103 General Biology I Lab	1	
TOTAL	16	

Updated 3/8/2022 "West Virginia University at Parkersburg is an Equal Opportunity/Affirmative Action institution."



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



These courses require full admission to the education program.

EDUC 201

EDUC 201 must be taken before EDUC 301, EDUC 301 must be taken before EDUC 303, EDUC 303 must be taken before EDUC 412

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

CRIMINAL BACKGROUND INVESTIGATION

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

Residency Co-requisites

Education 401 must be taken during Residency I.

Education 410 must be taken during Residency II.

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

ADMISSION TO RESIDENCY



Completion of ALL coursework

Minimum 3.0 GPA *

25 hours of professional development

Completion of Zaner-Bloser Handwriting Course

Completion of CAEP Family Engagement Module

Completion of Ethics Module, Safe Schools

Dispositional Assessment

Passing scores on all PRAXIS exams

Issuance of Student Teaching/Residency Permit

*Conditional with specific requirements

Eighth Semester		
Course	Credit Hours	Significance
EDUC 415 Residency II	11	★
EDUC 410 Residency II Seminar	3	★
TOTAL	14	

129 Total Degree Credits

Updated 3/8/2022 "West Virginia University at Parkersburg is an Equal Opportunity/Affirmative Action institution."

Bachelor of Arts: Elementary Education with a Math Emphasis Grade 5 – Algebra I

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

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

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



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


Pre-Education Status Students seeking admission to the Bachelor of Arts in Elementary Education with a Math Emphasis Grade 5 – Algebra I Degree program may declare an intention to enter the program by indicating General Education with a concentration in Education on the college Application for Admission Form. Students who decide to change from another declared major to the baccalaureate degree in elementary education will need to make that change at the Records Office. Pre-Education status does not imply full admission to program, however, or candidacy for earning the degree.

[Program of Study](#)



Elementary Education with a Math Emphasis Grade 5 – Algebra I Program of Study is reflected in the following Guided Pathway to Success (GPS). Students are to follow the sequence, prerequisites and co-requisites as indicated on the GPS. Deviation from this plan for transfer students or extenuating circumstances will be through individual approval by the Department Chair. Individual copies of this may be printed out from the WVUP website or obtained in the Education Office.



First Semester		
Course	Credit Hours	Significance
COLL 101 Orientation to College	1	WVUP Requirement
ENGL 101 Composition I	3	
MATH 126 College Algebra (ACT 23, SAT 560, Accuplacer 270 or MATH 119)	3	
COMM 111 Fundamentals of Speech	3	
HIST 152 U.S. History Through the Civil War	3	
EDUC 100 Introduction to Education	3	 20 hrs.
EDUC 200 Intro to Exceptional Children	3	 20 hrs.
TOTAL	19	

Second Semester		
Course	Credit Hours	Significance
PSYC 241 Human Growth & Development	3	
ENGL 102 Composition II	3	
MATH 121 Introduction to Mathematics	3	
EDUC 201 Understanding Readers and Texts	3	
EDUC 300 Theories of Learning	3	20 hrs.
HIST 153 U.S. History Reconstruction to Present	3	
TOTAL	18	

Third Semester		
Course	Credit Hours	Significance
MATH 211 Statistics	3	
EDUC 108 Educational Technology	3	
PSCI 101/101L Fundamentals of Physical Science	4	
MATH 230 Introduction to Euclidean Geometry	3	
ART 101, MUSI 170, or THEA 101 Appreciation	3	
TOTAL	16	Apply for Program

Fourth Semester		
Course	Credit Hours	Significance
EDUC 301 Teaching Reading Grades K-2	3	 20 hrs.
MATH 150 Introduction to Calculus	3	
GEOG 102 World Geography	3	
EDUC 304 Math Strategies K-3	3	20 hrs.
BIOL 101 General Biology I	3	
BIOL 103 General Biology I Lab	1	
TOTAL	16	

BA

The Bachelor of Arts Elementary Education with Math Emphasis Grade 5—Algebra I Degree

prepares students for teaching in the elementary classroom in grades kindergarten to sixth grade and Middle School Math Grades 7—Algebra 1. Completion of the program of study provides eligibility to apply for certification in the state of West Virginia.

COLL 101 is a university requirement during First Semester that does not count toward graduation requirements.



FIELD EXPERIENCE AND/OR CLINICAL COURSES

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

GRADUATION REQUIREMENTS

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

APPLICATIONS TO PROGRAM AND RESIDENCY DUE MARCH 1 AND OCTOBER 1

ADMISSION TO PROGRAM

Completion of 45 hours
Minimum 3.0 GPA
No grade below a C
Passage of CORE Praxis I Test
50 hours Service Learning
Completion of ENGL 101, 102, COMM 111, PSYC 241, and MATH 121 or higher
Completion of EDUC 100, 200, 201 and 300
Dispositional Assessment

Updated 5/26/2022 "West Virginia University at Parkersburg is an Equal Opportunity/Affirmative Action institution."



Fifth Semester

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



These courses require full admission to the education program.

EDUC 201

EDUC 201 must be taken before EDUC 301, EDUC 301 must be taken before EDUC 303, EDUC 303 must be taken before EDUC 412

Sixth semester

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

CRIMINAL BACKGROUND INVESTIGATION

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

Residency Co-requisites

Education 401 must be taken during Residency I.
 Education 410 must be taken during Residency II.

Seventh Semester

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



ADMISSION TO RESIDENCY

Completion of ALL coursework

Minimum 3.0 GPA

25 hours of professional development

Completion of Zaner-Bloser Handwriting Course

Completion of CAEP Family Engagement Module

Completion of Ethics Module, Safe Schools

Dispositional Assessment

Passing scores on all PRAXIS exams

Issuance of Student Teaching/Residency Permit

Eighth Semester

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

129 Total Degree Credits

Specialization Curriculum

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

General Math-Algebra 1 Specialization+

Course Number and Title

Credit Hours

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

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

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

General Science 5-9 Specialization+

Course Number and Title

Credit Hours

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

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

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

English 5-9 Specialization+

Course Number and Title

Credit Hours

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

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

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

Social Studies 5-9 Specialization+

Course Number and Title

Credit Hours

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

TESTING REQUIREMENTS FOR SOCIAL STUDIES: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (test code 5622) and the Praxis II Exam Middle School Social Studies (test code 5089).

**Elementary Education Curriculum Requirement*

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

Early Education PreK – K+**Course Number and Title****Credit Hours**

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

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

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

+Concurrent enrollment in Elementary Education K-6 is required

◇Field experience is required

Special Education Multi-Categorical K-12 Certificate

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

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

TESTING REQUIREMENTS FOR Special Education Certificate: All candidates completing this certificate are required to pass the PRAXIS test Special Education: Core Knowledge and Mild to Moderate Applications (Test Code 5543).

Organizational Framework

Provost & Executive Vice President, Academic & Student Affairs

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

Division of Professional Studies Dean

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

Coordinator of Teacher Education

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

Field Placement Coordinator

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

Assessment Coordinator

The assessment coordinator works closely with the LiveText coordinator to track and monitor data. The coordinator facilitates fall and spring assessment meetings and monitors the continuous improvement chart. The coordinator attends Council for the Accreditation

of Educator Preparation (CAEP) meetings and conferences and participates in CAEP webinars. The coordinator is instrumental in preparing accreditation reports. The coordinator keeps current on WVDE policies and their effect on the program.

Faculty

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

Certification Analyst

The certification analyst ensures candidates receive residency permits and certification at completion of the program. Other duties include ensuring transcript analysis is done for transfer students, updating files and records for Admission to Program and Admission to Residency, completing some required reports, advising, and recruiting.

Administrative Assistant

The administrative assistant assists the EPP dean and faculty in numerous ways including helping to monitor budget, taking minutes, preparing contracts, communicating with constituents, preparing paperwork including travel paperwork.

Livertext Coordinator

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

Partnerships Education Center (PEC) Coordinator

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

Professional Development Schools Coordinator

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

SNAP-ED Coordinators

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

Teacher Education Review Panel

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

Organizations and Programs Connecting the EPP with the College and Community

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

Professional Development Partnership

The partnership includes 24 schools in a seven-county region. Seven of those schools are considered Professional Development Schools (PDS) while the remaining schools are considered partner schools. Specific upper-level education courses are taught at PDS schools. Each school has a representative on the Advisory Council of Teachers. Placements for pre-admission education courses can be in any of the schools in the partnership.

Educational Program Provider Advisory Council (EPPAC)

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

Partnership Advisory Council (PAC)

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

Advisory Council of Teachers (ACT)

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

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

Alumni Advisory Council (AAC)

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

Student Organizations

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

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

Kappa Delta Pi Sigma Omega Chapter of WVU Parkersburg initiates members each semester. Membership is by invitation to education majors with a minimum of a 3.0 GPA. The membership supports Literacy Alive, professional development for teacher candidates, as well as receptions for students being admitted to the program and elementary education graduates each semester.

Standards and Accreditation

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

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

The elementary education program received national recognition by CAEP using the 2007 Association of Childhood Education International (ACEI) standards in 2017. Program curriculum and assessments are also aligned to these standards. In the fall of 2020, the EPP went through the reaccreditation process with CAEP and received full accreditation in the spring of 2021. The EPP additionally received the Frank Murray Leadership Recognition for Continuous Improvement, only one of nine EPP's to receive the honor.

West Virginia Professional Teaching Standards

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

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

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

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

Standard 1: Curriculum and Planning

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

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

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

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

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

Function 1E: Student Assessments – *The teacher utilizes a balanced approach, both assessment*

of learning and assessment for learning, to gain information necessary for guiding future learning.

Standard 2: The Learner and the Learning Environment

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

Function 2A: Understanding Intellectual/Cognitive, Social, and Emotional Development – *The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

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

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

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

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

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

Standard 3: Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment while encouraging students to make decisions regarding their own learning. The teacher selects

questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing, and adjusting based on data. The teacher extracts data from ongoing formative classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals.

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

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

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

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

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

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

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

Standard 4: Professional Responsibilities for Self-Renewal

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

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

Function 4B: Professional Collaborative Practice– *The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice*

for the purpose of addressing questions/issues related to the school and student achievement.

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

Function 4D: Professional Contribution – *The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.*

Standard 5: Professional Responsibilities for School and Community

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

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

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

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

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

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

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

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

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

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

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

Standard #1: Learner Development

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

Standard #2 Learning Differences

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

Standard #3: Learning Environments

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

Content Knowledge

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

International Society for Technology in Education

ISTE STANDARDS FOR EDUCATORS

Empowered Professional 1. Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators: a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. b. Pursue professional interests by creating and actively participating in local and global learning networks. c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

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

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

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

5. Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators: a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators: a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. d. Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.

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

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

Council for the Accreditation of Educator Preparation Standards (CAEP)

Standard 1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

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

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

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

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

Standard 2: Clinical Partnerships and Practice The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

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

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

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

Standard 3: Candidate Quality, Recruitment, and Selectivity The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

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

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

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

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

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

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

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

Standard 5: Quality Assurance System and Continuous Improvement The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

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

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

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

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

CAEP 2018 ELEMENTARY EDUCATION STANDARDS

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

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

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

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

Standard 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

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

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

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

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

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

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

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

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

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

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

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

Standard 4 – Supporting Each Child’s Learning Using Effective Instruction

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

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

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

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

- 4.e** – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- 4.f** – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
- 4.g** – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

Standard 5 – Developing as a Professional

- 5.a** – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.
- 5.b** – Candidates design and implement professional learning activities based on ongoing analysis of student learning, self-reflection, professional standards, research contemporary practices, and standards of ethical professional practice.
- 5.c** – Candidates participate in peer and professional learning communities to enhance student learning.

Dispositions

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

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

Disposition 1: Respect

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

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

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

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

Disposition 2: Responsiveness

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

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

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

Disposition 3: Reflection

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

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

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

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

Disposition 4: Collaboration

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

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

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

Disposition 5: Commitment

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

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

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

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

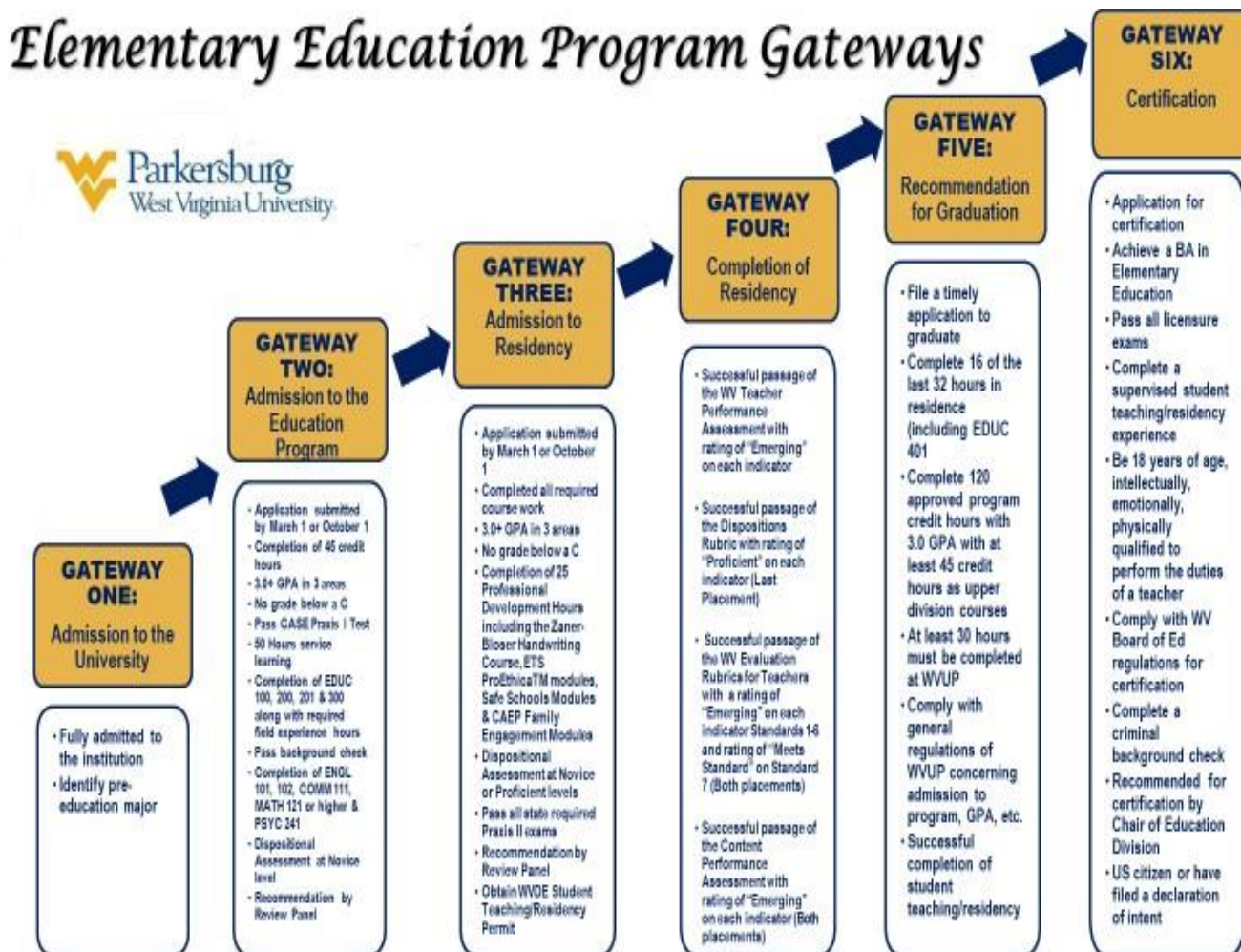
Element 5.5 – The teacher candidate is committed to strengthening the profession. (InTASC Dispositions 9o, 10p, 10s)

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

Part II Program Gateways

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

I. PROCEDURES FOR MONITORING CANDIDATES' PROGRESS



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

A. *Procedures for Monitoring Candidates' Progress*

Gateway 1: Admission to the University

- 1) The student applies to the WVU at Parkersburg's Office of Admissions. Upon acceptance, the Records Office identifies the student as a pre-education major.
- 2) Pre-Education majors are assigned an EPP advisor and are advised to follow the elementary education GPS or course of study. After the initial registration upon entry to the university, pre-education majors must be formally advised twice a year.

- 3) The candidate is advised to take EDUC 100 Introduction to Education during their first semester and must receive a C or higher in the course. Candidates are introduced to the *Teacher Education Handbook*, the Dispositions Rubric, and all facets of the education program including writing their plan for service learning hours that will be completed before admission to the program.
- 4) The candidate must also pass a background check for EDUC 100 and maintain a 3.0 GPA with no grade below a C.
- 5) The candidate will be assigned a Livetext/Livetext Field Experience Module account in EDUC 100 Introduction to Education and will have access to this account until graduation.

Gateway 2: Admission and Retention to the Education Program

- 1) Candidates must submit an application by March 1 or October 1, the semester they want to apply.
- 2) To be admitted, candidates must have:
 - Completed 45 credit hours
 - Achieved a 3.0 GPA in three areas: overall GPA, courses with an EDUC or SPED prefix, and in all courses listed on the GPS with no grade below a C
 - Passed the CASE Praxis Tests
 - Completed 50 hours of service learning
 - Completed EDUC 100, 200, 201 and 300 including required field experience hours
 - Passed a background check
 - Completed ENG 101 and 102 Composition 1 and 2, COMM 111 Basic Speech, MATH 121 Introduction to Math or higher and PSYCH 241 Human Growth and Development with a C or higher
 - Dispositional Assessment completed with a rating of “novice” or higher on each indicator
 - Recommendation by the Teacher Review Panel
- 3) The Certification Analyst verifies the satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel for formal admission into the education program as an education major.
- 4) The Certification Analyst sends each applicant a letter informing the applicant of their status.
- 5) Letters of Acceptance into the Education Program are mailed to the candidates. Letters of denial are mailed to those who did not meet the requirements specifying which requirements need to be met and advising them to schedule a meeting with the dean of the Professional Studies Division. Candidates that are not admitted are not allowed to take any upper-level classes with an EDUC prefix.
- 6) Candidate information is updated in their file in the division office, in the certification analyst’s database, and in Banner.

Gateway 3: Admission to Residency

- 1) Candidates must submit an application by March 1 or October 1, the semester they want to apply.
- 2) To be admitted, candidates must have:
 - Completed all coursework

- Achieved a 3.0 GPA in three areas: overall GPA, courses with an EDUC or SPED prefix, and in all courses listed on the GPS with no grade below a C
 - Passed all state required Praxis tests by the beginning of Residency 2.
 - Completed 25 professional development hours including the Handwriting course, CAEP Family Engagement modules, and Safe Schools modules
 - Dispositional Assessment completed with a rating of “novice or proficient” or higher on each indicator
 - Recommendation by the Teacher Review Panel
 - Obtained WV Department of Education Student Teaching/Residency Permit
- 3) If a candidate wants to complete one of the specializations, the candidate must have:
 - Passed all state required Praxis tests prior to Residency 2. (All tests must be taken prior to Residency 1.)
 - Achieved a 3.0 GPA in all courses required for the specialization with no grade below a C
 - 4) The certification analyst verifies the satisfactory completion of all requirements and recommends the candidate to the Teacher Review Panel for formal admission into residency.
 - 5) The certification analyst sends each applicant a letter informing the applicant of their status.
 - 6) Letters of Acceptance into residency are mailed to the candidates. Letters of denial are mailed to those who did not meet the requirements specifying which requirements need to be met and advising them to schedule a meeting with the dean of the Professional Studies Division. Candidates that are not admitted are not allowed to complete Residency II.
 - 7) Candidate information is updated in their file in the division office, in the certification analyst’s database, and in Banner.
 - 8) All Residency Permit paperwork is submitted by the certification analyst.

Gateway 4: Graduation and Certification

- 1) Candidate progress during residency is continually monitored and assessed by the university-based supervisor and cooperating teacher for required completion of outcomes as assessed by Disposition Assessment, the Danielson Framework for Teaching, the Content Performance Assessment, and the WV Teacher Performance Assessment submission.
- 2) The certification analyst verifies the completion of all requirements for residency by auditing all files for required forms and assessment data. These files are maintained in the certification analyst database and Livetext.
- 3) Any candidate that does not receive a rating of “proficient” on every indicator on the dispositions assessment and a rating of "Level 3" on every indicator of the Danielson Framework for Teaching and or "Emerging" on the Content Performance Assessments and the West Virginia Performance Assessment will not pass that residency placement.

Gateway 5: Recommendation for Graduation

- 1) During the semester prior to graduating, the candidate will submit a graduation application to the Records Office.
- 2) ~~511~~ Eleven of the last thirty-two hours must be completed in residency including EDUC

- 3) The candidate must have completed 120 approved program credit hours with a 3.0 GPA and at least 45 credit hours of upper division courses.
- 4) The candidate must have completed at least 30 hours at WVUP.
- 5) All general regulations for graduation at WVUP must be met.
- 6) Residency must have been successfully completed.

Gateway 6: Recommendation for Certification

- 1) The graduate submits an application for certification.
- 2) All licensure tests must have been passed.
- 3) The graduate must:
 - Have earned a BA in Elementary Education or a BA in Elementary Education with an Emphasis in Special Education or Math Grade 5-Algebra I.
 - Have completed a supervised residency experience.
 - Be 18 years of age, and intellectually, emotionally, and physically qualified to perform the duties of a teacher.
 - Comply with WV Board of Education regulations for certification.
 - Have passed a criminal background check.
 - Be recommended for certification by the Dean of Professional Studies.
 - Be a US citizen or have filed a declaration of intent to be a citizen.
 - Have completed an application along with a signed Verification of Program Completion and submitted to West Virginia Department of Education.

Part III Dispositions and Remediation

Dispositions

Procedures and Policies

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

Implementing the Dispositions Assessment Prior to Admission to Program

Candidates will be introduced to the disposition's procedures during EDUC 100. All candidates will be provided with a copy of the procedures and the *Dispositions Rubric* at that time. Candidates will self-evaluate using the *Dispositions Rubric* during EDUC 300.

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

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

Implementing the Dispositions Assessment After Admission to Program

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

The university-based supervisor of EDUC 330 will complete the *Dispositions Rubric* at the completion of EDUC 330 and record the scores for each candidate in LiveText. Candidates will complete the *Dispositions Rubric* and include it in their Admission to Residency application packet.

The Teacher Education Review Panel will review the *Dispositions Rubric* completed by the university-based supervisor of EDUC 330 and the candidate. A Plan of Remediation may result in an "Opportunity for Improvement" on the *Dispositions Rubric*. An "Opportunity for Improvement" on the rubric will result in a Plan of Remediation. A Plan of Remediation that is not met will result in the candidate taking EDUC 350 Special Practicum in Teaching during the following semester. The deficient dispositional areas will need to be remediated within that semester. The university-based supervisor of EDUC 350 will complete the *Dispositions Rubric* at the completion of EDUC 350 and record the

scores for each candidate in LiveText. All candidates should score the rating of “novice” or “proficient” on all indicators by Admission to Residency. If deficiencies are not remediated in EDUC 350, the decision to admit to residency is at the discretion of the dean and the Teacher Education Review Panel.

At the completion of both residency placements, the university-based supervisor will complete the *Dispositions Rubric* and record the scores in LiveText. The university-based supervisor should confer with the cooperating teacher prior to completing the *Dispositions Rubric*. The supervisor will discuss the scores with the teacher candidate. A Resident Support Team (RST) meeting will be held for any dispositional deficiencies exhibited during residency. Candidates should score a rating of "novice" by the completion of Residency 1 and "proficient" by the completion of the second residency placement on all indicators. Candidates that receive less than the required level of proficiency on each indicator be may required to return and complete an additional residency placement.

Remediation and Appeal

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

Timeline for the Dispositions Rubric		
When	How	By Whom
EDUC 100	Informed of Dispositions policy and rubric	EDUC 100 Instructor (Introduced)
EDUC 300	Completes the <i>Dispositions Rubric</i> and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Program	EDUC 300 Instructor
Admission to Program	Completes the <i>Dispositions Rubric</i> and submits it with Admission to the Teacher Education Application packet	Candidate
	Reviews EDUC 300 instructors' <i>Dispositions Rubric</i> scores and candidate's scores	Teacher Education Review Panel
EDUC 330	Completes the <i>Dispositions Rubric</i> and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Residency	EDUC 330 Instructor
Admission to Residency	Completes the <i>Dispositions Rubric</i> and submits it with Admission to Residency Application packet	Candidate
	Reviews EDUC 330 instructor's <i>Dispositions Rubric</i> scores and candidate's scores	Teacher Education Review Panel
Residency I and II	Completes the <i>Dispositions Rubric</i> , discusses with candidate and submits scores in LiveText	Resident University-Based Supervisor
EDUC 350 Special Practicum in Teaching (Only completed here if a student is placed in this remediation course)	Completes the <i>Dispositions Rubric</i> and submits scores in LiveText for review by the Teacher Education Review Panel at Admission to Residency or continuation in Residency depending on point of remediation	University-Based Supervisor

Candidate Name: _____ Date: _____

Person Completing Rubric: _____

Check One: ☐ Self ☐ Course Instructor ☐ Resident Supervisor
Check One: ☐ EDUC 300 ☐ EDUC 330 ☐ Resident

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

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

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

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

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

DISPOSITION 1: Respect			
ELEMENT 1.1: The teacher candidate respects learners. InTASC Dispositions 1j, 2l, 2n			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Demonstrates the belief that all students can learn and achieve. ____ Persists in helping the learners reach their potential. ____ Assists in helping the learners to value each other.	The teacher candidate: ____ Demonstrates the belief that all students can learn and achieve. ____ Persists in helping the learners reach their potential.	The teacher candidate: ____ Demonstrates the belief that all students can learn and achieve.	The teacher candidate: ____ Demonstrates a lack of respect for learners.
ELEMENT 1.2: The teacher candidate respects others. InTASC Dispositions 3q, 3r, 8q			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Observes and listens in a thoughtful and responsive way. ____ Communicates respectfully using a variety of forms of communication. ____ Fosters respectful communication among all members of the learning community.	The teacher candidate: ____ Observes and listens in a thoughtful and responsive way. ____ Communicates respectfully using a variety of forms of communication.	The teacher candidate: ____ Observes and listens in a thoughtful and responsive way.	The teacher candidate: ____ Demonstrates a lack of respect for others.
ELEMENT 1.3: The teacher candidate respects learning. InTASC Dispositions 3o, 5r			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: ____ Values the acquisition of knowledge. ____ Establishes a climate of learning in the classroom. ____ Values knowledge outside his/her content area.	The teacher candidate: ____ Values the acquisition of knowledge. ____ Establishes a climate of learning in the classroom.	The teacher candidate: ____ Values the acquisition of knowledge.	The teacher candidate: ____ Demonstrates a lack of respect for knowledge and learning.

ELEMENT 1.4: The teacher candidate respects diversity. InTASC Dispositions 1h, 2m, 7n			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: <input type="checkbox"/> Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. <input type="checkbox"/> Uses this understanding when planning instruction. <input type="checkbox"/> Consistently differentiates instruction based on diverse needs.	The teacher candidate: <input type="checkbox"/> Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. <input type="checkbox"/> Uses this understanding when planning instruction.	The teacher candidate: <input type="checkbox"/> Respects learners as individuals with differing languages/dialects, personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate: <input type="checkbox"/> Does not demonstrate a commitment to understanding the needs of diverse learners.
DISPOSITION 2: RESPONSIVENESS			
ELEMENT 2.1: The teacher candidate is responsive to learners' needs. InTASC Dispositions 3p, 5s			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: <input type="checkbox"/> Demonstrates flexibility by adapting to new situations specifically with respect to learners <input type="checkbox"/> Commits to supporting learners as they engage in purposeful learning. <input type="checkbox"/> Values flexible learning environments that encourage learner discovery and expression across content areas.	The teacher candidate: <input type="checkbox"/> Demonstrates flexibility by adapting to new situations specifically with respect to learners <input type="checkbox"/> Commits to supporting learners as they engage in purposeful learning.	The teacher candidate: <input type="checkbox"/> Demonstrates flexibility by adapting to new situations specifically with respect to learners.	The teacher candidate: <input type="checkbox"/> Does not demonstrate flexibility or responsiveness.
ELEMENT 2.2: The teacher candidate is responsive during teaching. InTASC Dispositions 7q, 8p, 8s			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: <input type="checkbox"/> Values flexibility in the teaching process. <input type="checkbox"/> Demonstrates a belief that plans must be open to adjustment based on learners' needs. <input type="checkbox"/> Adjusts instruction based on changing circumstances and/or teachable moments.	The teacher candidate: <input type="checkbox"/> Values flexibility in the teaching process. <input type="checkbox"/> Demonstrates a belief that plans must be open to adjustment based on learners' needs and/or assessment results.	The teacher candidate: <input type="checkbox"/> Values flexibility in the teaching process.	The teacher candidate: <input type="checkbox"/> Does not demonstrate flexibility during the teaching process.
ELEMENT 2.3: The teacher candidate is responsive in the use of assessment techniques. InTASC Dispositions 1i, 6r, 6u			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: <input type="checkbox"/> Takes responsibility for aligning assessment with learning goals. <input type="checkbox"/> Commits to using learners' strengths as opportunities for growth and their misconceptions as opportunities for learning. <input type="checkbox"/> Commits to making accommodations in assessment and testing conditions, especially for learners with disabilities.	The teacher candidate: <input type="checkbox"/> Takes responsibility for aligning assessment with learning goals. <input type="checkbox"/> Commits to using learners' strengths as opportunities for growth, and their misconceptions as opportunities for learning.	The teacher candidate: <input type="checkbox"/> Takes responsibility for aligning assessment with learning goals.	The teacher candidate: <input type="checkbox"/> Does not take responsibility for aligning assessment with learning goals.

DISPOSITION 3: REFLECTION			
ELEMENT 3.1: The teacher candidate reflects on his/her potential for biases. InTASC Dispositions 4q, 9m			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: _____ 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 his/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
The teacher candidate: _____ Takes professional responsibility to use short-term planning as a means of assuring his/her own learning. _____ Takes professional responsibility to use short-term planning as a means of assuring student learning. _____ Takes professional responsibility to use long-term planning as a means of assuring student learning.	The teacher candidate: _____ Takes professional responsibility to use short-term planning as a means of assuring his/her own learning. _____ Takes professional responsibility to use short-term planning as a means of assuring student learning.	The teacher candidate: _____ Takes professional responsibility to use short-term planning as a means of assuring his/her own learning.	The teacher candidate: _____ Displays a lack of commitment to planning by not being prepared.

ELEMENT 5.2: The teacher candidate is committed to improving student learning through mastery of content. InTASC Dispositions 4r, 5q			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: _____ Displays a commitment to work toward his/her own mastery of disciplinary content and skills _____ Displays a commitment to work towards learners' mastery of disciplinary content and skills _____ Displays a commitment to constantly explore how to use disciplinary knowledge as a lens to address local and/or global issues.	The teacher candidate: _____ Displays a commitment to work toward his/her own mastery of disciplinary content and skills _____ Displays a commitment to work towards learners' mastery of disciplinary content and skills.	The teacher candidate: _____ Displays a commitment to work toward his/her own mastery of disciplinary content and skills	The teacher candidate: _____ Displays a lack of commitment toward their own mastery of disciplinary content and skills
Element 5.3: The teacher candidate is committed to improving student learning through appropriate teaching practices. InTASC Dispositions 6s, 6t, 6v			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: _____ Displays a commitment to becoming competent with instructional skills including classroom management. _____ Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth. _____ Commits to using timely descriptive feedback to learners on their progress.	The teacher candidate: _____ Displays a commitment to becoming competent with instructional skills including classroom management. _____ Ethically uses multiple assessments to identify learner strengths and needs to promote learner growth.	The teacher candidate: _____ Displays a commitment to becoming competent with instructional skills.	The teacher candidate: _____ Displays a lack of interest and enthusiasm in the teaching profession.
ELEMENT 5.4: The teacher candidate is committed to improving student learning through the appropriate use of technology. InTASC Dispositions 8r			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: _____ Displays a commitment to becoming competent with the appropriate use of technology. _____ Demonstrates a commitment to using technology during instruction. _____ Demonstrates a commitment to using technology to assist with assessment.	The teacher candidate: _____ Displays a commitment to becoming competent with the appropriate use of technology. _____ Demonstrates a commitment to using technology during instruction.	The teacher candidate: _____ Displays a commitment to becoming competent with the appropriate use of technology.	The teacher candidate: _____ Displays a lack of interest and/or a fear in the use of technology.
ELEMENT 5.5: The teacher candidate is committed to strengthening the profession. InTASC Dispositions 9o, 10p, 10s			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
The teacher candidate: _____ Displays a commitment to understanding the expectations of the profession and code of ethics. _____ Displays a commitment to strengthening the profession by displaying an understanding of relevant law and policy. _____ Shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for	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.

their success.			
ELEMENT 5.6: The teacher candidate is committed to projecting a professional image. InTASC Dispositions 10r			
ADVANCED 3	PROFICIENT 2	NOVICE 1	OPPORTUNITY FOR IMPROVEMENT 0
<p>The teacher candidate projects a professional image by meeting the proficiencies under “Novice”, “Proficient”, AND</p> <p>_____ By demonstrating a commitment to developing a culture of professionalism in all areas with his/her colleagues.</p>	<p>The teacher candidate projects a professional image by meeting the proficiencies under “Novice” AND exhibits sound judgement in the following areas:</p> <p>_____ Integrity</p> <p>_____ Problem-solving</p> <p>_____ Tolerance</p> <p>_____ Confidentiality</p>	<p>The teacher candidate projects a professional image by consistently demonstrating proficiencies in the following areas:</p> <p>_____ Oral communication</p> <p>_____ Written communication</p> <p>_____ Physical stamina</p> <p>_____ Mental stamina</p> <p>_____ Appearance</p> <p>_____ Interpersonal communications</p> <p>_____ Punctuality</p> <p>_____ Reliability</p>	<p>The teacher candidate projects a lack of professionalism by showing deficiencies in one or more of the following areas:</p> <p>_____ Oral communication</p> <p>_____ Written communication</p> <p>_____ Physical stamina</p> <p>_____ Mental stamina</p> <p>_____ Appearance</p> <p>_____ Interpersonal communications</p> <p>_____ Punctuality</p> <p>_____ Reliability</p>

Signatures:

Observer University Based Supervisor Date

Student Teacher Date

Teacher Candidate Remediation Plan

Rationale for Remediation Policy:

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

Remediation Policy:

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

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

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

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

Standards for Teacher Candidates:

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

Interview Process:

University and/or cooperating teachers will complete a "Plan of Remediation." Depending on the nature of the issue, the university/cooperating teachers will either schedule an interview

with the teacher candidate or schedule an interview with the teacher candidate and the dean of the Professional Studies division. A plan will be developed that will lead to remediation. If the teacher candidate does not follow the plan of remediation, he/she might be asked to change majors or be dismissed from the education program.

Resident Support Team

The Resident Support Team (RST) will meet with teacher candidates that exhibit behaviors that require a remediation plan. This team is composed of the dean of the Professional Studies division, the teacher candidate, the university-based supervisor, the cooperating teacher (if needed), and the field placement coordinator. A plan will be developed that will lead to remediation. If the teacher candidate does not follow the plan of remediation, he/she might be removed from residency. (More information concerning the RST can be found in the last section of this handbook, Part VII: Residency).

Appeals Process:

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

Step 1: The teacher candidate may appeal, within 10 working days, to the dean of the Professional Studies division.

Step 2: Should the teacher candidate not find satisfaction at the level of the dean, he/she may appeal within 10 working days, to the Vice President of Academic Affairs whose decision is final.

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

Teacher Candidate _____

ID# _____

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

Indicate Course: _____ Semester: _____

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

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

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

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

Part IV Field Placement

Partnership Project

The Partnership Project at WVU at Parkersburg has agreements with 26 schools in eight counties of our service area. Seven middle schools and one high school are also in the partnership in order to meet the needs of middle school specialization and the special education program option. To address the diverse population, the partnership also includes the Boys & Girls Club of Parkersburg, the Boys & Girls Club of Pleasants County, Ely Chapman Foundation, and the Y.M.C.A. of Parkersburg. All teacher candidates are placed in partnership schools. Participating partnership schools include the following:

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

The Partnership Project includes many means of collaboration between higher education and K-12 public schools to support continuous enhancement of teacher quality and student learning. The project allows growth and renewal for school-based educators and university-based educators alike. Because of these efforts, the relationships between higher education and K-12 faculty are strong and continue to strengthen with each school year.

Field Experiences Elementary Education K-6/Special Education K-12

Course	Type	School	Type of School	Length	Gateway
EDUC 100 <i>Introduction to Teacher Education</i>	Field Experience – observation	Partnership Schools	Varied	20 hrs.	Pre-Admission
EDUC 200 <i>Introduction to Exceptional Children</i>	Field Experience – observation and small group	Partnership Schools Special Education Placement	Varied	20 hrs.	Pre-Admission
EDUC 300 <i>Theories of Learning</i>	Field Experience – tutoring and small group	Boys & Girls Club of Parkersburg, Boys & Girls Club of Pleasants County, Ely Chapman Foundation, Y.M.C.A. of Parkersburg	NA	20 hrs.	Pre-Admission
EDUC 301 <i>Teaching Reading Grades K-2</i>	Field Experience – co- teach whole class instruction	Wood County Elementary Schools	Varied	20 hrs.	Admitted to Program
EDUC 303 <i>Teaching Reading Grades 3-6</i>	Field Experience – small group guided reading	Wood County Elementary Schools	Varied	20 hrs.	Admitted to Program
EDUC 304 <i>Math Strategies K-3</i>	Field Experience – small group and whole class instruction	Wood County Elementary Schools	Varied	20 hrs.	Admitted to Program
EDUC 308 <i>Math Strategies 4-6</i>	Field Experience – small and whole class instruction	Wood County Elementary Schools	Varied	20 hrs.	Admitted to Program
EDUC 310 <i>Diversity in Education</i>	Field Experience – small group intervention	Franklin Elementary	Varied	20 hrs.	Admitted to Program

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

Field Placement Policies and Procedures

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

1. **Placement** - All field placements are arranged by the field placement coordinator. Under no circumstances are teacher candidates to contact school personnel in an effort to arrange their own placement.
2. **Field Placement Location** - All field placements will be made in partnerships schools. If a teacher candidate has a special request for a field placement at some other location, it must be based on compelling need and not for frivolous reasons. In order to be considered, special requests must be made to the field placement coordinator during the first week of classes.
3. **Proof of Background Check** – No placements will be made without proof of a clear background check completed prior to beginning a practicum.
4. **Beginning of Field Placement** - When all field placements are arranged and board of

education approval is received, the teacher candidate will be notified in class to report to the field placement site. The teacher candidate will be given a placement card for EDUC 100 and EDUC 200, which is to be signed by the principal and promptly returned to the college instructor by the date indicated on the field placement card.

5. **Time Sheet** – A time sheet will be kept for each field experience. The dates and times of each classroom visit are to be recorded. When the teacher candidate has completed the required number of hours, the time sheet is to be signed by the cooperating teacher. It is the teacher candidate's responsibility to return the signed time sheet to the course instructor at the conclusion of the field experience. Deadlines will be announced in class.
6. **Other Documentation** - Some field experiences require the teacher candidate to submit other documentation in addition to the time sheet at the conclusion of the field experience. These documents will be discussed in class.
7. **Reflective Journal** - All field experiences require the teacher candidate to maintain a reflective journal during the experience. A dated entry for each classroom visitation is expected. Journal entries should follow the model outlined in the Posner text. Journals are not to be written at the field placement site!
8. **Dress/Appearance** – Teacher candidates should dress professionally for all visits to the field experience site. While some styles of dress, pierced body parts and tattoos may be stylish, the principal and teacher who will be accepting the teacher candidate into their school may view them differently.
9. **Conduct** – The teacher candidate is a guest in someone else's classroom. It is expected that the teacher candidate will maintain confidentiality and demonstrate high standards of ethical conduct. Teacher candidates should not be on their phones during observations.
10. **Removal from Placement** – The teacher candidate may be removed from a field placement at the request of the host school or by a decision of the field placement coordinator. At that time, a review of the circumstances surrounding the removal will be made. Based on the findings of that review, a determination will be made about continuation of the field placement.
11. **Failure to Complete Placement** – The teacher candidate is expected to complete the field placement per course requirements. Failure to do so will result in failure of the course.

FIELD EXPERIENCE OBJECTIVES
EDUC 100
Introduction to Teacher Education

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 SCHOOL-BASED EDUCATOR RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES
EDUC 200
Introduction to Exceptional Children

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

1.0 OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 COOPERATING TEACHER RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES

EDUC 300

Theories of Learning

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 BOYS AND GIRLS CLUB DIRECTOR RESPONSIBILITIES:

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

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES
EDUC 301
Teaching Reading Grades K-2

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

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.0** The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
- 1.1** The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student characteristics.
- 1.2** The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.
- 1.3** The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.
- 1.4** The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating introductory and developmental lessons which are appropriate for the particular group of K-2 children.
- 1.5** The teacher candidate will develop appropriate methods and strategies for the measurement of learning outcomes.
- 1.6** The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching.
- 1.7** The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0** Demonstrate professional commitment by completing the scheduled sessions (approximately 20 hours throughout the semester).
- 2.1** Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school-based educator, university instructor, and peers.
- 2.2** Prepare a lesson for each teaching session.
- 2.3** Demonstrate teaching and decision-making skills by teaching and evaluating the

two scheduled teaching sessions.

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

3.0 COOPERATING TEACHER RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES

EDUC 303

Teaching Reading Grades 3-6

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

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.0** The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
- 1.1** The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student characteristics.
- 1.2** The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.
- 1.3** The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.
- 1.4** The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating guided reading lessons which are appropriate for the particular small group of 3-6 children.
- 1.5** The teacher candidate will use appropriate methods and strategies for the measurement of learning outcomes for a guided reading group.
- 1.6** The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching.
- 1.7** The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

assigned by the school-based educator.

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

3.0 ON-SITE COORDINATOR RESPONSIBILITIES:

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

4.0 UNIVERSITY-BASED SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES

EDUC 304

Math Strategies K-3

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

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.0 The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
- 1.1 The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student characteristics.
- 1.2 The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning for K-3 students.
- 1.3 The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.
- 1.4 The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating math lessons which are appropriate for students.
- 1.5 The teacher candidate will use appropriate methods and strategies for the measurement of learning outcomes.
- 1.6 The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching.
- 1.7 The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

strategies of self-evaluation.

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

3.0 ON-SITE COORDINATOR RESPONSIBILITIES:

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

4.0 UNIVERSITY-BASED SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES

EDUC 308

Math Strategies 4-6

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of EDUC 308 of West Virginia University Parkersburg's teacher preparation program has as one of its **primary objectives** focusing on becoming familiar with materials and methods for teaching elementary mathematics at the elementary school level and on planning instruction consistent with stated learning outcomes in a general education setting. Teacher candidates will plan, teach, and evaluate math lessons for a particular classroom. This field experience will focus on all of the tenets of the program's philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.0** The teacher candidate will demonstrate planning skills by choosing goals appropriate for the curriculum.
- 1.1** The teacher candidate will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student characteristics.
- 1.2** The teacher candidate will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning for 4-6 students.
- 1.3** The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.
- 1.4** The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating math lessons which are appropriate for students.
- 1.5** The teacher candidate will use appropriate methods and strategies for the measurement of learning outcomes.
- 1.6** The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching.
- 1.7** The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

- 2.3 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.
 - 2.4 Demonstrate interpersonal skills by communicating effectively with all students, field-based educators, and university-based educators.
 - 2.5 Prepare a lesson for each math lesson.
 - 2.6 Submit selected lesson plans with evaluation/reflection and other verification data through LiveText as required.
- 3.0 ON-SITE COORDINATOR RESPONSIBILITIES:**
- 3.0 Formulate semester schedule with university-based supervisor.
 - 3.1 Welcome the students as members of the education community.
 - 3.2 Facilitate communication with school-based educators.
 - 3.3 Serve as a resource for the teacher candidates.
- 4.0 UNIVERSITY-BASED SUPERVISOR RESPONSIBILITIES:**
- 4.0 Establish teacher candidate responsibilities and procedures for taking part in the field experience.
 - 4.1 Verify that teacher candidates are completing responsibilities of the field experience.
 - 4.2 Maintain open communication with teacher candidates and on-site coordinator pertaining to the field experience.
- 5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:**
- 5.0 Submit teacher candidates' names to county central office for approval.
 - 5.1 Initiate contact with building principals.
 - 5.2 Maintain open communication between the Education Department, principals, and school-based educators.
 - 5.3 Maintain records of teacher candidates' field experiences.

FIELD EXPERIENCE OBJECTIVES

EDUC 310

Diversity in Education

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

1.0 Field Experience Objectives:

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

2.0 Teacher Candidate Responsibilities:

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

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

3.0 COOPERATING TEACHER RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES
EDUC 330L
Classroom Management Lab

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

- 2.1 Observe models and techniques of classroom management uses in the field experience.
- 2.2 Demonstrate teaching and decision-making skills by teaching and evaluating the two scheduled teaching sessions.
- 2.3 Demonstrate decision-making and professional commitment by implementing strategies of self-evaluation.
- 2.4 Demonstrate interpersonal skills by communicating effectively with all teacher candidates, school-based educators, and university instructors.
- 2.5 Demonstrate decision-making skills and understanding of diversity by including in the lesson plan modifications for inclusion and considerations for children with disabilities.
- 2.6 Submit lesson plans and evaluation/reflections through LiveText as required.

3.0 COOPERATING TEACHER RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES
EDUC 412L
Diagnostic and Prescriptive Reading Lab

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

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 ON-SITE COORDINATOR RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES
SPED 312
Instructional Practices in Special Education

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of SPED 312 of West Virginia University Parkersburg's teacher preparation program has as one of its **primary objectives** focusing on becoming familiar with materials and methods for needed for special education and differentiated instruction and on planning instruction consistent with stated learning outcomes in a special education setting. Teacher candidates will plan, teach, and evaluate two lessons for a particular classroom. This field experience will focus on all of the tenets of the program's philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0** Demonstrate professional commitment by completing the scheduled sessions (approximately 20 hours throughout the semester).
- 2.1** Demonstrate planning, decision-making, and interpersonal skills by planning for

instruction with the on-site coordinator, school-based educator, university instructor, and peers.

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

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.0** Welcome the teacher candidate as a member of the education community.
- 3.1** Conference with the teacher candidate to establish a plan for meeting the requirements of the field experience.
- 3.2** Plan with the teacher candidate in providing opportunities to teach through individual and group activities in the classroom.
- 3.3** Provide opportunities for teacher candidates to experience all aspects of classroom management.
- 3.4** Serve as a resource for the teacher candidate.
- 3.5** Complete and endorse SPED 312 evaluation form for the teacher candidate.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

FIELD EXPERIENCE OBJECTIVES
SPED 422
Collaboration in the School Setting

In order to enable the teacher candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of SPED 422 of West Virginia University Parkersburg's teacher preparation program has as one of its **primary objectives** focusing on effective collaboration and partnerships. Teacher candidates will demonstrate planning, preparation, and facilitation of collaborative meetings with parents, paraprofessionals and other professionals in the school setting. This field experience will focus on all of the tenets of the program's philosophical framework: planning skills, teaching skills, interpersonal skills, decision-making skills, diversity, and professional commitment.

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.0** The teacher candidate will demonstrate planning skills by organizing and facilitating parent conferences.
- 1.1** The teacher candidate will demonstrate planning skills through the preparation of lesson plans that incorporate a co-teaching model of instruction.
- 1.2** The teacher candidate will demonstrate planning skills through the preparation of lesson plans that incorporate a paraprofessional into the classroom instruction.
- 1.3** The teacher candidate will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes in collaboration with related services personnel.
- 1.4** The teacher candidate will demonstrate teaching skills by planning, executing, and evaluating introductory and developmental lessons which utilize the co-teaching model.
- 1.5** The teacher candidate will develop appropriate methods and strategies for effective collaboration with parents.
- 1.6** The teacher candidate will demonstrate professional commitment by practicing reflective self-evaluation of planning and teaching through observing, journaling, and summarizing teaching sessions.
- 1.7** The teacher candidate will demonstrate professional commitment by following all school rules, policies, and procedures.

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

- 2.0** Demonstrate professional commitment by completing the scheduled sessions (approximately 20 hours throughout the semester).
- 2.1** Demonstrate planning, decision-making, and interpersonal skills by planning for instruction with the on-site coordinator, school-based educator, university instructor, policies, and procedures.
- 2.2** Prepare a lesson for each teaching session.

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

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.0** Welcome the teacher candidate as a member of the education community.
- 3.1** Conference with the teacher candidate to establish a plan for meeting the requirements of the field experience.
- 3.2** Plan with the teacher candidate in providing opportunities to teach through individual and group activities in the classroom.
- 3.3** Provide opportunities for teacher candidates to experience all aspects of classroom management.
- 3.4** Serve as a resource for the teacher candidate.
- 3.5** Complete and endorse SPED 422 evaluation form for the teacher candidate.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

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

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

Residency Field Experience Objectives

FIELD EXPERIENCE OBJECTIVES EDUC 414 and 415 Residency

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 proficiency levels on Danielson Framework for Teaching.

1.0 FIELD EXPERIENCE OBJECTIVES:

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

2.0 TEACHER CANDIDATE RESPONSIBILITIES:

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

3.0 COOPERATING TEACHER RESPONSIBILITIES:

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

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

- 4.0** Make regular and timely visits to supervise the resident and to review journals and other documentation.
- 4.1** Conference with the resident and the school-based educator on each visit.
- 4.2** Complete formative Danielson Framework for Teaching and content assessments in a timely manner and discuss them with the student teacher and the school-based educator.
- 4.3** Complete a dispositions rubric in a timely manner and discuss it with the student teacher and cooperating teacher in the Exit Interview.
- 4.4** Schedule and lead the final conference with the student teacher and the cooperating teacher.
- 4.5** Submit all documentation to the certification analyst and into LiveText.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

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

Field Placement Student Assessments

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

Student Name _____ School _____

Semester _____ Cooperating Teacher _____

☐ **EDUC 100**

☐ **EDUC 200**

☐ **EDUC 300**

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

Competencies	Advanced	Proficient	Novice	Opportunity for Improvement
Planning Skills Teacher candidate demonstrates the ability to plan their time, class and field experience schedules to meet program expectations.	Demonstrates effective planning by consistently adhering to the attendance policy and pre-planning for future events.	Demonstrates effective planning through punctuality and dependability.	Demonstrates planning through punctuality.	Does not adhere to attendance policy regarding absences and tardiness.
Teaching Skills Teacher candidate demonstrates the ability to identify need areas in the classroom and apply the appropriate assistance. They effectively support the classroom teacher with maintaining an effective learning environment by providing positive feedback to students in a timely manner, encouraging higher order thinking and ensuring that all students are active participants in classroom instruction.	Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps students actively involved in the lesson.	Demonstrates initiative in the classroom. Provides students positive feedback and keeps students actively involved in the lesson.	Accepts direction from cooperating teacher. Adheres to school rules and classroom procedures	Does not adhere to school rules or classroom procedures.
Interpersonal Skills Teacher candidate demonstrates the ability to effectively interact with different people in multiple environments. They effectively establish respectful working relationships with students, peers, principals, and parents.	Demonstrates effective collaboration with colleagues, students and parents. Interactions, both oral and written, are positive and demonstrate professionalism.	Exhibits interpersonal skills through positive interactions and effective problem solving with students, teachers, parents, and other school personnel.	Exhibits interpersonal skills through positive interactions with students, teachers, parents, and other school personnel.	Does not demonstrate effective interpersonal skills.

Decision-Making Skills Teacher candidate demonstrates effective decision-making skills by employing active, persistent and carefully considered reflection in an effort to improve the learning environment.	Effective decision-making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching.	Demonstrates interest in and enthusiasm for the profession through effective decision making, and careful consideration of classroom practices.	Demonstrates interest in the profession by using effective decision-making skills.	Does not demonstrate effective decision-making skills.
Professional Commitment Teacher candidate demonstrates a commitment to continued professional growth and the improvement of professional practice. They maintain high expectations for themselves as well as their students. They demonstrate strict adherence to a professional code of ethics.	Demonstrates a commitment through professional development opportunities, appropriate appearance, maintains high expectations for all learners, and strict adherence to a professional code of ethics.	Demonstrates a commitment through professional growth and the improvement of professional practice, professional speech, appropriate appearance, maintains high expectations for all students, and strict adherence to a professional code of ethics.	Demonstrates the intention to learn the values of professional growth, appropriate appearance, professional speech and a code of ethics. Maintains high expectations for self.	Does not demonstrate the need for professional commitment.
Diversity Teacher candidate demonstrates an understanding that diversity includes developmental, socioeconomic, linguistic, cultural, racial, ethnic and gender differences. They demonstrate knowledge and understanding of multicultural forces that affect teaching and learning.	Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork and field experience.	Is accepting and develops an understanding of students who are culturally different in ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, or geographical area.	Is accepting of students who are different.	Does not demonstrate an acceptance of student diversity.

Please add any additional comments or observation regarding the teacher candidate.

West Virginia University at Parkersburg
Post-Admission Student Assessment

Student Name _____ School _____

Semester _____ Cooperating Teacher _____

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

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

Competencies	Advanced	Proficient	Novice	Opportunity for Improvement
Planning Skills Teacher candidate demonstrates the ability to make effective decisions about organizing, implementing and evaluating instruction. They effectively form goals and objectives for themselves and students. They utilize research-based strategies in their lessons. They utilize assessment data to guide instruction.	Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction in a way that maximizes learning opportunities for all students. Has an effective plan for formative and summative assessments.	Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction in a way that maximizes learning opportunities for students. Has a plan for data collection to assess learning.	Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction.	Does not adhere to attendance policy regarding absences and tardiness.

Teaching Skills Teacher candidate demonstrates the ability to capture students' attention, stimulate recall, introduce lesson objective and orient students to the lesson. They demonstrate the ability to maintain an effective learning environment and provide closure/summary activities for students. They demonstrate the ability to differentiate lessons to meet the needs of a diverse population of students. They demonstrate the ability to incorporate technology into their lesson plans.	Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson. Lessons have a clear beginning, middle and end. Provides students the opportunity for self-reflection and the integration of technology.	Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson.	Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, and keeps student actively involved in the lesson.	Does not adhere to school rules or classroom procedures.
Interpersonal Skills Teacher candidate demonstrates the ability to effectively collaborate with different people in multiple environments. They effectively establish respectful working relationships with students, peers, principals, and parents.	Demonstrates effective collaboration with colleagues, students and parents. Interactions, both oral and written, are positive and demonstrate professionalism. They conduct meetings and conferences in an efficient and positive manner.	Demonstrates effective collaboration with colleagues, students and parents. Interactions, both oral and written, are positive and demonstrate professionalism.	Exhibits interpersonal skills through positive interactions and effective problem solving with students, teachers, parents, and other school personnel.	Does not demonstrate effective interpersonal skills.
Decision-Making Skills Teacher candidate demonstrates effective decision making by planning, implementing and evaluating instruction. They employ active, persistent and carefully considered reflection in an effort to improve the learning environment.	Decision-making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching. Instruction is adapted based on self-reflection and student data. They identify and utilize teachable moments in the classroom.	Decision-making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching. Instruction is adapted based on self-reflection and student data.	Demonstrates interest in and enthusiasm for the profession through positive choice making, and careful consideration of classroom practices.	Does not demonstrate effective decision-making skills.

Professional Commitment Teacher candidate demonstrates a commitment to continued professional growth and the improvement of professional practice. They maintain high expectations for themselves as well as their students. They demonstrate strict adherence to a professional code of ethics.	Demonstrates professional commitment through additional professional development opportunities, appropriate appearance, maintains high expectations for all students and themselves, and strict adherence to a professional code of ethics and law.	Demonstrates professional commitment by attending professional development opportunities, appropriate appearance, maintains high expectations for students and themselves, and strict adherence to a professional code of ethics and law.	Demonstrates professional commitment through professional growth and the improvement of professional practice, professional speech, appropriate appearance, and strict adherence to a professional code of ethics.	Does not demonstrate the need for professional commitment.
Diversity Teacher candidate demonstrates an understanding that diversity includes developmental, socioeconomic, linguistic, cultural, racial, ethnic and gender differences. They demonstrate knowledge and understanding of multicultural forces that affect teaching and learning.	Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork and field experience, and lessons are differentiated to support the learning needs of all diverse learners in the classroom.	Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork, field experience and the use of differentiated instruction.	Is accepting and develops an understanding of students who are culturally different in ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, or geographical area.	Does not demonstrate an acceptance of student diversity.

Please add any additional comments or observation regarding the teacher candidate.

Part V Assessments

Lesson Plan Rubric

WEST VIRGINIA UNIVERSITY AT PARKERSBURG WVU AT PARKERSBURG LESSON PLAN RUBRIC

STUDENT: _____ COURSE: _____ DATE: _____

	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Lesson Overview & Rationale	The teacher candidate _____ states a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area, _____ student prior Knowledge, assessment data, _____ and student interests.	The teacher candidate states _____ a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area _____ student prior knowledge/assessment data.	The teacher candidate _____ states a clear rationale based on appropriate curriculum goals and content standards _____ draws upon knowledge of content area.	Teacher candidate _____ develops lesson plan without considering grade level standards and clear rationale.
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
WV College and Career Readiness Standards Content, Technology & Computer Science and/or Dispositions for Student Success <i>ACEI 3.1</i> <i>WVPTS 1C</i> <i>InTASC 7</i>	The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success _____ leadership skills through cooperative learning _____ problem solving skills.	The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success _____ leadership skills through cooperative learning.	The teacher candidate _____ constructs the lesson using WV College and Career Readiness Content Standards _____ Technology & Computer Science and/or Dispositions for Student Success	The teacher candidate _____ does not plan using WV College and Career Readiness Content Standards and Technology & Computer Science and/or Dispositions for Student Success
	Distinguished	Accomplished	Emerging	Unsatisfactory

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

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

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

ACEI 3 InTASC 7 WVPTS 2F	achieve learning goals _____ chooses age-appropriate resources and materials _____ differentiates materials for groups of learners _____ differentiates materials for individuals.	achieve learning goals _____ chooses age-appropriate resources and materials _____ differentiates materials for groups of learners.	achieve learning goals _____ chooses age-appropriate resources and materials.	achieve learning goals.
LESSON PROCEDURES				
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Classroom Management ACEI 3 InTASC 3 WVPTS 2	The teacher candidate _____ establishes a safe learning environment focused on learning _____ has rules and procedures in place _____ makes efficient use of time and resources _____ collaborates with students to establish norms for behavior.	The teacher candidate _____ establishes a safe learning environment focused on learning _____ has rules and procedures in place _____ makes efficient use of time and resources.	The teacher candidate _____ establishes a safe learning environment focused on learning _____ has rules and procedures in place.	The teacher candidate _____ has not established a safe learning environment focused on learning.
	Distinguished	Accomplished	Emerging	Unsatisfactory
	3	2	1	0
Before/ Introduction/ Hook ACEI 1.1 InTASC 1 WVPTS 2A	The teacher candidate _____ plans an introductory activity that connects to the teaching objective _____ grabs student attention quickly _____ activates prior knowledge _____ a clear connection to academic language.	The teacher candidate _____ plans an introductory activity that connects to the teaching objective _____ grabs student attention quickly _____ activates prior knowledge.	The teacher candidate _____ plans an introductory activity that connects to the teaching objective _____ grabs student attention quickly.	The teacher candidate _____ did not plan an effective introductory activity.
	Distinguished	Accomplished	Emerging	Unsatisfactory

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

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

Self-Reflection <i>ACEI 5.1</i> <i>InTASC 4C</i> <i>WVPTS 9</i>	The teacher candidate _____accurately reflects on the lesson objectives _____bases reflection on evidence of student learning _____provides specific examples from lesson to support his/her judgement _____addresses how he/she would adjust teaching to ensure all students meet the objectives.	The teacher candidate _____accurately reflects on the lesson objectives _____bases reflection on evidence of student learning _____provides specific examples from lesson to support his/her judgement.	The teacher candidate _____accurately reflects on the lesson objectives _____bases reflection on evidence of student learning.	The teacher candidate _____inaccurately reflects on the lesson without using evidence and/or does not address how they will adjust teaching to ensure all student meet the objectives.

Framework for Teaching (FFT) Cluster 1: Clarity & Accuracy

CONSIDERATIONS		INDICATORS	
<ul style="list-style-type: none"> In what ways do the learning outcomes challenge students to think critically? (1c) In what ways are the learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill? (1a/1c) What examples do you see of congruence between the activities and instructional outcomes? (1c/1e) What might be some ways to adapt lessons to meet the needs of all students? (1b/1d/1e) How does teachers' deep understanding of the content support intellectual work by students during lessons? (1a/1e) 		<ul style="list-style-type: none"> Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1b/1c) Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1a/1c) Planned resources and activities aligned to the instructional purpose (1d/1e) Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a) Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b/3c) 	
Level 1: Negative Learning Impact <i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	Level 2: Limited Learning Impact <i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	Level 3: Strong Learning Impact <i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	Level 4: Student-Owned Learning Impact <i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>
The teacher's plans indicate weak content knowledge. (1a)	The teacher's plans reflect rudimentary understanding of the discipline. (1a)	The teacher can identify important concepts of the discipline and their relationships to one another. (1a)	The teacher cites intra- and interdisciplinary content relationships. (1a)
The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning. (1b)	The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning. (1b)	The teacher has identified broad skill groups of students within the class and uses this information in planning. (1b)	The teacher knows the proficiency level of each student in the class and incorporated this understanding into plans. (1b)
Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for most students in the class. (1a/1b/1c)	Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards. They are unsuitable for some students in the class. (1a/1b/1c)	Learning outcomes, as stated by the teacher, are written in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class. (1a/1b/1c)	Learning outcomes are written in the form of student learning and are aligned to learning standards. They allow for all students in the class to be sufficiently challenged. (1a/1b/1c)
Planned learning tasks, materials, and question sequences are of low cognitive challenge and unrelated to the lesson's stated purpose or are not suitable for many students. (1d/1e; 3a/3b)	Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students. (1d/1e; 3a/3b)	Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class. (1d/1e; 3a/3b)	Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who need it most with more time, attention, and supports. (1d/1e; 3a/3b)
At no time during the lesson does the teacher convey to the students what they will be learning. (3a)	The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. (3a)	The teacher states clearly, at some point during the lesson, what the students are learning. (3a)	The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning to the broader outcomes of the curriculum. (3a)
The teacher makes a serious error of content or academic language that will affect student's understanding of the lesson. (3a)	The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language. (3a)	The teacher makes no content errors and models the correct use of academic language. (3a)	The teacher explains the content clearly, using metaphors and analogies or inviting student predications to connect content to real life experiences. (3a)
Students indicate through body language or verbal language that they don't understand the content being presented. (3a/3b)	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	The teacher's explanation of content is clear and invites student participation and thinking. (3a/3b)	The teacher's carefully crafted questions enable students to extend the lesson objectives for deeper understanding. (3a/3b)
Students appear confused about the learning task. (3b/3c)	The teacher finds it necessary to clarify the learning task multiple times so that students can complete it. (3b/3c)	Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so.	Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes. (3b/3c)

Framework for Teaching (FFT) Cluster 2: Learning Environment

CONSIDERATIONS		INDICATORS	
<ul style="list-style-type: none"> In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment? (2a) How do teachers convey high expectations for student learning and encourage hard work and perseverance? (2b) In what ways do teachers create classrooms that are safe for risk taking? (2b) How do students take ownership of their work and demonstrate a commitment to mastering challenging content? (2b) How do teachers establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs? (2a/2b) 		<ul style="list-style-type: none"> Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school (2a) High levels of cognitive energy (2b) A safe environment for student risk taking (2b) High expectations for students' capabilities for learning (2b) Productive student engagement is small group work (2c) Students persevere, even in the face of challenges (2b) 	
Level 1: Negative Learning Impact <i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	Level 2: Limited Learning Impact <i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	Level 3: Strong Learning Impact <i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	Level 4: Student-Owned Learning Impact <i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>
The teacher uses disrespectful talk toward students and does not address disrespectful interactions among students. (2a)	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect; the teacher attempts to respond to disrespectful behavior among students, with uneven results. (2a)	Talk between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students. (2a)	Talk between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students. (2a)
The teacher displays no familiarity with, or caring about, individual students' interests or personalities. (2a)	The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful. (2a)	The teacher makes connections with individual students. (2a)	The teacher demonstrates knowledge and caring about the lives of students beyond school. (2a)
The teacher conveys, to at least some students, that the work is too challenging for them. (2b)	The teacher conveys only modest learning expectations for most students. (2b)	The teacher has high expectations for most students and demonstrates high regard for students' abilities. (2b)	Students' questions, comments, and writing indicate high expectations for self and desire for deep understanding of the content. (2b)
Students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty. (2b)	The teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner. (2b)	Student work and conduct during a lesson indicate a commitment to high quality; students persevere in understanding challenging content. (2b)	Students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning. (2b)
Students participate in only routine responses and tasks that require only low levels of risk taking. (2b)	Few students offer their ideas on questions that seem to entail intellectual risk. (2b)	Students participate willingly and appear confident in offering their ideas in front of classmates. (2b)	Students volunteer ideas, even when these ideas might seem to be unpopular among classmates. (2b)
Students receive no support from their classmates. (2a)	Students offer assistance to classmates in a supportive manner when prompted by the teacher. (2a)	Students spontaneously offer assistance to classmates in a supportive manner. (2a)	Students recognize and express appreciation for the efforts of their classmates. (2a)
Students show no signs of active collaboration. (2c)	Group work is sometimes collaborative, sometimes not. (2c)	Students are productively engaged collaboratively with a partner or during small group work. (2c)	Group work is productive; groups take ownership of, and pride in, the products of their work. All members contribute to the group's work. (2c)

Framework for Teaching (FFT) Cluster 3: Classroom Management

CONSIDERATIONS		INDICATORS	
<ul style="list-style-type: none"> In what ways are classrooms well run and organized? (2c) How might the classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time? (2c) How might students themselves take a more active role in ensuring a productive classroom? (2c) In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards? (2d) How does the physical environment in classrooms support learning and engagement? (2e) 		<ul style="list-style-type: none"> Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c) Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c) Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when Necessary) by teacher or students, or both (2d) Physical environment supportive of learning activities (2e) Productive contribution to the class by volunteers and paraprofessionals (2c) 	
Level 1: Negative Learning Impact <i>The classroom environment is disorganized and chaotic.</i>	Level 2: Limited Learning Impact <i>The classroom is at times disorganized.</i>	Level 3: Strong Learning Impact <i>The classroom functions smoothly and efficiently.</i>	Level 4: Student-Owned Learning Impact <i>The classroom functions seamlessly.</i>
Classroom procedures for transitions and other non-instructional duties are either absent or ineffective, resulting in the loss of significant instructional time. (2c)	Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time. (2c)	Effective and efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies and transitions to other grouping patterns, resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction. (2c)	Students take the initiative with their classmates to ensure non-instructional routines run smoothly; productive classroom norms are well established, and students as well as the teacher act to maintain them. (2c)
Small groups not working with the teacher are not involved in productive work. (2c)	Small groups are only intermittently engaged while not working directly with the teacher. (2c)	All students are productively engaged during small-group work, indicating established procedures. (2c)	Students ensure productive small-group work by, for example, assigning roles. (2c)
No standards of conduct appear to have been established, the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it. (2d)	Standards of conduct appear to have been set, but the teacher's attempts to maintain order are uneven, or the teacher's response to student misbehavior is inconsistent. (2d)	The teacher regularly monitors student behavior; student behavior is generally appropriate when needed, the teacher's response to misbehavior is effective. (2d)	The teacher's monitoring of student behavior is seamless, and preventative accomplished through nonverbal means; student behavior is entirely appropriate. (2d)
There are physical hazards in the classroom, endangering student safety. (2e)	The physical environment is not an impediment to learning but does not enhance it. (2e)	The classroom is arranged to support the instructional goals and learning activities. (2e)	Students take the initiative to contribute to and adjust the physical environment to support learning for all students. (2e)
Volunteers and paraprofessionals have no defined role and may be idle much of the time. (2c)	Volunteers and paraprofessionals participate but require frequent supervision, or their work is not well integrated with classroom activities. (2c)	Volunteers and paraprofessionals work with minimal supervision in sync with the classroom goals. (2c)	Volunteers and paraprofessionals understand their roles and responsibilities and take the initiative in their work in the class. (2c)

Framework for Teaching (FFT) Cluster 4: Intellectual Engagement

CONSIDERATIONS		INDICATORS	
<ul style="list-style-type: none"> How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection? (1e) In what ways do instructional activities and questions promote intellectual engagement and energy in classrooms? (3b/3c) In what ways are students asked to explain their thinking, construct arguments, and question the thinking of others? (3b) How do teachers create the conditions for students to take responsibility for their own learning? (3a) How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work? (3c) 		<ul style="list-style-type: none"> The content is seen as worthwhile, important, and interesting (2b) Content is presented in a manner that engages student in thinking and reasoning (3a) Learning tasks require student to engage intellectually, to think; some may involve productive struggle (3c) Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b) The lesson has a recognizable structure, with time for reflection and closure (3c) Students explain their thinking and questions the thinking of others (3b) 	
Level 1: Negative Learning Impact <i>The level of student intellectual engagement is low.</i>	Level 2: Limited Learning Impact <i>The level of student intellectual engagement is modest.</i>	Level 3: Strong Learning Impact <i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	Level 4: Student-Owned Learning Impact <i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>
The teacher conveys no energy for the importance of the learning goals and assignments. (2b)	The teacher displays little energy for the lesson's purpose or assignments. (2b)	The teacher exhibits energy for the topic and conveys its importance. (2b)	The students exhibit energy for and interest in the topic and associated task; they push their classmates' thinking with extended questions. (2b)
Content is presented in a didactic manner, with no invitation for students to think and make their own meaning. (3a)	The teacher's explanation of concepts includes perfunctory invitation for student thinking. (3a)	The teacher's explanation of concepts invites student intellectual engagement and time to share their thinking with others. (3a)	Students are thoughtfully engaged in the teacher's explanation of concepts, as evidenced by their conversations and questions. (3a)
Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking. (3c)	Learning tasks are so highly scaffolded that the result is a single pathway to completion. (3c)	Learning tasks demand higher-order thinking, inviting students to take initiative and may involve productive struggle. (3c)	Students modify a learning task to make it more meaningful or relevant to their needs. (3c)
The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking. (3b)	The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking. (3b)	Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.) (3b)	Students initiate higher-order questions; they invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts. (3b)
The teacher does not ask students to organize their thoughts and formulate ideas. (3b)	The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time. (3b)	Wait time is used productively; students engage in thoughtful reflection during discussion. (3b)	Students extend the discussion, enriching it. (3b)
All discussion is between the teacher and individual students; students are not invited to speak directly to one another. (3b)	The teacher invites students to respond directly to one another's ideas, but few students do so. (3b)	Students direct their comments to one another during full class discussions; there is lively discussion during small-group work. (3b)	Students build on each other's ideas and make conjectures/ connections aimed at either deeper conceptual understanding or connecting procedures to underlying concepts. (3b)
The teacher does not ask students to explain their thinking. (3b)	The teacher asks student to explain their reasoning and cite specific evidence, but only some students attempt to do so. (3b)	The teacher asks student to explain their thinking, citing specific reasons; most students do. (3b)	Students cite specific evidence and reasons to explain their thinking without prompting by the teacher and prompt one another to provide similar reasoning and evidence.
Few students are involved in the activities and discussions. (3b)	About half the students are involved in activities and discussions. (3b)	Virtually all students are involved in the activities and discussions. (3b)	Students themselves ensure that all their classmates are involved in the activities and discussions. (3b)
The lesson has no recognizable structure; it's a random series of events. (3c)	The lesson has a recognizable structure, although parts of it may be rushed, while others drag. (3c)	The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks. (3c)	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (3c)

Framework for Teaching (FFT) Cluster 5: Successful Learning

CONSIDERATIONS		INDICATORS	
<ul style="list-style-type: none"> In what ways do teachers ensure learning by all students? (3d) What are some ways teacher monitor student understanding through specifically designed questions or assessment strategies? (3d) What are some examples of student monitoring their own learning and providing constructive feedback to classmates? (3d) How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress? (3e) When teacher reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning? (4a) 		<ul style="list-style-type: none"> Both summative and formative assessments, aligned to learning outcomes, have been planned (1c/1f) The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d) Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d) If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (3e) The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b) The teacher enlists, as appropriate, the engagement of families in student learning (4c) In reflection, the teacher assumes responsibility for student learning (4a) 	
Level 1: Negative Learning Impact <i>The teacher makes no attempt to ensure the learning of all students.</i>	Level 2: Limited Learning Impact <i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	Level 3: Strong Learning Impact <i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	Level 4: Student-Owned Learning Impact <i>The teacher consistently and successfully ensures learning by all students.</i>
Summative assessments are poorly aligned with the learning outcomes. (1c/1f)	Only some of the learning outcomes are addressed in summative assessments. (1c/1f)	All learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals. (1c/1f)	The teacher’s plan for summative assessment explicitly provides information to students about their progress. (1c/1f)
No formal assessments have been designed for use during the lesson. (1f)	Plans refer to the use of formative assessments but with no specificity. (1f)	Plans include specific formative assessments which are used during instruction. (1f)	The teacher constantly “takes the pulse” of the class; monitoring student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning. (1f)
The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding. (3d)	The teacher requests global indications of student understanding such as, “Any questions?” (3d)	The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding. (3d)	Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher. (3d)
Feedback to students is only global, such as, “Good job, everyone.” (3d)	Feedback to students is neither specific nor oriented toward future improvement of work. (3d)	Feedback included specific and timely guidance on how student can improve their learning. (3d)	High quality feedback comes from many sources, including other students; it is specific and focused on improvement. (3d)
The teacher makes no attempt to adjust the lesson, even when action is clearly needed. (3e)	The teacher’s efforts to modify the lesson are only partially successful. (3e)	The teacher makes productive changes to the lesson in response to evidence of student difficulties. (3e)	When appropriate, students use assessment information to guide their next steps. (3e)
The teacher conveys to students that when they have difficulty learning, it is their fault. (3e)	The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them. (3e)	The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. (3e)	The teacher conveys to students that failure, persistence, and productive struggle are key aspects of learning and success.
Record-keeping systems are disorganized and incomplete; families are unaware of their children’s progress. (4b/4c)	The teacher maintains school-required record keeping systems and communicates sporadically with families but does little else to inform families about student progress. (4b/4c)	The teacher maintains a coherent record keeping system on student learning and regularly sends home information about student learning. (4b/4c)	The teacher actively encourages two-way communication with families regarding student learning. (4b/4c)
In reflecting on the lesson, the teacher cites the extent to which students were busy or were well-behaved, with no comments about the extent to which they achieved the intended outcomes. (4a)	In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or well behaved. (4a)	In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals or conjectures about why they were not met. (4a)	In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning. (4a)

Framework for Teaching (FFT) Cluster 6: Professionalism

CONSIDERATIONS		INDICATORS	
<ul style="list-style-type: none"> How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning? (4d) In what ways do teachers collaborate productively with one another? (4d) How can teacher be supported to contribute to the intellectual life of the school? (4d) What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students? (4e) How do teachers support a strong school culture and a climate of trust for staff, students and families? (4f) 		<ul style="list-style-type: none"> Collaboration with colleagues for joint planning, and school/district and community initiatives (4d) Active engagement in workshops, courses, and activities to improve practice (4e) Integrity and honesty in dealing with colleagues and parents on behalf of students (4f) 	
Level 1: Negative Learning Impact <i>The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students.</i>	Level 2: Limited Learning Impact <i>The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students.</i>	Level 3: Strong Learning Impact <i>The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students.</i>	Level 4: Student-Owned Learning Impact <i>The teacher demonstrates a deep commitment to continuing professional learning and engages regularly with the professional community to advance the interests of students.</i>
The teacher's relationships with colleagues are characterized by negativity and lack of trust. (4d)	The teacher has cordial relationships with colleagues and is trusted by them. (4d)	The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity. (4d)	The teacher takes initiative and a leadership role in organizing collaborative projects. (4d)
The teacher avoids involvement both in school activities and in district and community projects. (4d)	When asked, the teacher participates in school activities as well as district and community projects. (4d)	The teacher frequently volunteers to participate in school events and in school, district, and community projects. (4d)	The teacher regularly contributes to and leads significant district and community projects. (4d)
The teacher ignores or avoids opportunities to participate in activities for professional learning. (4e)	The teacher participates in professional activities when they are required or provided by the district. (4e)	The teacher seeks opportunities for continued professional development. (4e)	The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations. (4e)
The teacher declines to participate in team and departmental decision making, except when required by superiors. (4d)	The teacher participates minimally in team and departmental decision making. (4d)	The teacher actively participates in team and departmental decision making. (4d)	The teacher takes a leadership role in team and departmental decision making and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality. (4d)
The teacher does not prioritize the needs of student and operates in a self-serving manner. (4f)	The teacher notices the needs of students but is inconsistent in addressing them. (4f)	The teacher actively addresses student needs and actively works to provide opportunities for student success. (4f)	The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies. (4f)
The teacher ignores school and district regulations. (4f)	The teacher minimally complies with school and district regulations. (4f)	The teacher completely complies with the letter, as well as the spirit, of school and district regulations. (4f)	The teacher makes material suggestions for the improvement of school and district regulations. (4f)

--	--	--	--

Part VI Forms

Educational Field Experience Time Sheets

WEST VIRGINIA UNIVERSITY AT PARKERSBURG EDUCATION FIELD EXPERIENCE TIME SHEET

STUDENT'S NAME _____ STUDENT ID _____

SCHOOL BASED EDUCATOR(S) _____ NAME OF SCHOOL _____

BEGINNING DATE _____ ENDING DATE _____ GRADE/SUBJECT _____

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

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

Total Hours: _____

School Based Educator Signature: _____

Rationale

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

As one criterion for meeting eligibility to be recommended for licensure, the teacher candidate will complete a minimum of fifty (50) documented clock hours of approved service-learning activities. Fifty (50) hours are to be completed during the freshman and sophomore years. The teacher candidate cannot be reimbursed/paid for these activities.

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

Procedure

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

West Virginia University Parkersburg

Education Division

Service-Learning Approval Form

Name (*Print Name*) _____

Plan for 50 hours' service-learning activities are found to be

☐ SATISFACTORY

☐ UNSATISFACTORY

Signature of Education 100 Instructor or Advisor

Date

(Agency/Organization) grants permission for

(Teacher Candidate Name)

to fulfill service-learning requirements at this location.

Agency Head Signature/Title

Date

*
Typed plan attached

West Virginia University Parkersburg
Education Division
Service-Learning Time Sheet

Teacher Candidate's Name _____ Student ID _____

Organization _____ Supervisor _____

Beginning Date _____ Ending Date _____

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

Total Hours:

Supervisor Signature: _____

West Virginia University Parkersburg
Education Division
Supplemental Service-Learning Time Sheet

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

Teacher Candidate's Name _____ Student ID _____

Organization _____ Supervisor _____

Event _____ Date _____

Beginning Time _____ Ending Time _____

Prior Approval by Education Faculty _____ Date _____

Summary of Experience:

Supervisor Signature: _____

EDUCATION DIVISION

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT (25 REQUIRED HOURS)

Rationale

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

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

Procedure

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

Required Professional Development Hours:

- Handwriting Module – 4 hours (EDUC 301)
- CAEP Family Engagement Modules – 4 Hours (<http://www.caepfamilyengagement.org/>)
- Safe Schools Modules – 7.5 Hours (EDUC 320)

Approved Professional Development Opportunities: Other professional development opportunities not on this list must be preapproved by your advisor or the Dean of the Professional Studies Division.

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

Documentation of Professional Development (25 Required Hours)

Teacher Candidate _____

Verification must be provided for each activity completed.

Title and Location of Activity	Description of Activity (provider, content, etc.)	Hours Completed	Evidence	Date Completed
Handwriting Module	Handwriting Module (required in EDUC 301)	4	Certificate of Completion	
http://www.caepfamilyengagement.org/	CAEP Family Engagement Modules (required prior to admission to student teaching)	4	Notes/Summary	
https://wcs-wv.safeschools.com/login	Safe Schools Modules (required in EDUC 320)	8	Certificates printed for all modules	

Total Hours: _____

