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WEST VIRGINIA STATE
UNIVERSITY

Department of Education

2013-2014
Student Teacher Handbook

West Virginia State University
Department of Education, Wallace Hall 629
304.766.4123

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WEST VIRGINIA STATE UNIVERSITY - DEPARTMENT OF EDUCATION
PO Box 1000
Institute, West Virginia 25112-1000
304.766.4123

Please visit our web site:

<http://www.wvstateu.edu/education.aspx>

For more information contact:

Pamela McCarty, Administrative Assistant for Undergraduate Teacher Education

pmccarty@wvstateu.edu, (304)766-4123

Dr. Paige Carney, Director of Field and Clinical Experiences

icarney3@wvstateu.edu, (304)766-3310

Sources used in updating this handbook include:

1. *WVSU Student Teaching Handbook 2012-2013*
2. *University of Charleston Student Teacher Handbook*
3. *Georgetown College Student Teacher Handbook*
4. *WVSU Academic Catalog 2012 - 2013*

Preface

This Handbook is designed to provide program information about the student teaching experience housed in the Department of Education at West Virginia State University. This reference will provide valuable information to Student Teachers, University Supervisors, Cooperating Teachers, and Building Principals. The Handbook was created by the Department of Education and the Director of Clinical Experiences at West Virginia State University.

Dear Student Teacher:

Welcome to your student teaching, the culminating experience of your professional preparation! Much of your success in this experience will depend upon your initiative in applying what you have learned about teaching, learning, and students. In order to help you succeed, you will receive support from your Cooperating Teacher and your University Supervisor. Together you form a team for building our profession and serving our students and communities. To the extent that this team communicates and collaborates, we can all achieve our goals.

We have developed explicit Education Program outcomes and a variety of performance assessment instruments to evaluate your student teaching experience. All of these items are consistent with national and state standards and are based on educational research and knowledge of sound practice. We believe that these requirements will strengthen our Program and help you to become the most effective teacher and leader you can be.

This handbook is a product of collaboration and consultation among teacher educators, cooperating teachers and administrators, teacher candidates, and University faculty. We strongly encourage you to familiarize yourself with the expectations and policies presented in this handbook before your student teaching begins. It is your responsibility to understand fully what is required of you as well as your cooperating teacher and University supervisor.

We sincerely hope that your student teaching clinical experience is a successful one. We believe that each of you is ready for the challenges, joys, and hard work that face you; we would not have placed you in the schools if we were not confident of your ability to teach and have a positive impact on student learning. At the same time, we understand that learning to teach, like learning anything else, is a developmental process that requires on-going support from others. We encourage you to seek support from your Cooperating Teacher, University Supervisor, University Faculty, and the Director of Clinical Experiences. If you have any questions, please do not hesitate to contact me.

Sincerely,

Dr. Paige Carney

Director of Clinical Experiences
West Virginia State University
Department of Education, Wallace Hall 619
PO Box 1000, Institute, WV 25112-1000
(304) 766-3310

West Virginia State University Teacher as Human Developer (THD)

Student outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multimodal methods, including faculty panel review, grade point requirements, portfolios, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Additional information is contained in the Teacher Education Handbook, purchased by each candidate in Education 200 or Education 290. Failure to comply with the dispositions of the THD model may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.

Background Information:

The Teacher as Human Developer is the basis for the conceptual framework for teacher education at West Virginia State University. This conceptual framework has evolved from the institution's mission statement.

West Virginia State University Mission

Our mission is to meet the higher educational and economic development needs of the state and region through innovative teaching and applied research.

West Virginia College of Professional Studies Mission

To prepare qualified professionals to serve and lead in a global society

West Virginia State University Department of Education Mission

To prepare teachers to be human developers who love to teach.

West Virginia State University Department of Education Vision

We support our candidates' development into teachers who themselves will devote their lives to nurturing, encouraging, and promoting a new generation of citizens intent on bringing our world closer to the ideals of justice and equality for all.

West Virginia State University Department of Education Commitments

The Teacher Education Unit is committed to modeling for and developing teacher educators who are committed to: public school student learning, diversity, technology, and the profession.

Conceptual Framework Components

The components of our program grow from our institutional mission, college mission, and the unit mission, vision, and commitments:

H-Holistically approaches student learning

- Demonstrates knowledge of human growth and development and applies this to classroom instruction.
- Demonstrates knowledge of learning theories and applies this to classroom instruction.
- Demonstrates knowledge about parental, peer, societal, legal, and historical influences on education and applies this to classroom instruction.

U-Understands diversity

- Demonstrates knowledge of being able to adapt classroom instruction to address diverse student populations and applies this to classroom instruction.
- Demonstrates knowledge of promoting classroom equity so that the diversity of public school students may emerge and applies this to classroom instruction.
- Demonstrates knowledge of classroom management strategies to avoid bullying and applies this to classroom instruction

M-Manages learning environments

- Demonstrates knowledge of creating learning communities that promote high student achievement and applies this to classroom instruction.
- Demonstrates classroom management skills that promote confidentiality of student records, reduce disruptions, and promote student safety and applies this to classroom instruction.
- Demonstrates the ability to use reading, writing, speaking, listening and viewing problem-solving strategies to develop lesson plans, record/report student progress, and communicate with parents, colleagues, and administrators.

A-Assesses student learning based on national and state standards

- Demonstrates knowledge of national and state content standards and designs lesson plans that incorporate these standards.
- Demonstrates knowledge of national and state assessments and develops classroom assessments that incorporate these assessment types.
- Demonstrates knowledge of multiple assessment techniques and utilizes multiple assessments to assess student learning.

N-Newer approaches to student learning through technology

- Exhibits knowledge of and uses technology to perform educational tasks such as communications, classroom record keeping, and information retrieval.
- Exhibits knowledge of and uses technology to present lessons to public school students.
- Exhibits knowledge of and uses technology to provide enrichment and additional instruction to increase public school student achievement.

Conceptual Framework Dispositions

Student Focused Educator – Future teachers must have the needs, self-esteem, safety, and future success of their students as their highest priority. This disposition is the essence of the total conceptual framework of “Teacher as HUMAN Developer” at West Virginia State University.

Role Model - Future teachers should model in this preparation program the behaviors they will be expecting from their public school students.

Member of a Profession - Future teachers must see themselves as a member of a faculty, community, school district, state and national educational learning system.

Student Teaching Clinical Experience Policies

Placement of Teacher Candidates

The Director of Field and Clinical Experiences at West Virginia State University places teacher candidates for the student teaching practicum. The Director of Field and Clinical Experiences matches teacher candidates with cooperating teachers who are fully certified, who have at least three years successful teaching in the certification area, and who have been highly recommended by their principals or other administrators. In addition, the Education Program Coordinator takes the following into consideration when making placement decisions:

1. **Academic reputation of the school and/or professional credentials of staff;** curriculum specialists and other public school administrators are consulted about suitable placements.
2. **Previous field experience placements;** the teacher candidate needs to have field and practicum experiences in a range of schools (e.g., rural, urban, Title 1, and those with a high percentage of ethnic diversity);
3. **The school's desire to mentor a teacher candidate;** at times some schools do not wish to take a teacher candidate because of some event or events going on that semester but would be willing to take teacher candidates at a later date;
4. **The location of the school and how far it is from the teacher candidate's home;** the Director of Clinical Experiences attempts to place students in schools that are reasonably accessible to their homes;
5. **Any personal connections a teacher candidate has to a particular school;** the Director of Clinical Experiences avoids placing teacher candidates in schools where a relative or friend is employed or in schools that the teacher candidate attended.

Duration of Student Teaching Practicum

The student teaching practicum lasts approximately 15 weeks. Due to snow days and unforeseen events, a practicum may be extended beyond 15 weeks. If a teacher candidate fails to complete the 15-week minimum, then he or she may have to repeat the practicum experience.

Attendance:

There are no excused absences from student teaching. Missing any days may result in an extended student teaching experience (possibly delaying graduation and certification). If you must miss a day during student teaching, please contact your university supervisor and your cooperating teacher as soon as you know you must be absent.

See Appendices for *Inclement Weather Procedures*

Dress Code Policy

See Appendices for a copy of the *Teacher Candidate Dress Code Policy*.

Placement Information

Assigning placements for student teachers is a complex undertaking and the responsibility of the Director of Clinical Experiences with assistance from stakeholders. Placements are approved by the Department of Education and the Governing Board of the Professional Development School Partnership. Placements are made, when possible, in Professional Development Schools (PDSs). These are selected quality school sites where building and campus personnel consistently work together to develop effective field-based experiences. These schools have entered into a Partnership with WVSU and are committed to the effort of development of teacher education candidates. A feature of the PDSs is the presence of a Site-Based Coordinator who works closely with candidates, evaluates and monitors performance, and works cooperatively with staff and administrators. These schools also have a WVSU faculty liaison and designated staff member to work with candidates.

Site selection is a responsibility of the Director of Clinical Experiences at WVSU and is a collaborative effort with K-12 school personnel to provide candidates effective supervisors and quality instructional settings. Also, when possible, site placements allow candidates to student teach in the same building with a group of peers, which encourages collaboration among Student Teachers.

Field placement sites are taken into consideration when Student Teaching Placements are made. Subject and grade level placement are based on West Virginia Board of Education Policy 5100 – Approval of Educational Personnel Preparation Programs which dictates requirements for field experiences for teacher education candidates. Policy 5100 indicates the following: The institution is also required to document the candidate’s field-based and/or clinical experiences with diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which they anticipate licensure.

The Praxis Series Tests:

West Virginia Department of Education requires passing scores on the Praxis Series Tests to obtain a teaching license. Information about testing requirements for your particular specialization can be found at <http://www.ets.org/praxis/wv>. All candidates will be responsible for achieving a passing score on Praxis I: Pre-Professional Skills Tests (PPST) prior to enrolling in upper division education courses. Praxis II: Principles of Learning and Teaching must be taken before student teaching, and Praxis II: PLT and Content test(s) must be passed before licensure.

Public School Policies

Familiarize yourself with school and classroom policies and procedures. These include, but are not limited to the following: fire drill, shelter-in-place, discipline, etc. Always ask before you act if you do not know the policy.

Legal

West Virginia law indicates that the student teacher has the same general rights and responsibilities as that of a substitute teacher (§18A-3-1). HOWEVER, the use of a student teacher as a substitute teacher is not permitted.

WVSU Insurance—Accident and Medical

Accident and medical insurance plans designed for students are available in the Office of Enrollment Management & Student Affairs Office. Insurance information can be obtained from the office located in Ferrell Hall room 130 and in room 323 of Sullivan Hall East. Also, from the Health Center located in the James C. Wilson University Union, or by calling (304)766-3140. WVSU does not endorse or recommend any specific plan.

Student Teacher Permit

All candidates prior to commencing a student teaching experience in a West Virginia public school must submit a Student Teaching Permit application (Form 24). The permit must be approved before candidates begin the experience.

The application may be submitted 90 days prior to the first day the experience is scheduled to begin. Applications submitted within less than 8 weeks of commencing the experience may not be processed in time if there are any delays resulting from the fingerprinting process. Applications submitted within the timelines stated above, will be processed and issued prior to the beginning date of the student teaching experience.

Applications must be submitted with two completed and inked hard fingerprint cards (<http://wvde.state.wv.us/certification/forms/fingerprint.html>) or a transaction receipt indicating candidate completed a LiveScan from Morpho Trust (formerly L1). Applications without cards or transaction receipts will not be processed.

If exact placement has not been assigned, please include as much information as available at the time of application. In the event of changes in placement, dates, or if due to extenuating circumstances the permit would have to be modified or extended. In order to do so, a new Form 24 with a brief explanation stating the circumstances will need to be submitted with the appropriate processing fees.

A form 7, Release of Information, must be submitted with the application. This form must be notarized and must have the signature of the county Superintendent where the placement will take place as well as the signature of the college/university official.

Once approved, the IHE and the county of placement will receive notification the permit has been approved. An official copy may be obtained by accessing the secure Cert Check website. Information on how to access this site will be shared with all institutional contacts.

The permit is valid for one academic year and will expire on June 30. After successful completion of the student teaching experience, the candidate will be eligible to use the permit to substitute teach for the remainder of the validity of the permit. In order to substitute teach, the authorized institutional official must provide written notice to the county verifying the successful completion of the experience.

All applicants, from a WV Institution of Higher Education, who complete a student teaching experience in fall 2013 or later, must already have an approved Student Teaching Permit on file at the WVDE in order to be eligible to apply for licensure. Those who complete a Teacher in Residence program are exempt from this requirement and do not need to apply for the Student Teaching Permit.

Professional Conduct

The Education Program expects teacher candidates to conduct themselves in a professional manner. That means that they should not criticize cooperating teachers, administrators, other school personnel, or the school system as a whole. The Education Program expects teacher candidates to follow all the rules and regulations of the school system in which he or she is working, maintain confidentiality with sensitive information, perform teaching and non-teaching duties in a timely manner, and work cooperatively with other school personnel. Finally, the teacher candidate should be guided by a code of ethics established by the National Education Association (NEA). See Appendices for a copy of the Code of Ethics.

What to DO and what NOT TO DO to be Successful during Student Teaching:

Do:

1. DO project enthusiasm in your teaching!!!
2. DO learn each student's name immediately.
3. DO express interest in the non-classroom interests and activities of your students. School, for your students, is more than scheduled "academic activities".
4. DO establish standards of conduct in the classroom. Reinforce the standards often. Remember that classroom management is more than prescribed punishments for offenses.
5. DO establish acceptable standards of academic performance. Have high expectations of every student--uniquely crafted to the individual student.
6. Do enter class thoroughly prepared promptly. Your "hesitation" will create inattention and/or misbehavior.
7. DO begin lessons promptly and have a variety of teaching strategies planned for each lesson. Teacher and student boredom will be less likely to occur.
8. DO remember that teaching is an interactive process. Learning does not occur just because material was presented.
9. DO listen to the suggestions offered by the Cooperating Teacher. Accept and act upon these suggestions.
10. DO remember that flexibility is a critical attribute for all successful teachers.
11. DO expect to have some personal failings and inadequacies. Recognizing and dealing with them in a constructive manner is an indication of a healthy personality.
12. DO be constantly aware of the influence you have on your students. Treat them with compassion and care. You may be the only "highlight" in their day.
13. DO have fun!!! Relax a little. If you do not like what you are doing and enjoying the experience, it will SHOW! Students in your classroom deserve more than "attitude." You may have to "fake it" until it becomes a natural part of your teaching style. And perhaps you need to rethink your, choice of a career if your student teaching experience turns out to be no fun--at all.
14. DO know your resources for help--should you need them.

Do Not:

1. DON'T be afraid to admit that you do not have-all the answers or that you have made a mistake. As a student, you appreciated intellectual honesty on the part of your teachers. Your students will appreciate that quality in you!
2. DON'T try to be a "buddy" with your students. Teacher "pals" invite negative criticism and problems.
3. DON'T become involved in the internal "politics" of your school or the school system.
4. DON'T criticize or make negative comments about other teachers and/or staff.
5. DON'T brag or lecture on your pedagogical success and knowledge of education theory. You will be working with seasoned educators who have learned best professional practices.

Education Department Policies:

Academic Dishonesty

Academic dishonesty is defined as plagiarism, cheating, falsifying records, etc., and may be punished by sanctions imposed by the instructor and appropriate to the offense ranging from a written reprimand to a grade of F on an assignment or a grade of F in the course. The University reserves the right to suspend or dismiss a student guilty of a particularly serious infraction (Source: WVSU Catalog, page 113). Violation of the Academic Dishonesty Policy may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.

Plagiarism

Since part of the *teacher as a human developer (THD)* supports the teacher as a role model, it is important for candidates to model and practice ethical behavior. **Plagiarism** is a form of cheating; it is using someone else's words or ideas as if they were your own (WVSU English Department). This includes copying another student's work and presenting it as your own. When Candidates share the coursework, all parties to the plagiarism will be considered equally guilty, and both will receive a grade of zero for that assignment, as well as a whole letter grade reduction of their final grade. Candidates may be subjected to penalties similar to those for any other form of cheating. These penalties will follow the guidelines under Academic Dishonesty in the West Virginia State University Catalog.

Students with Disabilities

No qualified individual with a disability shall be denied access to, or participation in services, programs and activities of WVSU. The Office of Disability Services is located at 123 Sullivan Hall, East. It is the policy and practice of WVSU to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. The Disability Services Office provides individualized services for students with *documented* disabilities. Students shall be provided appropriate services and accommodations based on the recommendations made by a licensed health care professional who is qualified to diagnose the impairment. After the disability has been documented and confirmed by the Office of Collegiate Support and Counseling, the disabilities counselor will inform the instructor about the accommodations and modifications needed to be successful in this course. To ensure success, this should be accomplished no later than the end of the second week of class.

Cell Phones

Cell phones should be turned off during the entire school day while student teaching.

Clinical Experiences and Expectations

As a role model and a member of the profession, you are expected to maintain a level of professionalism that represents West Virginia State University in a positive manner. The following Student Teacher guidelines:

- All cell phones should be turned off when entering the school.
- Wear your WVSU Student ID.
- You are expected to sign in and out in the main office.
- You should report to your assigned teacher at the appointed time.
- You are expected to dress professionally and maintain a professional relationship with staff and students (NEVER communicate with public school students electronically through media such as Facebook and text messaging).
- You are expected to conduct yourself as a practicing professional educator at ALL TIMES.

Be aware that violating these expectations can result in a Disposition Deficiency and/or a referral to CAT (see next page for details) or removal from the WVSU Teacher Education Program.

Procedures related to Changes, Difficulties and Appeals

Removal from a Practicum Site

The University supervisor, with the approval of the Director of Teacher Education, may remove a teacher candidate from a clinical practice site if that site is found to be inappropriate to the teacher candidate's learning needs.

Removal from Student Teaching Practicum

The University supervisor may remove a teacher candidate from the student teaching practicum for any of the following reasons: 1) excessive absence, 2) insubordinate behavior, 3) misconduct, or 4) incompetence.

A teacher candidate who has been removed from the experience shall be given a grade of "D" or "F" for the experience at the discretion of the University supervisor. No teacher candidate who has been removed from the student teaching practicum shall be guaranteed re-admittance to a student teaching practicum experience in a future semester.

Due Process of Teacher Candidate's Rights

Follow WVSU Academic Procedures Catalog.

Candidate Assistance Team

The Candidate Assistance Team (CAT) has been developed to assist teacher education candidates who do not demonstrate the professional dispositions delineated in professional, state and institutional standards. In addition, these candidates may not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with their fellow students, cooperating teachers, public school students, and/or faculty members of the West Virginia State University Department of Education. Candidates are typically referred by a professor from the Department of Education who may request support from the CAT for a candidate whose learning, behavior or emotional needs are not being met under existing circumstances.

The CAT will work with the student teacher in an effort to alleviate problems/difficulties. The student teacher may be removed from the student teaching placement until the CAT is resolved. If there is no resolution, the student teacher can be dismissed from the program and receive a grade of "F". A referral to the CAT with a successful outcome may result in a delay in graduation.

Candidates can voluntarily withdraw from student teaching via University withdrawal procedures. Usually a "W" is recommended in these cases, given that satisfactory progress was being made.

Candidates who voluntarily leave a student teaching placement without officially withdrawing will be assigned a grade of "F."

Candidates have certain due process rights and appeal procedures at WVSU. Please check the college catalog online at www.wvstateu.edu for details.

Student Teaching Evaluation

1. **Student Teacher Assessment Record (STAR):** Student teaching is a graded activity at WVSU. The assessment categories on the STAR are designed for translation to letter grades. A final grade, in collaboration with the University Supervisor, is noted on the STAR. Grades are given a final review by the Director of Clinical Experiences for their consistency with the assessed "STAR" ratings by the University Supervisor and Cooperating Teacher. A minimum final grade of "C" is required for successful completion of all student teaching assignments.
2. **Student Teacher Observation:** For a fifteen week placement, there are at least 6 formal observations made by the University Supervisor. Feedback from these observations helps candidates understand the effectiveness of their teaching behaviors and gives suggestions for next steps. Student teachers will be required to use the WVSU lesson plan format until the university supervisor and the cooperating teacher feel that he/she is ready to adopt the cooperating teacher's format. However, it is always helpful if the student teacher provides a lesson plan when university supervisor is conducting observations (See Appendices for *Lesson Plan Format*).
3. **Instructional Unit:** An instructional unit of at least 2 weeks duration is required as part of the STAR and ARP evaluation. A portfolio of plans, assessments, and student work provides evidence of the effectiveness of this unit. In this unit, special care is given to integrate planning, teaching and assessment, including "closing the circle" by making instructional decisions about future teaching by using results of past teaching and learning. The unit is evaluated using standard 1A, 1B, 1C, 1D, 2A, 3A, 3D, 3E from the STAR evaluation instrument (See Appendices for *Unit Outline and Checklist*).
4. **Action Research Project (ARP):** P-12 student learning is assessed and reflected upon as part of the ARP. The ARP formalizes the assessment procedures used in the instructional unit. The ARP is evaluated by a rubric (See Appendices for *Procedures and Rubric*).
5. **Grading:** The student teacher experience involves considerable professional judgment about the behavior and performance of the Student Teacher. Consequently, it is important for the student teacher to self-monitor his/her performance and progress and to seek feedback periodically from supervisors throughout the experience. When it is clear that a candidate is not satisfactorily performing in a given student teaching assignment, the student teacher will be referred to the Candidate Assistance Team

The following guidelines are set forth regarding individual teaching for student teaching.

Soloing in the simplest form is the student teacher completing all planning, teaching, and evaluation of student work. In some instances (Advancement Placement, reading in elementary school), true “soloing” may not be possible or desirable. In such cases, the student teacher should be integrally involved to the greatest extent possible in all aspects of the course/subject.

In 15 week placements, student teachers shall complete:

- Ten weeks of soloing and A quality work on the STAR to be eligible for an A
- Eight weeks of soloing and B quality work on the STAR to be eligible for a B
- Six weeks of soloing and C quality work on the STAR to be eligible for a C.

In 9 weeks placements, student teachers shall complete:

- Six weeks of soloing and A quality work on the STAR to be eligible for an A
- Five weeks of soloing and B quality work on the STAR to be eligible for a B
- Four weeks of soloing and C quality work on the STAR to be eligible for a C.

In 6 week placements, student teachers shall complete:

- Four weeks of soloing and A quality work on the STAR to be eligible for an A
- Three weeks of soloing and B quality work on the STAR to be eligible for a B
- Two weeks and two days of soloing and C quality work on the STAR to be eligible for a C.

Role and Related Requirements of Student Teachers

Student teachers are required to perform the following:

1. Work cooperatively and productively with assigned University Supervisor and Cooperating Teacher.
2. Meet all assigned responsibilities, tasks, and schedules punctually and consistently.
3. Participate in a full-day school routine, which at times includes late afternoon or evening responsibilities. Student teachers will not be excused from these responsibilities to attend classes, work, or for other personal events and needs.
4. **DRESS**: Student teachers must adhere to the requirements of the dress code adopted by the WVSU Department of Education. It is available in the appendices and also online at <http://www.wvstateu.edu/wvsu-catalog/undergraduate-degrees/departement-education/forms>.
5. **ABSENCES**: Student teachers are not allowed absences from student teaching. Student teachers are required to make up days missed. If a student teacher must be absent for any reason, the student teacher is to notify the Cooperating Teacher and the University Supervisor.
6. Become familiar with school and classroom discipline policies and related sanctions. Student teachers are to manage students in accordance with these policies. In the absence of such policies, student teachers are to follow the lead of the Cooperating Teacher in disciplining individuals or groups. A Student teacher can be held liable for damage related to neglect of duty or abuse. **Always ask before you act if you don't know.**
7. The Cooperating Teacher is also legally responsible for students assigned to his/her classroom. You should discuss with each beforehand your overall instructional plans and any specific teaching and evaluative strategies. A vehicle for such discussion is the **development of comprehensive written lesson plans** by the Student Teacher. (See Appendix A)
8. **LIABILITY INSURANCE**: Student Teachers may carry appropriate liability insurance during the student teaching experience. Policies affording such coverage are available. Check with the company that carries your homeowner's insurance or one of the national teacher organizations.
9. **LEGAL RIGHTS AND RESPONSIBILITIES FOR STUDENT TEACHERS**: West Virginia law indicates that the Student Teacher has the same general rights and responsibilities as that of a substitute teacher. **However, the use of a Student Teacher as a substitute teacher is not legal.**
10. **LESSON PLANS**: Student Teachers are expected to make detailed lesson plans and/or unit plans following the WVSU lesson plan format. When a Student Teacher may move to a shortened version of the lesson plan is a collaborative decision to be made by the University Supervisor and the Cooperating Teacher based on the readiness of the Student Teacher. The WVSU lesson plan format is contained at the end of this handbook.
11. **UNIT**: An instructional unit of at least 2 weeks duration is required as part of the STAR and ARP evaluation. A portfolio of plans, assessments, and student work provides evidence of the effectiveness of this unit. In this unit, special care is given to integrate planning, teaching and assessment, including "closing the circle" by making instructional decisions about future teaching by using results of past teaching and learning.
12. **ACTION RESEARCH** P-12 student learning is assessed and reflected upon as part of the ARP. The ARP formalizes the assessment procedures used in the instructional unit.

13. **DURATION:** The most valuable experience for the development of the student teacher is actual teaching experience. It is the goal that the student teacher teach the P-12 classroom as much as possible for as long as possible in accordance with what is reasonable and based on the readiness level of the student teacher. In order to be eligible for an A, a student teacher must teach individually for two-thirds of the placement duration. This will vary depending on the placement. For example, in an elementary classroom, the literacy period may be taught by the classroom teacher and the Title I teacher. In cases such as these, the student teacher would not individually teach but follow the protocol in place. However, the student teacher should take prime responsibility for planning, grading, etc., even in such cases.
14. **UPDATE E-PORTFOLIO** to reflect student teaching clinical experience.

Role of the University Supervisor

In general, the University Supervisor is the liaison between the University and the school setting. The University Supervisor is responsible for monitoring the overall progress of the student teacher by conferring with the Cooperating Teacher and by conducting regular observations and evaluation of the Student Teacher. **The University supervisor will conduct a minimum of 6 observations for 15 and 9 week placements (4 for 6 week placements) and a minimum of 2 STAR evaluations.**

1. Explain and clarify the requirements and expectations for Student Teachers as prescribed in the Syllabus for Student Teaching.
2. Before or during the first week of the assignment period, jointly confer with the Cooperating Teacher and the Student Teacher to discuss and clarify related responsibilities and expectations, including lesson planning, evaluation, and induction.
3. Participate in program orientation and in-service meetings for Cooperating Teachers and University Supervisors and/or student teachers.
4. Observe and evaluate classroom performance and provide summary feedback to student teachers.
5. See that Cooperating Teacher conducts **formative** assessment of Student Teacher performance. Decide on the preferred format for formative assessment with the cooperating teacher.
6. Confer regularly with Cooperating Teachers to discuss and monitor the progress of the Student Teacher(s).
7. Have a "significant presence" in the assigned settings.
8. Complete a **joint** summative assessment of student teaching performance using the **STAR** and submit to Director of Clinical Experiences.
9. Assist the Student Teacher in understanding the "norms" in the assigned setting and related professional expectations.
10. Meet with assigned Cooperating Teachers to monitor progress and address needs and concerns.
11. Conduct an "exit" conference with the Cooperating Teacher to finalize **STAR** assessments and translation of grade.

Role of the Cooperating Teacher

The Cooperating Teacher has a vital role in the preparation of Student Teachers because he/she provides the day-to-day management and guidance during the student teaching experience. There are many tasks and needs related to such roles and the Cooperating Teacher, University Supervisor and Student Teacher eventually should function as a team.

1. Involve the Student Teacher as a team member or "associate" and orient to all classroom and school routines. Introduce the candidate accordingly; e.g., "assistant teachers."
2. Inform and prepare students in the class for the arrival of the Student Teacher.
3. Confer with the Student Teacher and the University Supervisor about expectations of the experience, including potential teaching assignments, induction schedule, and specific requirements for lesson planning, bulletin boards, and related products/tasks.
4. Familiarize candidates about significant school policies and routines, especially related to student behavior management and professional expectations.
5. Consult with the Student Teacher and University Supervisor as needed to monitor progress or to resolve problems.
6. Provide opportunities for participants to use a range of appropriate instructional skills, methods, or strategies.
7. Provide opportunities for candidates to develop awareness of the "school culture" context (i.e., meet with counselors, librarians, nurses, administrators, specialists, observe other teachers).
8. Team teach selected lessons with the Student Teacher when feasible.
9. Teach a demonstration lesson for Student Teacher (e.g., introduction of new or difficult material).
10. Observe teaching performance and provide summary comments identifying strengths and areas for improvement.
11. Complete a joint summative assessment with University Supervisor (STAR).

Role of the School Administrator or Designee

The school administrator:

1. Assists in identifying and assigning qualified Cooperating Teachers.
2. Provides overall school orientation including the philosophy of the school, the organization of the instructional program, and any distinguishing school features.
3. Explains and clarifies professional and personal expectations and responsibilities of teachers in the setting.
4. Orients candidates to overall school discipline and student management program(s), outlining rules, expectations, and procedures.
5. Arranges for a "tour" of the school setting to familiarize candidates with physical surroundings, facilities, and school services.
6. When appropriate, observe candidates teaching a lesson and provide information feedback.

Questions should be directed to the University Supervisor or Dr. Paige Carney, WVSU Director of Clinical Experiences, 304.766.3310 or jcarney3@wvstateu.edu.

Graduation and Certification Requirements

1. Successfully complete an appropriate teaching specialization with a minimum of 120 semester hours. Students must successfully complete all courses and other requirements checked on their senior evaluation to qualify for graduation. Earn a minimum grade of C in all classes and have a 2.5 cumulative grade point average.
2. Successfully complete a state-required standardized proficiency test in each content specialization for which certification is sought, e.g., Elementary Education, Mathematics, Social Studies. These assessments will normally occur during the senior year or near the time that specialization requirements are completed. Students are obligated for testing costs. Passing scores required by the West Virginia Board of Education must be documented prior to recommendations for certification.
3. Successfully complete a state-required standardized proficiency test in professional education (Principles of Learning and Teaching – PLT) before student teaching.
4. Successfully complete a supervised student teaching experience at the programmatic levels and in each content specialization for which certification is being sought. All Candidates will complete 600 clock hours of student teaching over 15 weeks and register for a total of 15 semester hours of credits, numbered from Education 480-487. Candidates will be assessed using an instrument jointly administered by the cooperating teacher and the university supervisor to verify the achievement of teaching skills. These skills have to be satisfactorily demonstrated and verified to meet certification and graduation requirements.
5. Students must file an application for graduation in the Registrar's Office.
6. After graduation, candidates complete the application process for West Virginia licensure which includes being fingerprinted for an FBI Criminal background check.

Please note: All 50 states, the District of Columbia, and US Territories require the FBI Criminal background check as a condition for issuance of license. Candidates who have criminal histories that would make them unfit to be around public school students may be denied a teaching license, i.e. sexually abusing a child.

For More information on certification process, go West Virginia Department of Education website: <http://wvde.state.wv.us/certification/forms/firsttime.html>

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WEST VIRGINIA STATE
UNIVERSITY

Department of Education

Appendices

West Virginia State University
Department of Education, Wallace Hall 629
304.766.4123

Kanawha County Schools
Inclement Weather Procedures

Updated October 13, 2012

This will be announced by the local media and the parent link system when schools are closed for students:

CODE A : All employees are to report to work at their regularly scheduled time when possible. If they run into a problem (i.e., hazardous roads, etc.) they should call their Immediate Supervisor/Principal and advise them of their particular situation. Administrators should use good judgment in considering conditions that may cause employees to be late for their assignments.

- *CODE A will be used on days when schools are closed but roads are otherwise passable for vehicular traffic. This will provide additional opportunities for in-school staff development activities, planning, etc.*

CODE B : All custodians/maintenance employees are to report to work at their regularly scheduled time if at all possible in order to prepare buildings, etc. Cooks report if a food delivery is scheduled for their building. All 261 day employees are to report to work on time. All other staff are NOT required to work.

When schools are open for students on a delay or early dismissal:

CODE C : WHEN SCHOOLS ARE OPENING TWO HOURS LATE

All employees are to report to work at their regularly scheduled time when possible. If they run into a problem (i.e., hazardous roads, etc.) they should call their Immediate Supervisor/Principal and advise them of their particular situation. Administrators should use good judgment in considering conditions that may cause employees to be late for their assignments.

- *There will be no preschool, which includes head start and L.E.A.P. when a two (2) hour delay is announced. Days scheduled for home visitations may be scheduled for pre-school instructional days allowing home visitations on 2 hour delay days.*
- *All morning vocational classes will be canceled. Announcements regarding changes in bus schedules and routes will be made by 8:00 a.m.*

CODE D : WHEN SCHOOLS ARE CLOSED EARLY:

All vocational, WV Pre-K, Head Start, Evening Alternative, Extra-Curricular activities, and Community Education classes scheduled for that afternoon or evening will be canceled. News media will be notified of early dismissal as soon as decisions are made in order that announcements can be made by noon.

- *PLEASE NOTE: When a decision is made to close schools for the day, the news media will be notified by 6:00 a.m. When schools are open for students on a delay and conditions still do not look favorable, a decision to close will be made by 8:00 a.m.*

Teacher Candidate Dress Code Policy

The mission of the Education Department at West Virginia State University (WVSU) is “To prepare teachers as Human Developers who love to teach.” To achieve this mission, the Education Department has adopted three professional dispositions: (1) Student Focused, (2) Role Model, and (3) Member of a Profession. The Teacher Education Candidate Dress Code is designed to assist all teacher education candidates to meet WVSU Professional Dispositions- (2) Role Model and (3) Member of a Profession. This policy was developed in accordance with Guidelines established by the West Virginia Board of Education and the National Council for the Accreditation of Teacher Education. In addition, the public schools, where WVSU teacher education candidates are placed, provided additional input.

The West Virginia State University (WVSU) Department of Education Faculty expects all teacher candidates representing the program in any field or clinical placement and professional arena to be a role model for public school students by projecting a positive disposition and conducting themselves with a high level of professional decorum. One part of this professionalism includes dressing appropriately at all times to reflect positively on the candidate, West Virginia State University, the WVSU Education Department, and the education profession.

Personal appearance has direct bearing on the authority, confidence, and self-esteem of teacher candidates and inappropriate dress may create distractions to instruction and student learning. All candidates are expected to adhere to this dress code policy and project common practices of modesty, cleanliness, and neatness in the academic learning environment. The candidate who fails to comply with this dress code may be removed from any professional experience and be subject to disciplinary actions.

WVSU teacher candidates have traditionally upheld high standards of professionalism, including that of appropriate, professional attire. In accordance with that tradition, the WVSU Department of Education is adopting this policy to support its candidates’ tradition of excellence. The following standards of dress and provisions of this policy are applicable to all WVSU Teacher Education candidates:

- **Skirts, Dresses, and Skirted Suits:** For female candidates, dresses and skirts should be of an appropriate length. Dresses and skirts, and skirts that are split at or below the knee are acceptable. Mini-skirts, skorts, beach dresses, and spaghetti-strap or strapless dresses (worn without a sweater or jacket) are **inappropriate**.

- **Shirts, Tops, Blouses, and Jackets:** Dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire to be worn by male and female candidates. All shirts, blouses, sweaters, etc. must have sleeves. Bare shoulders or low-cut necklines and/or backless clothing are unacceptable. Shirts or blouses must cover the entire torso at all times, even in movement. Crop tops, tube tops, and halters are **unacceptable**. Any garment made of transparent and/or see through material is considered **unacceptable**.
- Most suit jackets or sport jackets are also acceptable attire, if they do not violate the prescribed guidelines. In addition, inappropriate attire include tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress. All these items are **not allowed** during professional experiences.
- **Slacks, Pants, and Suit Pants:** Slacks/pants that are similar to cotton khakis or synthetic material are appropriate and acceptable. Wool pants, flannel pants, and dressy capris are also acceptable. Inappropriate slacks/pants are jeans, sweatpants, exercise pants, pajama bottoms, Bermuda shorts, short shorts, shorts, bib overalls, tights, leggings, spandex, bicycle pants or any other form-fitting pants. Candidates shall wear their trousers, slacks, or pants properly. For example, the waist of the garment at their natural waist level without sagging. Intentionally torn, ripped, cut, or slashed pants are considered inappropriate and are **not** to be worn by candidates representing the education program.
- No undergarments, i.e. bras, panties, briefs or boxers may be visible. Also, no body parts of a personal or private nature should be exposed. Oversized or baggy clothing, which may present a safety hazard, may not be worn.
- **Shoes and Footwear:** All candidates must wear soled, enclosed shoes for personal safety reasons. Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Shower shoes, house shoes, slippers, flip-flops, sandals, or thongs may **not** be worn. Additionally, any similar flip flop/thong type shoes fitting between the toes are considered unsafe and therefore, are **not allowed** to be worn during field/clinical experiences.
- **Hats and Head Covering:** Any type of head covering (this includes hats of any type, scarfs, wraps, baseball caps...) is **unacceptable**. Head covers that are required for religious purposes or to honor cultural traditions are allowed with appropriate documentation and approval.

- **Accessories and Jewelry:** Accessories and jewelry should be selected with great care to promote public school student and teacher education candidate safety. Appropriate professional ties, scarves, belts, and jewelry are acceptable as long as these items are worn in moderation. Modest piercing of the ears is acceptable; however, excessive ear piercings, other facial, tongue, spacers or visible body piercing is **unacceptable**. Also, chain or spike jewelry is **unacceptable for safety reasons**.
- Any clothing, accessories, symbols, jewelry, or other paraphernalia, that depict or suggest association with a gang **shall not** be brought to school, worn at school, or in any way be present at any school related event.
- **Makeup, Perfume, and Cologne:** Students and other school personnel may be **highly allergic** to the chemicals in perfumes and make-up. Therefore, candidates should check with the school (teacher or principal) before going to their professional assignments to discuss what the school policy is regarding this subject.
- **Grooming Standards:** All candidates are expected to maintain appropriate masculine and feminine hygiene. Facial hair should be neat, clean, closely trimmed and not be a distraction to the learning environment. **Tattoos and/or body art may be a distraction to the learning process; therefore, all tattoos must be covered.**
- Hair should be kept neat, clean, and reasonably styled. Hairstyles are to be moderate, clean, kept and of natural color. Startling and/or extreme hairstyles (i.e., spiked, Mohawk, dyed with an unnatural color/tint, etc.) are **unacceptable**.
- **Dress Code Exceptions:** Candidates in Physical Education (PE) placements may wear athletic shorts (not stretch) one inch above the knee during instructional PE classes. Also, teachers of art, theater and/or the lab sciences may be required to wear the appropriate clothing and safety goggles unique to their content specialization.
- Candidates performing duty at ball games and/or other extracurricular activities shall dress in a manner befitting to their profession or the occasion (which may require work-type clothes, as approved by the principal).
- At times, candidates may be exempt from some of parts of the dress code during special activities such as field trips and other similar events. However, candidates must always adhere to standards of good taste. Specific appropriate attire may be worn on spirit days or school dress up days as announced or designated by the principal.

- ***Disclaimer:***

While this list is seemingly inclusive, with any situations that are not addressed in this policy, candidates are to use their professional judgment and adhere to the spirit of this policy. During field/clinical experiences and professional experiences, if questions arise about the dress code policy then candidates are encouraged to discuss these questions with their university supervisor or professor.

NOTE: Any teacher education candidate in violation of any part of this policy could be excused from their field/clinical experience and/or subject to consequences described in the WVSU Department of Education Teacher Handbook including DISAPPROVAL

The Dress code appeal process is the same as the Challenge of an Academic Grade in the University Catalog. (See Academic Catalog for details)

Source:

KANAWHA COUNTY DRESS CODE - Student Dress Policy

Series: J36 - Issued: 11.17.2000

Revised: 05.15.2008

Adopted by WVSU Department of Education Faculty Fall 2012

NEA Code of Ethics

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

WVSU LESSON PLAN FORMAT GUIDE (Updated 1/13)

Teacher Candidate _____ Date _____
 School _____ Grade/Subject _____
 Lesson Topic _____

INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES

This is what you want the student to learn and understand or be able to do when the lesson is completed.

If concept based objectives (deals with information, understanding – what students will know)
 use: will be able to ... will create...define...name...record...select...match...restate...explain...
 discuss...distinguish between...

If performance based objectives (deals with skills, abilities and what students will be able to do)
 use: will be able to compute...demonstrate...operate...diagram...categorize...subdivide.

WV CSOs

Objectives must be supported with WV Content Standards (WVCSOs).
<http://wvde.state.wv.us/csos>

CSOs are very broad objectives and may be designed to cover many lessons. Your CSOs must support your lesson objectives and should not be greater in number than your lesson objectives.

NATIONAL STANDARDS

Objectives must be supported with at least ONE national standard. Your National Standard must match your lesson objective in content. For example if you are writing a lesson plan for reading you may want to use IRA, English (NCTE), physical education (AAHPERD), math (NCTM), social studies (NCSS), biology (NABT), science (NSTA).

National Standards are written to be very broad and may cover many lessons. Your National Standards are to support your lessons objectives and should not be greater in number than your lesson objectives.

MANAGEMENT FRAMEWORK

Describes how time is set to accommodate the lesson. Just give time and not details. For example:

Overall Time - 50 minute lesson

Time Frame - 10 min. teacher intro and demonstration

30 min. student activity in pairs

10 min. regroup for assessment and closure

STRATEGIES

Just list strategies or activities, do not give details. For example:

Teacher/student led discussion, student/group presentations, independent/group practice, guided instruction, teacher modeling/demonstration/simulations, pair activity, cooperative groups, study/peer groups, SQ3R, scaffolding, Think, Pair, Square, discovery learning, project/inquiry learning.

DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS

(Learning Styles, Students with Special Needs, Cultural Differences, ELL)

This is how you will accommodate students' individual needs as these needs relate to lesson objectives.

PROCEDURES

This section has three parts, each are an important part of the lesson.

Introduction/ Lesson Set

Use guiding questions, visuals, statements, and ways to assess prior knowledge and gain interest for the lesson.

Body & Transitions

This is a sequence of events for the lesson. Use bullets, clearly state what you will be doing in sequence. If you use material, state: See Attachments. If students will be moving during the lesson (transitions) state how this will be arranged.

Closure

Review, summarize, repeat, a quick check of objectives (thumbs up/down), assign homework.

ASSESSMENT

This section is to identify the lesson objectives Not the WVCSOs or the National Standards. All objectives must be assessed. MATCH your objectives to each of the three types of assessment. For example if you have 4 lesson objectives you must state how you assess each of these objectives. You are encouraged to use parenthesis following each assessment description. For example: Formative: Will move among students as they complete the handout on photosynthesis (objectives 1, 3).

Diagnostic:

Diagnostic is usually part of the introduction of the lesson. This is how you plan to assess students' prior knowledge before the lesson is taught. For example:

You may ask an essential question/s about the lesson objectives or you may ask questions that challenge students to think critically about the lesson objectives.

You could use a KWL chart or a Venn diagram.

At this time you must decide if the students have enough prior knowledge to understand the lesson objectives. If they do not, you must decide if you need to extend the introduction and cover the knowledge needed to understand the lesson or if you need to go to the Extended Activities of the lesson.

Formative:

Formative is assessment you make during the lesson concerning lesson objectives.

Observe students as they work on projects, activities, or seatwork to assess objectives.

Assess knowledge of the objectives during discussion of your power point, Smart Board or Elmo.

Summative:

Summative usually is made during closure of the lesson. It is what students are able to discuss or do at the end of the lesson in relation to the objectives. You may observe, or ask direct questions with large group responses. The summative may also be a quiz or written assignment. The summative usually covers all the objectives. If not then the remaining objectives must be identified under diagnostic or formative.

MATERIALS

Be specific with a list of supplies and materials needed for the lesson.

EXTENDED ACTIVITIES**If Student Finishes Early**

Identify an activity you have ready for students to do if the student finishes the lesson early. This activity should be related to the assignment. Do not give a replica of the assignment. The student may consider this punishment for finishing the lesson early. Give a fun activity: computer, learning center, game.

If Lesson Finishes Early

Identify an activity that is related to the lesson objectives. It may be a handout that you plan to use the next day to reinforce the lesson objectives. Or let students create questions to ask other students.

If you decide during the introduction that students do not have enough background to understand the lesson objectives, you may start a KWL chart concerning the lesson objectives. You could have students to identify four and five concepts they remember about a previous related lesson that will help them begin to build background needed for this lesson. The teacher or the students could create questions.

If Technology Fails

Plan on alternative activities for lesson if technology is part of the lesson and technology fails; also, plan for students who may not be allowed to use technology for that day.

POST-TEACHING**Reflections**

While at school jot down while the lesson is fresh in your mind, of what worked, did not work, next time I will.... Instead of I needed more time forLater come back and write a formal reflection on the implementation of the lesson.

Data Based Decision Making (If Needed)

If you are collection data for this lesson you may construct a rubric, checklist, criteria list or some form of description to report data collection of students' products or responses to the lessons objectives. The data alone has little if any value. You **MUST** use your analysis of the data to make decisions concerning future lessons. Data is collected to be used to drive future instruction.

Rubric: WVSU Lesson Plan (Revised 1/13)

Category	Distinguished	Accomplished	Emerging	Unsatisfactory
Setting Lesson Objectives and Student Outcomes	<p>*Objectives/Outcomes were clearly stated and described what students will learn and master</p> <p>*Aligned with WVCOS</p> <p>*Aligned with National standards</p> <p>*If technology was used, the lesson provided equitable access to ALL students engaged in the lesson</p> <p>*Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills]</p>	<p>*Objectives/outcomes were not clearly stated and/or one of the required elements were missing</p> <p>*Aligned with WVCOS</p> <p>*Aligned with National standards</p> <p>*If technology was used, the lesson provided equitable access to ALL students engaged in the lesson</p> <p>*Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills]</p>	<p>*Objectives/outcomes were not clearly stated and/or two of the required elements were missing</p> <p>*Aligned with WVCOS</p> <p>*Aligned with National standards</p> <p>*If technology was used, the lesson provided equitable access to ALL students engaged in the lesson</p> <p>*Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills]</p>	<p>*Objectives/outcomes were not clearly stated and two or more of the required elements were missing</p> <p>*Aligned with WVCOS</p> <p>*Aligned with National standards</p> <p>*If technology was used, the lesson provided equitable access to ALL students engaged in the lesson</p> <p>*Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills]</p>
Design of Lesson and Pedagogy	<p>Extensively organized containing all parts:</p> <p>*Introduction/Lesson Set</p> <p>*Body/Transitions</p> <p>*Closure</p> <p>Strategies were designed to:</p> <p>* Engage students</p> <p>*Promote critical thinking and problem solving</p> <p>*Logical sequencing of meaningful activities</p> <p>*Balance of small, large, individual , and partner learning experiences</p> <p>*Supported the objective/outcome of the lesson</p>	<p>Moderately organized containing two parts:</p> <p>*Introduction/Lesson Set</p> <p>*Body/Transitions</p> <p>*Closure</p> <p>Strategies only addressed 4 of the following:</p> <p>*Engage students</p> <p>*Promote critical thinking and problem solving</p> <p>*Logical sequencing of meaningful activities</p> <p>*Balance of small, large, individual , and partner learning experiences</p> <p>*Supported the objective/outcome of the lesson</p>	<p>Minimally organized containing one part:</p> <p>*Introduction/Lesson Set</p> <p>*Body/Transitions</p> <p>*Closure</p> <p>Strategies only addressed 3 of the following:</p> <p>*Engage students</p> <p>*Promote critical thinking and problem solving</p> <p>*Logical sequencing of meaningful activities</p> <p>*Balance of small, large, individual , and partner learning experiences</p> <p>*Supported the objective/outcome of the lesson.</p>	<p>Not organized</p> <p>Strategies were not designed to:</p> <p>*Engage students</p> <p>*Promote critical thinking and problem solving</p> <p>*No logical sequencing of meaningful activities</p> <p>*No balance of various learning experiences</p> <p>*Did not support the objective/outcome</p>
Content Knowledge	<p>*Reflected a deep knowledge of content</p> <p>*Identified and assessed prerequisite knowledge needed to understand the lesson</p>	<p>*Reflected a knowledge of content</p> <p>*Moderately identified prerequisite knowledge needed to understand the lesson</p> <p>*Did not assess the prerequisite knowledge</p>	<p>*Reflected limited knowledge of content</p> <p>*Did not identify or assess prerequisite knowledge needed to understand the lesson</p>	<p>*Did not reflect a knowledge of content</p> <p>*Did not identify or assess prerequisite knowledge that is needed to understand the lesson</p>
Understands Characteristics of Students	<p>*Designed to motivate and engage ALL students</p> <p>*Developmentally appropriate</p> <p>*Differentiated to meet the needs of different learning styles, students with disabilities, and high achievers</p> <p>* Includes activities for high</p>	<p>*Designed to motivate and engage more than 50% of the students</p> <p>*Developmentally appropriate</p> <p>*Differentiated to meet two of the following: different learning styles, students with disabilities, and high achievers</p>	<p>*Designed to motivate and engage less than 50% of the students</p> <p>* Lesson is NOT developmentally appropriate</p> <p>*Differentiated to meet only one of the following: different learning styles, students with disabilities, and high achievers</p>	<p>* NOT designed to motivate and engage ALL students</p> <p>*NOT developmentally appropriate</p> <p>*NOT differentiated to meet unique characteristics of students</p>

	and low achievers			
Assessment	<ul style="list-style-type: none"> * Described diagnostic, formative, and summative assessments *Assessments were aligned with ALL objectives/outcomes *Attached at least one formal or informal assessment tool 	<ul style="list-style-type: none"> * Described diagnostic, formative, and summative assessments *Assessments were aligned with more than half of the objectives/outcomes *Attached at least formal or informal assessment tool 	<ul style="list-style-type: none"> * Described diagnostic, formative, and summative assessments *Assessments were aligned with less than half of the objectives/outcomes *Formal or informal assessment tool was not attached 	<ul style="list-style-type: none"> *Did not describe diagnostic, formative or summative assessments *NOT aligned with objectives/outcomes
Time Management and Mechanics	<ul style="list-style-type: none"> *Time management was addressed, completed within allotted time for lesson, and included all parts *All materials were listed *Extended Activities were identified, meaningful, developmentally appropriate, and differentiated *Extended activities for students that finished early *Extended activities if the lesson finished early *Planned for alternative activities if technology failed *Contained NO errors in grammar, spelling, and punctuation *Contained bullets for all information 	<ul style="list-style-type: none"> *Time management was identified and completed within time frame but did not include all parts needed to successfully time manage the lesson. *All materials were listed *Extended Activities were identified but were missing one of the following: meaningful, developmentally appropriate, and differentiated *Extended activities for students that finished early *Extended activities if the lesson finishes early *Planned for alternative activities if technology failed *Lesson Plan contained 3 or fewer errors in grammar, spelling, and punctuation *Contained bullets for all information 	<ul style="list-style-type: none"> *Time management was identified but was not completed within allotted time for lesson and does not divided into 3 divisions: Introduction/Lesson Set Body and Transitions or Closure *All materials were listed *Extended activities were identified but did not meet one or more of the following: meaningful, developmentally appropriate, and differentiated. *Limited activities for if the lesson finished early *Limited activities for if technology failed *Lesson Plan contained 5 or fewer errors in grammar, spelling, and punctuation *Did not contain bullets for information 	<ul style="list-style-type: none"> *Time management was not identified *All materials were listed *No or limited extended activities *Lesson Plan contained more than 6 errors in grammar, spelling, and punctuation *Did not contain bullets for information
Reflection	<ul style="list-style-type: none"> *Explained what worked and did not work *Described in-depth ideas for improving instruction 	<ul style="list-style-type: none"> *Moderately explained what worked and did not work *Listed some ideas for improving instruction 	<ul style="list-style-type: none"> *Minimally explained what worked and did not work *Missing ideas for improving instruction 	<ul style="list-style-type: none"> *Reflection missing or showed no instructional insights
Data Analysis	<ul style="list-style-type: none"> *Assessment data was provided, calculated, analyzed, and used for future instructional decision making 	<ul style="list-style-type: none"> *Assessment data was discussed but NOT calculated, analyzed, and used for future instructional decision making 	<ul style="list-style-type: none"> *Assessment data was in lesson but NOT discussed 	<ul style="list-style-type: none"> *No assessment data was given or attached

Pre-Test/Post-Test Action Research - Assessment of P-12 Student Learning

Do public school students learn when you are student teaching in their classroom? WVSU is providing all teacher candidates an opportunity to report on the assessment activities for at least one lesson/unit in each placement. Your documentation of assessment/evaluation activities will show what your students learned from your teaching of one particular lesson or unit. All teacher candidates must collect the results of the multiple assessments **and make instructional decisions based on these results**. Candidates must write up the results of the assessments in summary form and briefly describe their **data-based** instructional decisions. Graphs are not necessary, but may be helpful since graphs convey a lot of information in a small space and sometimes help you understand your data. Examples of pre-post tests that might be suitable follow:

- Kindergarten: letter sound checklists, identify colors checklists, etc.
- Grade 1: word identification tests (show word, student says word)
- Grade 2-6: timed reading tests (for example: words correct per minute given the same 100-200 word passage administered pre-post), various math tests, NOT SPELLING TESTS.
- Social Studies: Chapter or unit test (or part of the test) given pre-post
- Physical Education: Skills test given pre-post

How do you go about completing this assignment?

1. **Talk to your cooperating teacher** about the assignment and get his or her suggestion for the type of assessments he or she thinks would work.
2. Design the assessments as part of an instructional unit. The unit must be geared to a significant student objective and be at least 5 lessons. More is better. (You may use existing assessments, for example the skills checklist, quiz, or unit test that your cooperating teacher typically uses.)
3. **Show the assessments to your university supervisor and cooperating teacher. Explain how the assessments fit with your unit. Get their approval prior to test administration.**
4. Administer a pre-test. Teach the lessons/unit. During the lesson, as you make assessment-based decisions (noting responses to questions, noting achievement on in-class and homework assignments, etc.) **keep notes** on those assessments and decisions. Administer a post-test.
5. Compile the results of the assessments. Calculate averages for the pre- and post-tests; make a table of results. **Show both individual and average results pre- and post-test.** If you are assessing more than one class, show individual and average results by group and average results **for all your students as a whole**. Summarize the results of both the “pre-post test” **and** the other assessment activities in the lesson or unit.
6. **Think about what this means.** Are there particular students who need further instruction? Talk about those students. What is your next step with those students? Is there a particular skill or area of content that needs reteaching? What are your next steps for individuals? If your lesson/unit was effective, what do you think made it effective? Regardless of effectiveness, what is your next step in teaching in this content area for the group?
7. Write up your assessment results summary and evaluation of results. **Be sure to include data-based decisions you have made (whether you implemented them yet or not). Do not use student names or initials in this report.** Assign numbers to the students and refer to them by number.
8. Talk it over with your **cooperating teacher** – Use the rubric (attached) to guide discussion.
9. Turn it in to your **university supervisor**. Your university supervisor will give it to Dr. Brenda Wilson to save as documentation of this activity.

Assessment Report Format:

In general: Do not include a cover sheet or a report binder. Word process in 12 point font on plain paper and staple the assembled pages. **Include your name, the subject you are assessing, the grade level(s) taught, the name of the school, the cooperating teacher, and the university supervisor at the top of the first page. If you gave a pre-post test, include the average pre score, the average post score and the number tested in the heading area.**

Below the report heading, include the following sections. Give each section a bolded or underlined section heading as follows:

School/Classroom Description: Describe your school and classroom in terms of numbers of children on free/reduced lunch, numbers of individuals with disabilities, and the type of community (urban, rural, suburban, poor, middle class, economically mixed, predominantly of one race, racially mixed, etc.). In general, describe what makes this school and this classroom unique, and especially the classroom, how do these students present challenges, what factors make it harder/easier for students to learn, etc.

Lesson/Unit and Assessment Description: Give the background of the unit that you are going to assess. Describe the unit you chose to teach and assess and how you are going to teach it. You may want to describe what you taught before this lesson/unit if that is pertinent. Describe the lessons you taught, the different activities you used, and the different process evaluations you used. Describe your primary instrument (the pre-post test) and **attach a blank copy**. Describe your other assessment instruments and strategies. For example, you may give a pre-post test on names of famous people from a certain period in history and also assess individual reports on a chosen famous person and also assess their understanding of each day's lesson using exit visas or quizzes and also assess students' knowledge through daily questioning.

Link to Standards: Show the link to standards (lesson objectives and CSOs). Show the link to WesTest Scores if applicable. **Defend your activities and assessments** as assessing content that meets important learning needs.

Results of Multiple Assessments: Describe the results of the assessments referring to the student data from pre and post tests (or other developmentally appropriate assessments). Include individual and average scores (unless your documentation is a case study of one student). This is where you can provide a table of results and a graph. **DO NOT USE STUDENTS' REAL NAMES. GIVE EACH A NUMBER AND REFER TO STUDENTS BY NUMBER. Describe the other assessment results. These might include descriptive data on informal assessment, exit visas, responses to classroom questioning, and other lesson/unit assessment strategies.**

Reflection and Data-Based Decision-Making: Write about **what the results mean**. This is where you can reflect on both the assessment and the teaching. What aspects of the teaching were effective and/or not effective – based on the testing results and your memory of the teaching experiences? How can you teach this better next time? Are there particular students who need further instruction? Write about those students (or a typical one of those students – without using real names). Write about your next step with those students. Is there a particular skill or area of content that needs reteaching? If your lesson/unit was highly effective, what do you think made it effective? Regardless of your view of the effectiveness of this lesson/unit, write about your next step in teaching in this content area. **This is where you document instructional decisions based on assessment results. This is called data-based decision-making and is an extremely important teaching skill.**

Special Instructions for Performance-based Assessments

Some assessments are performance based. In a performance-based assessment, you have a certain performance criteria that you expect students to meet. For example, you may expect students to score a certain level on the President's Physical Fitness Test, or you may expect students to score a 3 on a rubric that goes from 0 to 4, or you may expect students to correctly read 45 words per minute.

Once you set the performance criteria (see the examples above) you determine what percent of the class meet the criteria at the pre-test point, and then determine what percent meet the criteria at the post-test point. For example, you might make an essay scoring rubric and set your criteria for mastery at "3 or above." The perhaps 12 out of 20 in your class scored a 3 or above at the pretest (60%). The when you scored the posttest essay, 18 out of 20 scored a 3 or above (90%). You could count your percent gain as 30%, because 30% more of your class met the criteria after you taught your unit.

Physical Education frequently uses performance-based assessments. For example, you might set the criteria for mastery for a certain class as 17 modified push-ups. Then if 15 out of 50 of your students can complete 17 or more modified pushups in a certain time period at the pretest, and 33 out of 50 can complete 17 or more modified pushups in the same time period at the posttest you will record your pretest mastery level as 30% and your post test mastery level as 66%.

If you decide to use performance based assessments BE SURE TO SET A MASTERY LEVEL, or a criteria at which you and your cooperating teacher decide that the students have "got it" for the particular skill and the particular developmental level.

Specific Directions for Pre-K Mandatory Assessment Project

Student teachers in Pre-K will be required to keep a portfolio and an assessment on one boy and one girl in the class. The portfolio should include artwork, photos and notes. The notes should be taken several times each week. Those teaching in Kanawha County Schools will use the CC.net program to do the assessment piece. The notes on the children can be placed on CC.net, but do not throw the notes away – keep copies in the portfolio. Those student teachers not teaching in a location that uses CC.net will have to use the assessment tool for that program. Put a detailed description of the assessment tool in the portfolio.

Use the information from the assessments to develop the theme or unit required during the student teaching experience. Indicate which activities pertain to each child and their assessed need. (For example, the assessment might show that Joey needs additional work on fine motor skills or that Mary had difficulty recognizing numbers 1-9. Lesson Plan activities: Messy table – children will use tongs to pick up cotton balls and lima beans and place in bowls. Manipulative table – children will play matching game with number and dot cards.)

At the end of the pre-k assignment, write up your assessment activities and the instructional activities that are related to them. When we score your reflection, we will look at this narrative. (These are your data-based instructional decisions.)

We will also score Pre-K student achievement, and we'll use a scoring procedure that goes something like this: If you selected two goals for each of two students to work on, that would be four goals overall. If they **did not attempt** activities for any of the goals, that would be scored "Unacceptable." If they **attempted** activities for one or two of the goals, that would be scored "Developing." If your students **attempted** activities for three or four of the goals, that would be scored "Acceptable." If, in addition to **attempting** three or four of the goals, one of the students **achieved** one of the goals, that would be scored "Target." If you select a different number of goals that totals more than four, talk to your college supervisor about the specific criteria for "Target," "Acceptable," "Developing" and "Unacceptable."

Also write a narrative summary of the students' progress in all developmental domains: physical, social/emotional, language and literacy, and cognitive. The write up would be for parents, so do not make it too long or too professionally worded. Keep it as positive as possible.

Action Research Rubric

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
Understands Student Charact. ^(1, 16%) WV-PTS-2009.2A WV-WVSU-EDD.2.1 WV-WVSU-GV.5	<p>Lessons are designed to motivate and engage ALL students. Lessons are developmentally appropriate and differentiated to meet unique characteristics of students including students with special needs. (Instructional Activities include Research based activities)</p>	<p>Lessons are designed to motivate and engage SOME students. Lessons are developmentally appropriate and are differentiated to meet unique characteristics of students, including students with special needs. (Multiple Instructional Activities)</p>	<p>Lessons are designed to motivate and engage SOME students. Lessons may be developmentally appropriate but are not differentiated to meet unique characteristics of students. (lack of diversity of instructional activities to meet the needs of different learners)</p>	<p>Lessons are NOT designed to motivate and engage ALL students. Lessons are NOT developmentally appropriate and are NOT differentiated to meet unique characteristics of students.</p>
Assessment Design ^(1, 16%) WV-PTS-2009.1E WV-WVSU-EDD.2.1 WV-WVSU-GV.5	<p>The teacher uses diagnostic and/or formative and summative assessments that are appropriate for their intended use, and that reflect the learning targets. The number of assessment items is sufficient to provide an accurate measure of student achievement. Assessment items match both the content and complexity of the learning target (knowledge, reasoning, performance or product), and assessment criteria are made clear to students.</p>	<p>The teacher uses both formative and summative assessments that reflect the learning targets and the number of assessment items is sufficient to provide an accurate measure of student achievement. Assessment items math the learning target and generally match the complexity of the learning target (knowledge, reasoning, performance or product). The teacher makes assessment criteria clear to students .</p>	<p>The teacher uses summative, but not formative assessments. And/or assessments do not fully reflect the learning targets and may not assure that assessment criteria are clear to students. The number of assessment items may be insufficient to provide a true measure of student achievement. Assessment items may not match the complexity of the learning target (knowledge, reasoning, performance or product).</p>	<p>Assessments are designed in such a way that it is not possible to get an idea of the student's achievement of the specified learning target.</p>
Data Analysis ^(1, 16%) WV-PTS-2009.3E WV-PTS-2009.3F WV-WVSU-GV.5	<p>Data is analyzed in aggregated and disaggregated forms. Charts and graphs are used to display data. Data is interpreted expertly.</p>	<p>Data is analyzed in aggregated and disaggregated forms. Charts are used to display data. Data is also explained verbally.</p>	<p>Data is analyzed in aggregated form. Charts are used to display data. Interpretation of data is minimal.</p>	<p>Data display is minimal. Interpretation is lacking.</p>

	Distinguished (4 pts)	Accomplished (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
Data Based Decision ^(1, 16%) WV-PTS-2009.3E WV-PTS-2009.3F WV-PTS-2009.4C WV-WVSU-EDD.2.1 WV-WVSU-GV.5	<p>Instructional decisions are supported by points drawn from student data from multiple data sources and teaching experiences.</p> <p>The teacher analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and review collective data to make program and instructional changes. The teacher uses ongoing classroom assessment data to plan next instruction and to provide intervention as needed.</p>	<p>Includes data-based instructional decision(a) justified based on student data.</p> <p>The teacher analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and reviews collective data to make instructional changes. The teacher uses classroom formative assessment to elicit sufficient detail to pinpoint specific problems with student progress. As a result, the teacher makes effective decisions about what actions to take to adjust instruction based on student need.</p>	<p>Instructional decisions are made, and justified based on qualitative data, data tables or graphs are not referred to.</p> <p>The teacher analyzes classroom summative data to verify student mastery of objectives and make program-level decisions. The teacher uses periodic benchmark assessment data to make pacing and other instructional adjustments. The teacher uses formative assessment data to monitor student progress. As a result, the teacher adjusts instruction based on student need.</p>	<p>Does not include a decision based on student data. The teacher does not use available data to guide or adjust instruction. The teacher may use assessment results for grading and evaluative feedback.</p>
Reflection ^(1, 16%) WV-PTS-2009.4A WV-PTS-2009.4C WV-PTS-2009.4D WV-WVSU-EDD.2.1 WV-WVSU-GV.5	<p>Exceptionally thoughtful reaction with evidence of considerable reflection. . Reflection & future plans show clear understanding of students' developmental stages and learning needs.</p>	<p>Students' needs are identified. Reflective statements refer to student data. Includes reflections on strengths & weaknesses of instruction.</p>	<p>Includes reflections on strengths & weaknesses of instruction.</p>	<p>Either no reflection, or shallow reflection, or does not include statement of instructional insight or student need.</p>
P-12 Achievement ^(1, 16%) WV-PTS-2009.4D WV-WVSU-EDD.2.1 WV-WVSU-GV.5	<p>More than 40 percentage points gain, for pre-k, evidence that student has made gains in at least two skill areas.</p>	<p>Between 20 and 40 percentage points gain on average, for pre-k, student attempts to work on at least two identified skills or has made gains in at least one skill.</p>	<p>Between 10 and 19.9 percentage points gain on average, for pre-k, student attempts to work on at least one identified skill.</p>	<p>Less than 10 percentage points gain, for pre-k, no attempt on part of student to work on skills identified.</p>

Department of Education **Student Teacher Unit Outline**

As a part of the Student Teaching Clinical Experience, student teachers are required to create and implement an instructional unit for a two week time period. This unit should be based on a special theme, concept, and/or skill area. Before designing the unit, you must discuss possible unit topics with your cooperating teacher.

The unit must be at least two weeks in duration and contain both a pretest and posttest in order to assess the impact the unit had on students' learning. This unit will be part of your overall student teacher evaluation and will be scored on the Student Teacher Assessment Record (STAR).

The unit must contain the following:

- A cover sheet with the unit title/theme & grade level
- An opening introduction of the Unit (minimum 1 paragraph)
- Unit Objective(s) linked to Standard(s)
- WV Content Standard(s) & Objective(s)
- National Content Standard(s)
- A list of materials/resources/websites
- A description of 10 days of lessons with WVCSOs and national content standards for each lesson
- A description of the culminating unit event
- A description of the home connection and/or extension Ideas
- Pre-test with data analysis and post-test with data analysis
- Reflection

In addition to these requirements, the Unit must be word processed, visually pleasing, & contain all the appropriate parts with sections clearly identified.

The unit is evaluated using standards 1A, 1B, 1C, 1D, 2A, 3A, 3D, 3E from the STAR evaluation instrument, which are listed on the following pages.

NOTE: You are not required to submit 10 complete lesson plans written in the WVSU Lesson Plan Format. You should, however, consider this format when designing your unit plan.

Unit Assessment Integrated into the STAR

Standard 1 Curriculum and Planning

WVPTS	Distinguished	Accomplished	Emerging	Unsatisfactory
1A. Core Content	<p>The candidate designs lessons and units that display knowledge of important prerequisite skills and knowledge required for student mastery. Student misconceptions are planned for and anticipated. The candidate is aware of the West Virginia CSOs for grade levels or courses that precede and follow the grade/course they teach.</p> <p>The candidate has a deep knowledge of the content and its inter-relatedness within and across the disciplines</p>	<p>The candidate designs lessons and units that demonstrate knowledge of major concepts and assumptions; The candidate knows the prerequisite skills and knowledge required for student mastery of content and has an understanding of the West Virginia CSOs for grade levels/courses that precede and follow the current grade level/course.</p> <p>The inter-relatedness of disciplines is consistently demonstrated in lessons.</p>	<p>The candidate designs lessons and units that demonstrate knowledge of major concepts and assumptions essential to the content area(s) they teach. The candidate has limited knowledge of the prerequisite skills and the West Virginia CSOs for grade levels/courses that precede and follow the current grade level/course. The interrelatedness of disciplines is inconsistently demonstrated in lessons.</p>	<p>The candidate makes content errors when designing lessons and units of instruction.</p>
1B. Pedagogy	<p>The candidate designs lessons and units that demonstrate specialized knowledge of how to convey and reveal subject matter to students and is familiar with a wide range of effective pedagogical approaches to ensure mastery of the West Virginia CSOs and beyond. Instructional strategies frequently include the use of analogies, metaphors, experiments, demonstrations and illustrations. Students are taught to question and work collaboratively. Multiple paths to learning are always available with differentiated strategies for diverse student needs.</p>	<p>The candidate designs lessons and units that demonstrate specialized knowledge of how to convey subject matter and is familiar with a range of effective pedagogical approaches to move students toward mastery of the West Virginia CSOs. Students are supported throughout the instructional process and multiple paths to learning are often provided.</p>	<p>The candidate designs lessons and units that demonstrate understanding of content specific instructional strategies to teach the central concepts and skills of the discipline effectively and move students toward mastery of the West Virginia CSOs. Instructional strategies are varied and appropriate. The candidate understands the relationship of knowledge within the discipline to other content areas and some content integration occurs. Most instruction is whole group.</p>	<p>The candidate designs lessons and units that rely on student reading of text, seatwork, and direct instruction for conveying content for the subject(s) taught or substitutes the state curriculum with the textbook.</p>
1C. Setting Goals and Objectives for Learning	<p>The candidate consistently bases instruction on challenging and appropriate learning objectives focused on essential questions and enduring understandings drawn from current West Virginia CSOs and 21st century skills. Goals are based on students' needs, interests, and abilities. Goals in student-friendly language are shared in multiple formats with students, parents/guardians, and the community-at-large. There is student-driven collaboration and analysis of both formative and summative assessment data to develop individualized learning goals, objectives, and outcomes.</p>	<p>The candidate bases instruction on clearly stated goals focused on essential questions and understandings drawn from current West Virginia CSOs and 21st century skills. Lesson planning begins with the end in mind: goals, appropriate assessment of learning, what students will know and be able to do. Learning goals in student-friendly language are shared in multiple formats with students and parents/guardians. The candidate and students collaborate to set goals. The candidate uses formative and summative assessment data to develop learning goals and outcomes.</p>	<p>The candidate bases instruction on learning goals drawn from current West Virginia CSOs and 21st century skills. Lessons are designed with clear goals and outcomes which define what students should know, understand, and be able to do. Lesson goals are shared with students and parents in student-friendly language. Formative and summative assessment data are used to develop learning goals, objectives, and outcomes.</p>	<p>Lessons are designed with missing or poorly constructed learning goals, objectives and outcomes or with goals that are not aligned with standards. The candidate does not share identified outcomes in student-friendly language with learners.</p>

1D.Designing Instruction	<p>The candidate designs lessons and units that result in standards-based instructional strategies that move all students beyond mastery of learning outcomes. Learning activities reflect a familiarity with a wide range of effective pedagogical approaches to challenge all students and accommodate those with special needs. Teaching strategies are supported by a variety of technologies that promote problem solving and self-directed learning and often include student created products as evidence of understanding. Students work with The candidate to plan activities and assume responsibility for their own learning. Cooperation and collaboration are promoted through varied, organized learning teams to strengthen social ties, improve communication skills, and facilitate investigation. Experiences encourage students to be flexible, adaptable, resourceful, and creative. The candidate continually explores new resources and technologies to broaden and deepen his/her repertoire.</p>	<p>The candidate designs lessons and units that result in standards-based instructional strategies that move all students toward mastery of desired learning outcomes. Learning activities reflect a familiarity with a wide range of pedagogical approaches and accommodations are made for students with special needs. Teaching strategies include the use of technology for instruction and learning. Students frequently collaborate with peers to share knowledge and clarify misunderstanding, and student-made products are used to demonstrate learning. The candidate creates multiple paths to learning, and student input is incorporated when planning.</p>	<p>The candidate designs lessons and units that result in standards-based instructional strategies that move all students toward mastery of desired learning outcomes. Instructional approaches are limited, and some accommodations are made for students with special needs. Teaching strategies may include the use of technology and students sometimes collaborate with peers. Most students are given the same instructional sequence. The candidate collaborates with specialists to plan instruction to meet the needs of all students.</p>	<p>The candidate designs lessons and units that result in use of learning activities not suitable to students and not designed to engage students in differentiated activities that incorporate critical thinking skills. The textbook is the primary instructional resource with limited regard to West Virginia Content Standards and Objectives.</p>
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Standard 2: The Learner and the Learning Environment

WVPTS	Distinguished	Accomplished	Emerging	Unsatisfactory
2A: Understanding Intellectual/ Cognitive, Social and Emotional Development	<p>The candidate guides students in developing individual learning processes by demonstrating extensive and subtle understanding of the needs, interest, learning style, cultural heritage, gender, and environment of students. The candidate facilitates effective learning plans for differentiating learning needs. The candidate teaches students to engage with the content and transfers ownership of learning to students, empowered with their individualized skills for success.</p>	<p>The candidate is aware of the needs, interest, learning style, cultural heritage, gender, and environment of students and plans and implements strategies that meet the needs and facilitates learning for all students. The candidate demonstrates accurate and current knowledge of the learner and the learning process.</p>	<p>The candidate is aware of the needs, interest, learning style, cultural heritage, gender, and environment of students and plans and implements strategies that address these needs and differences for the majority of students.</p>	<p>The candidate plans and implements strategies that do not meet the needs of the majority of students.</p>

Standard 3: Teaching

WVPTS	Distinguished	Accomplished	Emerging	Unsatisfactory
3A: Importance of Content	The candidate provides learning activities which are relevant to content and focused to learning targets. The candidate engages students in content-rich activities. Content presentations are error free.	The candidate provides activities which are focused and relevant to learning targets. Any content errors during candidate presentations are self-corrected.	The candidate provides activities which either do not relate to specific learning targets OR Delivery methods and content sequence are textbook driven OR content errors are not self-corrected.	Content errors are such that students are confused or are learning erroneous material, leading to a significant deterioration of the learning environment.
3D: Student Engagement	The candidate provides relevant and challenging activities and assignments which promote generalization of knowledge. Students are actively engaged in further exploration of content. Students initiate or adapt activities and assignments to enhance their own depth of understanding.	The candidate provides relevant activities and assignments appropriate to students that encourage students to explore content further. The candidate initiates or adapts activities and assignments to enhance student depth of understanding.	The candidate provides relevant activities and assignments that are developmentally appropriate, but may occasionally not be engaging	The candidate provides activities and assignments which are inappropriate for students' ability level or prior knowledge. Students are not engaged.
3E: Use of Assessment in Instruction	The candidate analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and review collective data to make program and instructional changes. The candidate teams with colleagues to examine student work and to build common formative assessments and rubrics to monitor student progress. The candidate uses ongoing classroom assessment data to plan next instruction and to provide intervention as needed. The candidate provides descriptive feedback and involves students in monitoring their own progress toward mastery of objectives as well as to set their own goals for improvement.	The candidate analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and reviews collective data to make program and instructional changes. The candidate uses classroom formative assessment to elicit sufficient detail to pinpoint specific problems with student progress. As a result, The candidate makes effective decisions about what actions to take to adjust instruction based on student need. The candidate teams with colleagues to examine student work and build common assessments and rubrics. Using ongoing formative assessment, The candidate provides descriptive feedback in a timely manner and intervenes as needed.	The candidate analyzes classroom summative data to verify student mastery of objectives and make program-level decisions. The candidate uses periodic benchmark assessment data to make pacing and other instructional adjustments. The candidate uses formative assessment data to monitor student progress. As a result, The candidate adjusts instruction based on student need.	The candidate does not use available data to guide or adjust instruction. The candidate uses assessment results for grading and evaluative feedback.