WEST VIRGINIA STATE
UNIVERSITY

Education Candidate Handbook

2018-2019

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Foreword

A career in education is one of the most rewarding professions to which a person can aspire. Educators impact more lives than any other vocation. All of us have participated in some form of schooling. We often remember with respect and admiration those educators who made a difference in our lives.

Now you are thinking about joining this humanitarian profession. This Education Candidate Handbook is designed to assist you with your journey to achieve this goal. This handbook is designed to supplement, not supplant the college catalog.

The professional teacher education preparation program at West Virginia State University is divided into four phases: Pre-Professional, Professional, Senior Capstone, and Continuing Professional Development. Each section of this handbook provides an overview and master checklist of all the requirements for each phase of the program. Section V of the document provides additional resources to supplement each section.

The faculty in the Education Department at West Virginia State University is committed to working with you to make this handbook a living and working document. To be a true educational consumer, you should review the contents of this document periodically and prior to meeting with your faculty advisor, registering for classes each semester, and/or completing each phase of the professional preparation process. This handbook is issued when you enroll in Education 200--Foundations of Education or when enrolled in Education 290--Advanced Foundations. All teacher education candidates are encouraged to develop a professional e-portfolio that is aligned with the contents of this handbook. A copy of this handbook is also available on the Education Department Homepage. Feel free to download and print copies of all the forms you will need as you advance through the four phases of the program.

Sincerely,

The Education Department Faculty
wvsueducation@gmail.com

Revised May 2018

Section I: Education Department Overview

Program Purpose Statement

The Teacher Education Program works toward the WVSU mission by educating teacher candidates who recognize the importance of the public school system in the economic development of this region and the state. Graduates of our program share the belief that all persons are capable of learning and achieving at their maximum potential. They believe that education is a shared human enterprise, and they are committed to lifelong learning. Therefore, the mission of the Teacher Education Program is:

"To prepare teachers as HUMAN Developers who love to teach."

"The Teacher as H.U.M.A.N. Developer" is the conceptual framework of the teacher preparation process that develops each candidate with the dispositions of being a Role Model, Student-Focused Educator, and Member of a Profession. Our faculty pledges to prepare and develop teacher candidates who are committed to and believe in Holistic approaches to student learning, Understanding diversity, Managing learning communities, Assessing student learning based on national and state standards, and welcoming Newer approaches to student learning through technology and other innovative practices.

Assessment of a candidate's performance is continuous throughout all phases of the program, focusing on: Knowledge (what the candidate knows), Skills (what the candidate can do), and Dispositions (how the candidate approaches the educational situation). The Pre-Professional, Professional, Senior Capstone, and Continuing Professional Development Phases of the program provide the candidates with experiential learning in a wide range of public school settings to balance theory with practice. Throughout the program of studies candidates develop their own personal electronic portfolios (e-portfolio) that document and support their growth. At the beginning of the Senior Capstone Phase, prior to student teaching, candidates use their completed e-portfolios to articulate and demonstrate with artifacts their commitment to Student Learning, Diversity, Technology and Membership in the Profession and their Content Specialization.

Core Components of the Curriculum

The Education curriculum (with 43 hours of required coursework in the discipline) consists of ten components:

1. **EDUC 200: Foundations (3 hours)**
2. **EDUC 201: Human Growth and Development* (3 hours)**
3. **EDUC 202: Educational Psychology and Learning* (3 hours)**
4. **EDUC 300: Educational Technology (3 hours)**
5. **EDUC 316: Integrated Methods* (4 hours)**
6. **EDUC 227: Exceptionalities and Human Diversity (3 hours)**
7. **EDUC 331: Curriculum for Special Education* (3 hours)**
8. **EDUC 319 or 321" Literacy* (3 hours)**
9. **EDUC 426: Creating, Managing, Assessing Learning Communities* (3 hours)**
10. **EDUC 480: Student Teaching* (15 hours)**

**** Students complete a total of 800 (minimum) clock hours of field experiences and student teaching in these courses prior to completion of their education degree.***

Program Level Outcomes

The dispositions combined with the Program Learning Outcomes (PLOs) provide the bases for the preparation program and its assessment system. The PLOs are listed below.

The graduates of the West Virginia State University Teacher Preparation Program will be able to:

1. demonstrate knowledge of their chosen content field(s).
2. teach units and lessons aligned with national and state standards that address the learning needs of all students.
3. integrate technology and twenty-first century learning tools and skills in their own teaching as well as the learning processes of their students
4. exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework

5a. maintain effective learning communities that value diverse abilities and talents and facilitate respect for all and

5b. make connections in the school and community by communicating effectively with parents and other community members to promote student learning.

(Approved by the Education Department on May 20, 2018)

The Pre-Professional Phase

Pre-Professional Phase Overview

The Pre-Professional Phase of the Professional Preparation at West Virginia State University is designed to assist teacher education candidates in the development and finalization of their program of studies.

The Pre-Professional Phase begins when candidates declare education as a major. There are many questions and decisions to be asked and answered in this phase of the program.

- Why do I want to teach?
- Whom do I want to teach?
- What content do I want to teach?
- Where do I want to teach?
- What does it mean to be a role model for students?
- What personal traits will I develop to become a role model?
- How am I student focused in my approach to the teaching and learning process?
- What will I do to communicate to public school students and staff members to show that I am caring, competent, and highly qualified?
- What will I do to communicate to parents and community members to show that I am caring, competent, and highly qualified?
- What personal traits and actions do I need to develop to serve as a positive and professional member of the teaching profession?

Candidates must constantly ask themselves these questions before and during all phases of the program, but especially in the Pre-Professional Phase. Candidates collect data that answer these questions from a variety of sources, such as: their pre-enrollment life experiences, field placements, courses, grade point average, faculty recommendations and self-reflections. Candidates should work closely with their faculty advisors and establish a professional portfolio that contains supporting documentation to assess their progress. Candidates will also establish a working relationship with the Office of Career Services throughout the Pre-Professional and Professional Phases of the Education Program to reinforce educational and career choices.

Candidates' programs of study should include general studies, Education 200 series courses, and 100 and 200 series content area courses. In addition, candidates will complete approximately 75 clock hours of field experiences as part of the Pre-Professional phase. Candidates will begin an e-portfolio in Education 200 or 290. Candidates enrolled in Education 201 must take the **Praxis I--Core Academic Skills for Educators (CORE).** This test will assess candidates' skills in reading, writing and mathematics. Candidates must pass all three sections of the CORE before enrolling in the 300 level courses. Candidates should review testing procedures at ets.org.

Candidates enrolled in Education 202 will meet with their Education Advisors to complete the *Admission to the Teacher Education Program* Form. This process is the Pre-Professional Academic Review (PAR). Once the PAR is completed the advisor will sign the form and return it to the Education 202 professor. At the end of each semester the Education 202 professor will verify the completion of Education 202 and Education 202 field experience. The professor will then give the forms to the Chair of the Education Department, who will send letters to the candidates advising them of their admission status.

Candidates in all phases should be aware that field experiences and student teaching cannot be completed in schools which they previously attended or in a school where their relatives or children attend.

Once a candidate has successfully fulfilled all of the requirements for admission to the Education Program, their names will be given to the Teacher Education Committee and EPPAC for final approval.

Candidates are responsible for providing a copy of all test scores (ACT, SAT and Praxis) to the Manager of Field and Clinical Experiences. In addition, all candidates should maintain copies of these documents in their required **Education Department Notebook:**

ESSENTIAL DOCUMENTS

1. Current Transcript
2. Complete, updated Curriculum Guide each semester
3. Copies of all completed tests (ACT, SAT, Praxis I)
4. Copies of all field experience documents

Selectivity Requirements

The Education Program at WVSU is accredited by CAEP, and the program is aligned with the CAEP Mission, which is to transform educator preparation so that graduates can help improve P-12 student learning. Therefore, the program has initiated CAEP selectivity requirements starting in fall 2016. Beginning in Fall 2016, all candidates for admission to the program (all candidates planning to enroll in Education 316), must show that they have attained a 3.0 GPA overall in their college courses and show that their English, Mathematics and Reading scores on the ACT or critical reading, writing and math SAT are at the 50^{th} percentile or above. Candidates who do not meet these criteria

may apply for an exemption on or before the last day of the semester that precedes the semester in which they plan to register for Education 316. The *Application for Exemption from Selectivity Requirements* is on the WVSU Department of Education website.

These are minimum CAEP requirements, and it is possible that other CAEP requirements will be initiated in subsequent semesters. Candidates should stay alert to the requirements in place at the time that they seek admission to Teacher Education.

Transfers, returning students and post-graduates are required to the meet the Selectivity Requirements above and should come to Wallace Hall 626 or 627 for admission assessment.

To be admitted to the Teacher Education Program, a candidate must:

1. Meet or be exempted from the Selectivity Requirements as specified above.
2. Achieve passing scores on the Mathematics, Reading and Writing sub-tests of the Core Academic Skills for Educators (CORE), before enrolling in Education 316.
3. Demonstrate proficiency in speaking and listening skills by completing English 201 or Communications 100 with a minimum grade of C.
4. Demonstrate proficiency in basic computer access skills by earning a grade of C or better in English 102. Education 300 is required for Senior Capstone Admission.
5. Have a minimum overall G.P.A. of 3.0 in all content specialization courses, general education courses and professional education courses to be admitted to the Teacher Education Program and to graduate with a degree in Education.
6. Earn a grade of C or better in all general education, content specialization and professional education courses.
7. Successfully complete and file personal evaluation documents for all required field experiences with a recommendation for candidacy given by supervisor(s). Students must plan their schedules to permit completion of fieldwork during the school day.

When an application has been completed, it will be jointly reviewed by the chair and/or a departmental committee and forwarded to the Teacher Education Committee for action. The committee will make one of the following rulings and notify the candidate.

- Approved: Candidate meets all expectations.
- Provisionally Approved: Pending removal of minor deficiencies.
- Disapproved: Candidate does not meet criteria and is advised to pursue other options.

A candidate may lose an approved status for several reasons, e.g., loss of academic qualification. The Department of Education may recommend reevaluation of the status of any previously approved candidate at any point in the program where evidence exists that the person may be a threat or danger to the well-being of public school students. Candidates have certain appeal privileges in these and other cases.

The Professional Phase

The Professional Phase Overview

Once teacher education candidates are admitted to the education program at West Virginia State University, they begin the Professional Phase of the program. During this phase, candidates' programs of study are balanced with general studies, content specialization and professional education courses. Candidates should be working very closely with their academic advisors to plan this phase and the last two phases of the program- The Senior Capstone and Continuing Professional Development Phases.

Candidates should continue to ask themselves the questions contained in the Pre-Professional education Phase of the program and should collect artifacts for their professional e-portfolios that demonstrate their commitments to being a role model and student-focused educator who is a member of their chosen content profession.

The first two courses in the Professional Phase are Education 300-Educational Technology and Education 316-Integrated Methods. In Education 316-Integrated Methods teacher candidates are introduced to the WVSU Education Department's lesson plan form. Both of these courses are designed to build on the content that was covered in the Pre-Professional phase of the program and serve as prerequisites for the additional education courses a candidate will take. In addition to Education 300 and 316, candidates take Education 227-Exceptionalities and Human Diversity and Education 331-Curriculum for Special Education. At the end of the Professional Phase candidates are strongly encouraged to take the appropriate Praxis II-Principles of Learning and Teaching (PLT) Test, required for certification in West Virginia. Candidates are also encouraged to take the one day PLT workshop offered by the Education Department. **The Praxis II Content Test(s) must be taken and passed prior to Student Teaching**.

During the Pre-Professional Phase of the program, candidates' reading, writing, problem solving, technology, speaking, and listening skills were initially assessed. In the Professional Phase of the program, these skills will continue to be assessed and strategies for teaching these skills to public school students will be developed in Education 319-Content Area Literacy or Education 320-Teaching Reading I.
Note: No Education course requirements can be fulfilled by CLEP testing.

Candidates must continue to maintain a 3.0 overall academic average and a 3.0 average in their content specializations, general studies, and professional education courses. Any courses in which candidates earned grades below a "C" must be repeated especially the courses required for West Virginia certification. All candidates must complete a Senior Capstone course or project in their content specialization. Two semesters before student teaching, candidates will attend a scheduled group meeting to review qualifications for entry into the Senior Capstone Phase and Senior Capstone E-Portfolio (SCOPE) Assessment and Interview.

The Senior Capstone Phase

The Senior Capstone Phase Overview

Candidates enter the Senior Capstone Phase of the program when they complete 90 semester hours and have met all of the requirements in the Pre-Professional and Professional Phases of the program. The Senior Capstone Phase begins with the Senior Capstone Oral Professional E- Assessment (SCOPE) and culminates with student teaching, graduation and application for certification.

The Senior Capstone Phase begins with Education 426 – Creating, Managing, and Assessing Public School Learning Communities – in the semester before candidates plan to student teach. Candidates must attend an orientation program where the SCOPE and the student teaching application process are explained. Candidates then meet with the Department Chair, who reviews the Admission to the Capstone Phase requirements. All candidates who meet the requirements for the Senior Capstone Phase will be assigned a SCOPE Chairperson. This education faculty member will be the Chairperson for the SCOPE and work with the candidates to help them successfully pass. At this time candidates will chose a faculty member from their content specialization to be a second member of the SCOPE team. The Interviews will be scheduled in the second months of the fall and spring semesters.

To prepare for the SCOPE, candidates must do a great deal of reflecting and editing of their professional e-portfolios that they started in either Education Foundations or Advanced Foundations and added to in their Educational Technology course. The e-Portfolio must contain selected artifacts that demonstrate the candidates' achievements of the program dispositions and components that were outlined in the Pre-Professional Phase of the program.

In addition, candidates may use the e-Portfolio when they seek employment as teachers. The SCOPE lasts an hour and provides candidates with a collegial opportunity to self-reflect, seek faculty feedback, and practice for job interviews. If a candidate is recommended for full admission at the completion of the SCOPE, they are admitted to the Senior Capstone Phase.

During this phase candidates apply to student teach and meet with the Manager of Clinical and Field Experiences to review their application for Student Teaching and check that any deficiencies in the Admission to the Education Program and/or Capstone Phase have been completed. Also, at this time the Chair of the Education Department will submit these candidates' names to the West Virginia State University's Faculty Senate Teacher Education Committee for approval to student teach.

Prior to student teaching, all candidates take the appropriate Praxis II Content Test(s) and maintain a 3.0 grade point average in their professional education courses, content specialization(s), general education and overall. Candidates may not have a "D" or "F"

grade in any course on their respective status sheet. During the first month of student teaching, the Education Department Chair will check all graduation requirements and complete the *Commencement Clearance* Form for the College of Professional Studies.

The West Virginia Board of Education establishes the policies related to certification of educators. Besides working towards a degree in education, candidates are working towards certification in West Virginia. Therefore, student teaching placements are often based on current certification policies. Candidates must complete the appropriate field placements in the programmatic levels and content specializations in order to be recommended for West Virginia State Certification. All candidates must be fingerprinted, pay for an FBI Criminal Background check, and pass all the state required testing in order to be recommended for certification.

To assist candidates with the job application process, Career Services has a cooperative arrangement with the public schools in the institution's service region to reduce and standardize the job application process. Establishing a career credentials folder is a task that should be completed during the student teaching semester.

Candidates for student teaching may be eligible to apply for a Teacher-in-Residence (TIR) position. The following requirements must be met: (1) possess a 3.0 GPA, (2) have completed all course work, (3) passing scores on the PLT and the Content Specialization Exam, and (4) submit an application following the process below:

APPLICATION PROCESS FOR THE TEACHER-IN-RESIDENCE PROGRAM AT WEST VIRGINIA STATE UNIVERSITY

Teacher in Residence Programs

A Teacher-in-Residence Program is an intensively supervised and mentored residency program for prospective teachers during their senior year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. Teacher-in-residence programs require authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).

Minimum Requirements

- The prospective teachers-in-residence shall: 1) have completed the content preparation courses with a minimum 3.0 GPA; 2) shall have met the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in Section 6.2.c of WVBE Policy 5100; and 3) shall have met the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which s/he is seeking certification. **The applicant must submit all scores and transcripts to**

document the aforementioned requirements to the department chair at WVSU.

- The prospective teachers-in-residence shall only be eligible to serve in a teaching position in the county **which has been posted and for which no other fully certified teacher has been employed.**
- The prospective teacher-in residence shall satisfy the requirements for the Teacher-In-Resident Permit as identified in Policy 5202. The applicant must print the application for the permit, complete all related sections, and submit to the department chair at West Virginia State University. To obtain forms, go to this site: http://wvde.state.wv.us/certification/forms/ **under the tab: Application for Permits and Authorizations, print form 3 for Teacher-in – Residence.**
- The applicant must submit a letter of interest to the WVSU Department Chair stating that all requirements have been met.
- The agreement between the institution of higher education and the county board shall include the specifics regarding the program of instruction and the responsibilities for supervision and mentoring by the institution of higher education, the school principal, peer and mentor teachers.
- The salary and benefit costs for the position to which the teacher-in-residence is assigned shall be used only for program support and to pay the teacher-in-residence a stipend that is no less than 65% of all state aid funding.
- The program must be approved by the WVBE.

Please note: Prospective positions for TIR will be circulated to all student teachers. The prospective teacher-in-residence may indicate to the Department Chair his or her willingness to be a TIR, but it is inappropriate for a prospective teacher-in-residence to contact a school district directly BEFORE the district has contacted WVSU indicating interest in the TIR program.

Senior Capstone Phase Checklist

Task	Date or Semester Completed	Date Filed in Education Department Candidate Assessment Portfolio
❑ **Senior Classification (90 Semester Hours)**		
❑ **Professional Portfolio**		
❑ **Required Praxis II Content Test(s) Passed**		
❑ **Apply For Student Teaching**		
❑ **Eligible Applicants may apply for a Teacher in Residence (TIR) Position**		
❑ **Pre-Student Teaching SCOPE**		
❑ **Education Capstone Interview- Chair**		
❑ **Required Methods Courses Completed on Status Sheet**		
❑ **3.0 Overall Grade Point Average Maintained**		
❑ **3.0 or better GPA in content specialization courses**		
❑ **3.0 or better GPA in Professional Education Courses**		
❑ **3.0 or better GPA in general education courses**		
❑ **Education 480 – 487**		
❑ **Required Principles of Learning and Teaching(PLT) Praxis II Test Passed for Certification**		
❑ **Apply to Graduate**		
❑ **FBI Fingerprinting**		
❑ **Certification Application**		

Continuing Professional Development Phase

Continuing Professional Development Phase Overview

The Continuing Professional Development Phase of the program is designed to assist candidates in their transition to the teaching profession. This phase of the program lasts three years. Graduates of the program who meet all state certification requirements are now referred to as program completers and beginning teachers. Their teaching certificates are issued provisionally, and they complete certain state requirements before they can be issued a professional teaching certificate.

West Virginia State University Education Department is committed to providing support to those program completers who wish to seek our assistance in this phase of the program. This sustained support is multi-faceted. It may be as simple as providing information, or as complex as working individually with program completers.

Once program completers are employed as full time teachers in West Virginia public schools, they will be assigned a mentor and complete a beginning teacher internship during the first year of employment.

The next task to be completed relates to continuing professional development. Program completers must renew their teaching certificates by taking six semester hours of credit at an accredited institution. When the program completers were candidates at West Virginia State, they had ample opportunities to discern and decide what direction they wanted their careers to take. This phase of the program allows them to establish goals and work towards achieving these goals.

The success of program completers is very important to the education department faculty. Program completers are encouraged to send e-mail updates addressed to wvsueducation@gmail.com . This will assist in gathering data that can be analyzed and used for program improvement.

Surveys are sent to building principals in the WVSU service area asking them to evaluate all employed teachers in their schools who are recent graduates from WVSU. At the end of student teaching candidates are given the Continuing Professional Development Phase Checklist to use while they are in that phase.

Continuing Professional Development Phase Checklist

Task	Date or Semester Completed	Date Filed in Education Department Candidate Assessment Portfolio
❑ **Develop a Professional Development Plan for the first 3 years of full time public school employment**		
❑ **Apply for a Teaching Position.**		
❑ **Notify WVSU of your Employment**		
❑ **Become Employed in a Teaching Position.**		
❑ **Join a Professional Organization**		
❑ **Be assigned and meet with your Beginning Teacher Mentor.**		
❑ **Complete the Beginning Teacher Internship Program during the First Year of Employment.**		
❑ **Select a Graduate School.**		
❑ **Take the Appropriate Tests for Admission to Graduate School.**		
❑ **Complete the Required Professional Development Forms before Enrolling in Graduate Classes.**		
❑ **Complete 6 Semester Hours for Teaching Certificate Renewal during the First Three Years of Teaching**		
❑ **Apply for Tuition Reimbursement (If Available)**		
❑ **Renew Your Professional Certificate**		
❑ **Keep the Education Department Informed about Your Career for the First 5 Years by Sending Periodic Updates to the Education Department.**		

Section II: Field Experiences

Field Experience Information

Table 1 below contains information related to field and clinical experiences in required **Professional Education** courses at WVSU:

Table 1: Professional Education Field and Clinical Experience Courses

Course Number	***Course Title***	***Semester Hours***	***Brief Description***	***Program phase***	***Number of Clock Hours***
EDUC 200	Foundation of Education	3	Reviewing public school websites to examine mission and school culture	Pre-Professional	10 (Virtual) Arranged by Professor
EDUC 201	Human Growth and Development	3	Working in the public school setting to complete tasks assigned by classroom teacher	Pre-Professional	15 Arranged by Department
EDUC 202	Educational Psychology and Learning	3	Teaching mini lessons and tutoring students	Pre-Professional	25 Restricted to West Side Partnership
EDUC 300	Educational Technology	3	Evaluating online learning in a public school setting	Professional	10 (Virtual) Arranged by Professor
EDUC 316	Integrated methods	3	Teaching a minimum of 3 lessons to determine a candidate's ability to plan instruction	Professional	40 Placed by request, if possible
EDUC 319/320	Content Area Literacy/Teaching Reading I	3	Teaching a minimum of 3 lessons. Supervised practice of scientifically-based reading research strategies to increase student learning	Professional	30 Placed by request, if possible
EDUC 331	Curriculum for Special Education	3	Assessing and teaching students with disabilities and reflecting on student achievement	Professional	30 Placed by request, if possible
EDUC 426	Creating, Managing, and Assessing School Learning Communities	3	Teaching a minimum of 5 lessons to practice classroom management, and creating lessons based on data-driven decision making. Elementary majors must take as part of Elementary Block.	Capstone and Extended Clinical	40 Arranged by Department in Elementary Block schools
EDUC 480-487	Student Teaching	15	Supervised Student Teaching	Capstone and Extended Clinical, and Continuing Professional Development	600 Arranged by Department in PDS Schools
				Total Hours	***800***

Table 2 below contains information related to field and clinical experiences in additional courses at WVSU:

Table 2: Additional Field Experience Hours

Course Number	***Course Title***	***Major Content Area***	***Field Experience Hours***
Art 308	Art Education	Art Education	40 hours
Art 414	Teaching Art in the Middle and High School	Art Education	45 hours
HHP 431	Methods of Elementary/Middle School Physical education	Physical Education & Elementary Education	10 hours
EDUC 324	Mathematics for Teaching	Must be taken as part of Elementary Block	10 hours Arranged by Department in Elementary Block schools
EDUC 328	Field Experience in Exceptional Setting	Special Education Endorsement	60 hours
EDUC 423	Teaching Reading in the Elementary School II	Elementary Education & Reading Endorsement. Must be taken as part of Elementary Block.	20 hours Arranged by Department in Elementary Block schools
EDUC 450	Behavior, Social, and Life Skills Curriculum	Special Education Endorsement	10 hours

Professional Development Schools (PDS)

Candidates are placed in PDS if possible. The following are the PDS located in Kanawha and Putnam County Public Schools:

Kanawha County:
Anne Bailey Elementary
Capital High
Dunbar Intermediate
Dunbar Middle
Dunbar Primary Center
George Washington High
Kenna Elementary
Mary C. Snow West Side Elementary
Piedmont Elementary
Pinch Elementary
Point Harmony Elementary
Ruthlawn Elementary
South Charleston High
Stonewall Jackson Middle

Putnam County:
Poca Middle
Poca High

Field Experience Policies

Placement of Teacher Candidates
The Manager of Field and Clinical Experiences at WVSU places 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 and/or other administrators. In addition, the Manager of Field and Clinical Experiences 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 Manager of Field and Clinical Experiences attempts to place candidates in schools that are reasonably accessible to their homes;
5. **Any personal connections a teacher candidate has to a particular school**; the Manager of Field and Clinical Experiences avoids placing candidates in schools where a relative or friend is employed, in schools that the teacher candidate attended, and if their children presently attend the school.

Additional Placement Information

Assigning placements for field experience candidates is a complex undertaking and the responsibility of the Manager of Field and 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.

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.

Candidates will not be placed in schools where a relative or friend is employed, in schools that the teacher candidate attended, and in schools where teacher candidates' child/children presently attend.

Attendance:
It is important to attend all scheduled field experience observations. Candidates who are absent on a scheduled observation day must call the school and/or teacher in advance to report the absence. All absences must be made up in order to meet the required field experience hours in each course.

Dress Code Policy
Education Candidates are expected to dress professionally for all field experiences. In addition, candidates must follow the policy of the school as well as the WVSU Teacher Candidate Dress Code Policy:

West Virginia State University
Department of Education
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

Public School Policies
Candidates should become familiar with school and classroom policies and procedures. These include, but are not limited to the following: fire drill, shelter-in-place, discipline, etc. Candidate should always *ask before action is taken* if a policy is unclear.

WVSU Insurance—Accident and Medical
Accident and medical insurance plans designed for candidates are available in the Office of Enrollment Management & Student Affairs Office. Insurance information can be obtained from the offices located in Ferrell Hall room 130, Sullivan Hall East room 323 , 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.

Background Checks & Certification Permits
Candidates are required to read and sign the *Grounds for Dismissal from the Teacher Education Program and FBI Background Check Notification Form*. This form is kept in the student advising folder. A background check is required prior to student teaching and applying for a student teaching permit. Candidates will be required to attend a student teacher informational meeting the semester prior to student teaching; more information on the student teacher permit will be provided during this meeting.

Professional Conduct

The Education Program expects teacher candidates to conduct themselves in a professional manner. That means that they never openly criticize cooperating teachers, administrators, other school personnel, or the school system as a whole. WVSU's Department of Education 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 candidate should be guided by a code of ethics established by the National Education Association (NEA):

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 non-educator 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

Cell Phones

Cell phones should be turned off during the entire time the candidate is conducting the field experience.

West Virginia State University Department of Education Social Media Policy

Introduction

Social media can be used either as part of educational practice or for business purposes, or as part of a teaching candidate's personal or commercial online presence. Mobile electronic devices, portable or stationary computers, and University networks and systems, as well as personal networks, systems, computers, and devices are available for (or provided for) Users to carry out their social media activities. The purpose of this Social Media Policy is to establish rules and guidance for the use of social media by teacher candidates, also referred to as students. Problematic issues with social media have the potential to injure students, employees, guests, and others, to lose confidential information and data, to present possible damage to the University, and to possibly subject the User or WVSU to litigation or other possible actions. **Although the lines between public and private, personal and professional, can become blurred in the digital world, as an Education candidate, you will be viewed as a representative of West Virginia State University.**

Rationale

West Virginia State University (WVSU) recognizes that social media usage by teacher candidates is an integral part of societal life. Therefore, WVSU must develop a social media policy that is reflective of the needs of students but describes the professional responsibilities of a prospective educator. This policy uses and modifies that of Kanawha County Schools Board of Education Policy Social Media Policy Series C58; West Virginia Board of Education Policies 5902 and 2460; and Kanawha County Board of Education Policy Series J33.

Definitions

a. Guests – include, but are not limited to, visitors, workshop attendees, volunteers, adult education staff and students, school board members, independent contractors, vendors, and S consultants.

b. Social Media – includes websites that incorporate one or more of the following:

1. Blogs –web logs or journals where authors and users can post textual, audio, or video content, and where some permit others to post comments on their blogs. Some websites enable individuals to create free standing blogs, other special interest websites use blog tools and message forums to engage users.

2. Microblogs –websites and spaces that allow users to post short blog entries. Twitter is an example, as well as other sites that invite users to post short status and location updates such as Facebook and Foursquare.

3. Social networks –websites where users can create customized profiles and form connections with other users based on shared characteristics and interests. Websites such as Facebook, Instagram and Snapchat tend to foster personal social contact among "friends", while websites such as LinkedIn are oriented toward professional networking. Many universities, schools, school districts and businesses are also establishing a presence on social networks.

4. Media sharing –websites where users post and share videos, audio files and/or photos as well as tag them to enable searchability. Examples include, but are not limited to, YouTube, Flickr, Google Photos, and Google Video.

5. Wikis –resources or documents edited collaboratively by a community of users with varying levels of editorial control by the website publisher. Wikipedia is an example.

6. Virtual worlds – web or software-based platforms that allow users to create avatars or representations of themselves, and through these avatars to meet, socialize and transact with other users. Second Life and other virtual worlds are used for social purposes and e-commerce, non-profit fundraising, and videoconferencing.

7. Messaging Apps –messaging ecosystem boasts over 20 different social and sharing features that act as SMS platforms. They offer group chats, video conferencing, voice calling, content sharing and much more. Many also offer the ability to shield your identity and remain nameless. Messaging Apps act primarily as a one-to-one communication platform that can be temporary or long lasting. Content is usually intended to remain private, however, often that content is shared with others.

Social media includes communication, collaborative sharing, and reaching students, employees and guests for educational purposes using websites, platforms, resources, or documents. Examples include but are not limited to Google Apps, Teacher Tube, Schoology, Edmodo, etc.

Usage

Social media can be engaged in by various ways, for example, through text messages, instant messages, and email by using personal accounts such as Gmail, Yahoo, and Hotmail on personally acquired services, systems, and networks, and/or through text messages, instant messages, and email by using WVSU accounts on University services, systems, and networks. Personal digital assistants, cell phones, smartphones, computers, and other devices could be used to engage in social media. As well, chat services such as G-Chat, Blackberry Messenger, iChat, and FaceTime can be utilized. Additional social media may be developed in the future that could be covered by this Policy. Future developments in social media, messaging apps, sites, and communication devices would also be covered under this policy.

University Responsibilities and Procedures

The University has the right, but not the duty, to inspect, review, or retain electronic communication created, sent, displayed, received or stored on and over the WVSU systems and to monitor, record, check, track, log, access or otherwise inspect its systems. The term "systems" includes computers, network, Internet, electronic communications, information systems, databases, files, software, media, etc.

In the case of extreme circumstance, including danger to self or others, the University has the right, but not the duty, to inspect, review, or retain electronic communication created, sent, displayed, received or stored on candidate's personal computers, electronic devices, networks, internet, electronic communication systems, and in databases, files, software, and media that contain University assignments, information and data.

In the case of extreme circumstance, including danger to self or others, the University has the right, but not the duty, to inspect, review, or retain electronic communication created, sent, displayed, received or stored on another entity's computer or electronic device when Users bring and use another entity's computer or electronic device to a School District location, event, or connect it to the School District network and/or systems, and/or that contains School District programs, or School District data or information.

The above applies no matter where the use occurs whether brought onto University property, events, or connected to a WVSU network, or when using mobile computing equipment and telecommunications facilities in protected and unprotected areas or environments, directly from home, or indirectly through another social media or internet service provider, as well as by other means. All actions must be conducted in accordance with the law, and assist in the protection of University resources, insure compliance with this Policy, any administrative regulations, or other policies, regulations, rules, and procedures, social media and internet service providers terms, or local, state, and federal laws. **WVSU will cooperate to the extent legally required with social media sites, internet service providers, local, state, and federal officials in investigations or with other legal requests, whether criminal or civil actions.**

The University intends to facilitate a learning and teaching atmosphere, to foster the educational purpose and mission of the Education Department, and to protect its computers, devices, systems, network, information and data against outside and internal risks and vulnerabilities. Users are important and critical players in protecting these School District assets and in lessening the risks that can destroy these important and critical assets. Consequently, Users are required to comply fully with this Policy.

Users must immediately report any violations or suspicious activities to the Department Chair or her designee. Conduct otherwise will result in actions further described in the Consequences for Inappropriate, Unauthorized and Illegal Use section found in the last section of this Policy, and provided in other relevant policies and regulations, rules and procedures. If a Candidate believes there is a conflict in the requirements they are to comply with, they must bring the matter to the attention of their professor, department chair, or College dean who will in turn assist the Candidate.

It is the responsibility of all Users to consider carefully their behavior and what they place online when communicating with or "friending" any individual. The Department Chair, or designee, is authorized to access Candidate's postings on private or public locations and on University servers, hard drives, systems, and networks under the direction of the, law enforcement, a court order, a subpoena or other legal action or authority, or reportage of problems from outside sources.

Candidates may not coerce others into providing passwords, login, or other security access information to them so that they may access social media or locations that they have no authorization to access. **Candidates should note that information that they place in social**

media and designate as private can be accessed in litigation, can be distributed by their friends, and can be accessed in other various ways.

The Department Chair, and/or designee, is hereby granted the authority to create additional administrative regulations, procedures, and rules to carry out the purpose of this Social Media Policy. The administrative regulations, procedures, and rules may include, among other items, guidance in implementing and using School District educational social media and commercial social media, and the responsibility of Users for their own behavior when communicating with social media.

It is often necessary to access Candidates' accounts in order to perform routine maintenance and for other legal reasons. System administrators have the right to access by interception, and to access the stored communication of User accounts for any reason in order to uphold this Policy, accompanying administrative regulations, the law, and to maintain the system.

The University reserves the right to access, view, record, check, receive, monitor, track, log, store, and otherwise inspect and utilize any or all systems, and authorized third parties' systems, and to monitor and allocate fileserver space, and other purposes. Users of the systems, and third party systems, who transmit or receive communications and information shall be deemed to have consented to having the content of any such communications accessed, viewed, recorded, checked, received, monitored, tracked, logged, stored, and otherwise inspected or utilized by the School District, and to monitor and allocate fileserver space. Passwords and message delete functions do not restrict the University's ability or right to access such communications or information.

Users are responsible for their own behavior when communicating via social media. They will be held accountable for the content of the communications that they state/post on social media locations. Users are responsible for complying with the University's, or as an observer of a school district, employee, student, and guest conduct requirements.
Users may not disrupt the learning atmosphere, educational programs, school activities, and the rights of others.

USERS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER THE UNIVERSITY SYSTEMS, AND AUTHORIZED THIRD PARTIES' SYSTEMS, INCLUDING THEIR PERSONAL FILES OR ANY OF THEIR USE OF THESE SYSTEMS.

Inappropriate communications, photographs, discriminatory material or comments, as well as sexual materials may not be included in Candidates' social media, including but not limited to (i) confidential, personally identifiable, and sensitive information about students, employees, and guests; (ii) child pornography, sexual exploitation, bullying/cyber bullying, inappropriate commercialization of childhood experiences, (iii) defamatory or discriminatory statements and images, (iv) proprietary information of the University and/or a University vendor, (v) infringed upon intellectual property, such as copyright ownership, and circumvented technology protection measures (viii) terroristic or other threats, and (ix) illegal items and activities.

Never use social media site to discuss a student or employee in a way that is or could be perceived as derogatory, critical or in any manner that could be considered libelous. Do not denigrate or insult others including students, staff, administrators, parents, a school district or other Universities. **A violation of this policy, guidelines and/or relevant laws could be regarded as a form of professional misconduct and may result in disciplinary action.** This provision is not intended to prohibit the right of an individual to comment on matters of interest to the general public.

Users may not use their personal computers, devices, services, systems, and networks during the time they are required to be fulfilling their work, learning, school responsibilities, or volunteer requirements in a manner that is not work related or interferes with the individual's job duties. The West Virginia Department of Education blocks many commercial social media sites on its computers, devices, servers, networks, and systems, therefore Users may not use commercial social media during their work, school, and volunteer responsibilities unless approval has been granted by the Superintendent or an administrator, and the commercial social media has been opened for that person(s) and purpose only (see also relevant sections of the Acceptable Use Policy).

Where Users place their communication in "privacy" marked social media, they cannot expect that their information will not be disclosed by a person within their "private marked group". Such information may be disclosed by others within the "private group", or the information may be discovered as part of the discovery process in litigation, or it may be disclosed by other means. Methods the University uses may be disclosed without limitation for purposes of investigation, litigation, internal dispute resolution, and legitimate business purposes regardless of whether the particular Candidate is involved.

Information that a candidate has deleted may be recovered indefinitely. The Department Chair, as part of digital citizenship curriculum, will provide training for employees and instructional sessions for students and, if appropriate, for guests to assist them in knowing the importance of and how to use social media appropriately, and how to comply with the requirements of this Policy, and any accompanying administrative regulation(s), procedures, and rules.

Usage Tips

- Never post any information that is discriminatory in nature regarding race, religion gender, sexual preference, socio-economic levels or other personal areas of information.

- Never post information containing personal attacks on other students, University employees, schools or school districts.

- Never post personal information concerning yourself, other candidates, observed schools, students or employees.

- Always respect others and their confidentiality.

- Never forget any posting or posted material can never be fully "erased" from social media sites.

- Never post photos, videos or descriptions of unprofessional, or illegal behavior.

- If you doubt a post is appropriate, don't send/post it!

Consequences for Inappropriate, Unauthorized and Illegal Use

General rules for behavior, ethics, and communications apply when using social networking systems and information, in addition to the stipulations of this Policy and any administrative regulations.

Users must be aware that violations of this Policy, administrative regulation(s), or other policies, regulations, rules or procedures, or statutes, regulations and laws or unlawful use of social media systems and information, may result in loss of access and a variety of other disciplinary actions, including but not limited to, warnings, usage restrictions, loss of privileges, position reassignment, oral or written reprimands, suspensions, expulsions, , penalties provided in statutes, regulations, and other laws and/or legal proceedings on a case-by-case basis. This Policy, and any administrative regulation, incorporate all other relevant policies, such as, but not limited to, Code of Conduct, Student Behavior Policy, Acceptable Use Policy, Bullying, Harassment and Intimidation policies.

Expectations and Reminders

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. Remember the following when you are in your field experience school:

- All cell phones should be turned off when entering the school.
- Wear your WVSU Student ID & 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 professor, with the approval of the Manager of Field and Clinical Experiences, 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 Field Experience Practicum
The University professor may remove a teacher candidate from the field experience 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 course in which the field experience has taken place.

Due Process of Teacher Candidate's Rights
Follow WVSU Academic Catalog for Procedures.

Candidate Assistance Team
The Candidate Assistance Team (CAT) has been developed to assist teacher 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.

Field Experience Evaluation

Your field experience will be evaluated by your assigned cooperating teacher. Log sheets must accompany the final field experience evaluation. Every course professor will provide you with specific details related to course requirements, observations, and evaluation.

General Guidelines for Field Experiences

Specific field experience requirements for each course in education will vary depending upon the professors' expectations and candidates' degree of progress through the education program. In all education courses, professors and candidates are responsible for adhering to each of the following guidelines:

A. Each course must have a printed list of requirements for the field experience. Each candidate and cooperating (school) supervisor should have a copy of the field experience requirements.
B. Lists of placements with contact person(s) for each candidate will be given to the professors for distribution to individual candidates. If there is a scheduling problem or the candidate has dropped the course, the Manager of Field and Clinical Experiences should be consulted so that the appropriate school personnel can be notified.
C. Assignments should be confirmed within the one (1) week of release of placement list. Professors should check with candidates to verify that each student has made contact with the schools and has prepared a schedule for observations.
D. Each candidate must maintain a log sheet (see Appendix for a sample form) for each field experience. The candidate should obtain the cooperating teacher's signature verifying **each** visit. At the conclusion of the field experience, the log sheet must be submitted to the course professor. This form is placed in the candidate's education file at the end of the semester.
E. At the end of the field experience, the assigned cooperating teacher of each candidate will complete a final field experience evaluation. This evaluation along with the log sheet will be returned to the professor at the end of the experience. The purpose of this evaluation is to provide feedback on the candidate's performance, dependability and predicted success as a teacher.
F. A log or journal should be kept by the candidate to encourage observation skills and reflective thinking.

Related Requirements of Field Experience Teacher Candidates

Candidates are required to perform the following:

1. Work cooperatively and productively with assigned cooperating teacher.
2. Meet all assigned responsibilities, tasks, and schedules punctually and consistently.
3. Become familiar with school and classroom discipline policies and related consequences. **Always ask before you act if you don't know**.
4. The Cooperating Teacher is legally responsible for candidates assigned to his/her classroom. If you are teaching during your field placement, then you should discuss with the teacher ideas you have related to instruction. Always be open to suggestions and feedback.
5. **LIABILITY INSURANCE**: Candidates are covered through West Virginia State University but may choose to carry additional appropriate liability insurance during field experiences. Policies affording such coverage are available; check with the company that carries your homeowner's insurance or one of the national teacher organizations.
6. Follow the "General Guidelines for Field Experiences."
7. Contact the appropriate person in the school with one (1) week after the placement has been made in order to set a time for the first visit to the school. If, at the end of one (1) week, you are still having difficulty making contact or matching a schedule with the classroom teacher, inform the University Professor.
8. Meet with the cooperating teacher after the initial contact has been made and the school assignment is clear to set up a mutually convenient schedule for visits to the classroom. At this time, determine appropriate parking for visitors as well as check-in and check-out procedures. You should wear your West Virginia State University Student ID.
9. Take a copy of course requirements for field experiences and share it with the teacher so that he/she can determine how those requirements can be met in that classroom.
10. Begin field experience within two (2) weeks after the placement has been made. Professors will evaluate level of interest by promptness in beginning work in the assigned school or classroom.
11. Discover information concerning school and classroom rules and always abide by their rules. Check with the cooperating teacher regarding liability concerns that may apply to you.
12. Be dependable and prompt in visiting the class according to the agreed upon schedule.
13. Contact the school in case there is an emergency that prevents a school visit. Call the school as early as possible and ask that the teacher be notified. Studying for a test or being up late the night before is not acceptable reasons for absences.
14. Meet all deadlines and thoroughly complete all assignments made by the cooperating teacher.
15. Exemplify behaviors expected of a teacher, not a student. Candidates should view the experience as a future teacher and not a "buddy" to students.
16. Keep an accurate record of the time spent in field experiences for each university

course and turn in the log sheet and other types of reporting and evaluation required for individual courses. Keep copies of these for your own records.

17. Report to your professor as early as possible any problems that arise concerning difficulty in completing field experience assignments for that particular course.
18. Develop an awareness of personal strengths and weaknesses and work toward growth and improvement.
19. Demonstrate openness toward suggestions made by the cooperating teacher.
20. When candidates report to the school, they must present their West Virginia State University identification card and officially sign in and out at the office for each observation. In many cases, they will be asked to wear a visitor's name tag.
21. Candidates must arrange a scheduled observation and be punctual in meeting the arranged time.
22. In the event of illness or emergency, candidates must notify the cooperating teacher and University faculty as soon as possible.
23. Candidates are to treat all information learned about individuals or schools in the instructional setting as **CONFIDENTIAL.**
24. Candidates must exhibit appropriate dress and display professional behavior. All interactions with students in the placements **must** remain professional. (See Appendix for Dress Code)
25. Field experience evaluations become a part of the candidate's permanent file. Candidates who receive unfavorable evaluations and who seem unable to make suitable corrections may not be recommended for admission to the education program.
26. All candidates must complete required field experience hours to obtain a passing grade.

Role of the Cooperating Teacher

The Cooperating Teacher has a vital role in the preparation of our teacher candidates.

1. Involve the candidate as much as possible in classroom and provide a brief orientation on classroom and school routines. Introduce the candidate accordingly; e.g., "Education Candidate from WVSU."
2. Inform and prepare students in the class for the arrival of the candidate.
3. Confer with the candidate on his/her 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. Provide opportunities for candidates to use a range of appropriate instructional skills, methods, or strategies.
6. Provide opportunities for candidates to develop awareness of the "school culture" context (i.e., meet with counselors, librarians, nurses, administrators, specialists, observe other teachers).
7. Observe teaching performance and provide summary comments identifying strengths and areas for improvement.
8. Complete a summative assessment with evaluation provided by the candidate.
9. Become familiar with the field experience requirements and cooperate with candidate to fulfill them.
10. Sign the candidate's log sheet to verify contact hours.
11. At completion, provide evaluation of the performance of the candidate.
12. Contact the WVSU Professor or Manager of Field and Clinical Experiences as needed to monitor progress or to resolve problems.

Role of the University Professor

1. Follow the "General Guidelines for Field Experiences."
2. Contact the Manager of Field and Clinical Experiences when a candidate drops his or her course so that the school can be notified.
3. Coordinate the field experience with course content so that the candidate receives maximum benefits from the field experience.
4. Place all log sheets and evaluations in the envelope provided by the Manager of Field and Clinical experiences and then give to the Department of Education's Administrative Assistant in Wallace 629 at end of the semester.

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, observes candidates teaching a lesson and provide information feedback.

Questions should be directed to the University Professor or Adele Thumm, WVSU Manager of Field and Clinical Experiences, 304.766.3253 or athumm@wvstateu.edu.

The following forms related to Field Experiences and the Education Program may be found on the Education website under Forms:

1. Grounds for Dismissal from the Teacher Education Program & Background Check Notification Form
2. Field Experience Evaluation
3. Field Experience Time Sheet/Log
4. WVSU Lesson Plan Format

Section III: SCOPE

SCOPE EXECUTIVE SUMMARY

The Senior Capstone Oral Professional E-Portfolio (SCOPE) assessment has two main purposes. First, it summarizes for candidates and the faculty the fundamental professional knowledge, skills, and dispositions candidates have acquired in their career as a teacher education candidate at West Virginia State University. Second, it allows candidates to prepare and practice for a professional teaching position interview.

The SCOPE consists of two parts: 1) a compiled, well-written electronic portfolio (e-portfolio) and 2) an oral interview that is designed to allow candidates to highlight the contents of their e-portfolio.

SCOPE is a formal event in the candidates' lifelong career as an educator. It allows candidates to state **who** they are and **what** they are committed to in this phase of their professional journey. The eight parts of the e-portfolio are designed to structure this milestone event.

Assembling the E-Portfolio

Candidates may choose any online service to host their e-portfolio. Most candidates started the e-portfolio in Education 300-Education Technology that includes at least a home page, a video, a table of contents, and some documentation of skill in instructional technology.

Candidates' home pages should be welcoming pages to future employers to read the e-portfolio. On this page candidates should include a brief video of themselves teaching a lesson or telling about themselves. This homepage should have a link to the Table of Contents of the e-portfolio. All E-Portfolios should have the following:

Here is a *sample* Table of Contents:

An Educator Professional E-Portfolio of <u>Candidate's Name</u>

Introduction Letter

Part I – Employment Information
- Section 1 – Resume
- Section 2 – Transcript
- Section 3 – Certification *(Stating candidate will receive a Bachelor of Science Education degree, the date candidate will graduate, and candidate's content specialization certification area)*

Part II (Section C rubric) – Educational Philosophy
- Section 1 – Mission Statement
- Section 2 – Philosophy of Education

Part III (Section A rubric) – Professional Commitments
- Section 1 – Commitment to Student Learning
- Section 2 – Commitment to Diversity
- Section 3 – Commitment to Technology
- Section 4 – Commitment to Content Knowledge

Part IV (Section B rubric) – Commitment to the Profession
- Section 5 – Commitment to Professional Development
- Section 6 – Commitment to Reflection of Growth
- Section 7 – Future Plans (Academic and Professional Goals)

Here are some things to remember:

Philosophy of Education describes candidates' philosophy of education, how it has changed from the beginning of their professional education courses to present, and how it specifically relates to the **THD**.

Educational Mission states candidates' mission for teaching and learning and how it specifically relates to the **THD**.

Commitment to Student Learning makes a statement that candidates believe ALL STUDENTS CAN LEARN and tells why they believe this. The main artifact needs to show data-based decision making, reflection, and evidence of planning, assessment and implementation.

Commitment to Diversity makes a statement that candidates recognize how SOCIETY IS CHANGING and how they are sensitive to this diversity so that they will become the change agent to promote EQUITY for all students. The main artifact needs to show differentiated instruction, including documentation of accommodations and data-based decision making with disaggregated data.

Commitment to Technology makes a statement that candidates recognize that TECHNOLOGY HAS REVOLUTIONIZED THE WORLD and tells how they have used technology to increase student learning. The main artifact needs to show use of 21st Century technologies, and include data-based decision making.

Commitment to Content Knowledge and Scholarship makes a statement that candidates are scholars in their content areas. The main artifact needs to show that their lessons address national and state standards and demonstrate accurate content knowledge.

Commitment to the Profession makes a statement that candidates recognize that TEACHERS ARE MEMBERS OF A PROFESSION and explains how they are becoming members of the teaching profession. By the time of the senior capstone candidates should have numerous certificates of attendance in professional events, workshops, and conferences and/or memberships in professional organizations.

Self-Assessment – Reflection on Professional Growth and Future Goals provides an opportunity for candidates to reflect on their growth from the beginning of the teacher education program until now. Candidates will also reflect on their future career as an educator.

Writing the Commitments (Refer to the SCOPE Writing Guide for more hints):

- ☐ These should be 150-500 words
- ☐ Should have the title of the commitment at the top of the page
- ☐ Include in the summary examples from academic courses, field experiences and community involvement to support how candidates have exhibited the commitment.
- ☐ In the last paragraph, summarize the artifacts that best illustrates this and include them as attachments or links to other pages. Candidates may include up to three but must have a minimum of one artifact per commitment.
- ☐ The first four commitments should have at least **one lesson plan** as an artifact. See grading rubric for the requirements for each commitment.

NOTE: Candidates will have additional evaluations based on their content specialization's professional association.

Professional Portfolio Writing Tips

Mission Statement

- ✓ Will my professional mission statement look good on a poster in my classroom?
- ✓ How does my professional mission statement refer to the philosophy that ALL STUDENTS CAN LEARN?
- ✓ How does my professional mission statement drive lesson planning and my commitment to professional responsibilities?
- ✓ How does my professional mission statement drive my future growth as an educator?

Philosophy of Education

- ✓ Have I restated my professional mission statement in my Philosophy of Education?
- ✓ Have I referred to at least 3 educational issues that I believe are important?
- ✓ HOW DOES MY PHILOSOPHY OF EDUCATION REFLECT OR PARAPHRASE MY BELIEF THAT ALL STUDENTS CAN LEARN?
- ✓ How does my philosophy of education reflect, adapt or fit the conceptual framework: TEACHER AS HUMAN DEVELOPER?
- ✓ How does my philosophy of education include the program dispositions of Teacher as STUDENT FOCUSED, ROLE MODEL, AND AS A MEMBER OF A PROFESSION?
- ✓ Does my philosophy of education reference educational theories or theorists that have helped form my philosophy?

Commitment to Student Learning

- ✓ Have I included a summary - reflection statement with my artifacts?
- ✓ Do my artifacts include a reflection on student learning?

- ✓ Do my artifacts include data-based decision making and reflections on strengths and weaknesses of instruction?
- ✓ Do my artifacts include detailed assessment and implementation plans?

Commitment to Diversity

- ✓ Have I included a summary-reflection statement with my artifacts?
- ✓ Do my artifacts include differentiated instruction?
- ✓ Have I included differentiation for three or more types of learners?
- ✓ Do my artifacts include data-based decision making disaggregated by diversity groups?

Commitment to Technology

- ✓ Have I included a summary-reflection statement with my artifacts?
- ✓ Does at least one of my artifacts include student use of 21st Century technology?
- ✓ Do I show how I can use 21st Century technology to deliver instruction in my content specialization?
- ✓ Do I show how I can use 21st Century technology to teach, reinforce and/or re-teach my content specialization?
- ✓ Do my artifacts include data-based decision making and reflections on strengths and weaknesses of instruction?
- ✓ Does my artifact include 21st Century skill and/or tools standards?

Commitment to Content Knowledge and Scholarship

- ✓ How have my GPA and scores on national tests such as Praxis I and II test show my commitment to content knowledge and scholarship?
- ✓ Did I receive a commendation from ETS for my test score performance?
- ✓ Am I member of any honor society that recognizes scholarship in my content specialization?
- ✓ Does my artifact identify national and state standards that are aligned with the lesson objectives?
- ✓ Do my artifacts reflect accurate knowledge of important content?

Commitment to the Profession

- ✓ Do I see myself as a member of a profession?
- ✓ Have I been an active member with leadership positions in a professional organization?
- ✓ Have I attended numerous professional activities outside of class requirements?

Self Reflection

- ✓ What was I like before I began this program and what am I like at the end of this program?

- ✓ Have I reflected on my growth over time in several areas?
    - Content Knowledge means knowledge of the content that you will be teaching. An artifact might be the grade point average at the beginning of your program compared to now, or documentation of knowledge of particular aspects of your content.
    - Professional Knowledge means knowledge and beliefs about the teaching profession (including human growth and development, theories of learning, etc.). An artifact might be comparing a philosophy of education written in Education 200 to one written more recently.
    - Pedagogical Knowledge means knowing how to teach. An artifact might be comparing an early lesson plan in which only lecture /teacher presentation and modeling was used compared to a recent lesson plan which used many strategies.
    - Professional Experiences means growth from the perspective of a beginning college student to that of a teaching professional. One artifact might be comparing your understanding of a teacher as an individual to your understanding of a teacher as an active member of the professional community. Another artifact might be explaining how your field experiences have helped you grow into a member of a profession.
- ✓ What influences have encouraged my growth?
- ✓ What are my professional and personal goals for the future?

Miscellaneous Items

- ✓ Run the Spelling and Grammar Check of your word processor before showing your Portfolio. The Writing Center is available to all candidates for assistance in editing documents.
- ✓ If anything in your portfolio is the work of another, be sure to give credit to source.
- ✓ If you have developed original lesson plans, PowerPoint Presentations, videos, or instructional materials of any kind, you have a copyright. The copyright is yours whether or not you decide to register the copyright for a fee.
  See **http://inventors.about.com/od/copyrights/a/copyright_3.htm** for more information.

Specific Details for Commitment to the Profession (PDUs):

As a member of the teaching profession, teacher candidates are expected to participate in ongoing professional development activities. These activities are *beyond the requirements* normally assigned and/or expected as part of the regular coursework in teacher education program and are assigned certain **P**rofessional **D**evelopment **U**nits. PDUs are organized into three categories and teacher candidates should show a well-balanced mix of all three categories when completing their PDUs. For example, it would not be a good practice to earn PDUs exclusively from Category Three. To receive credit for the PDUs, the candidate must provide proof of attendance for the activity (such as a certificate of completion, activity description, or registration handouts) **and** complete the

Professional Development Reflection Outline form available at the Education Department website.

CATEGORY 1: ***Long-Term Professional Activities and Self-directed Learning*** (Maximum **10 PDUs per activity).** These are activities that are relatively long in duration or intensity (more than 10 hours) that related to teaching or content area that show leadership or initiative.

- Participation in faculty-led educational research project
- Serving as an officer for a professional organization (e.g., honor society, student organization)
- Attending or presenting at a conference
- Participating in a faculty-led book study
- Volunteering in education-based community service (e.g., after-school tutoring, etc.) in long-term, sustainable manner

CATEGORY 2: Short-Term Professional Activities (Maximum **4 PDUs per activity).** These are activities related to teaching or content area that are up to 10 hours in length, or they can be longer activities that do not fall into Category 1 because they do not demonstrate leadership or initiative.

- Attending WVSU faculty lecture series
- Participating in WVSU-DOE sponsored workshops or programs
- Attending meetings for a professional organization

CATEGORY 3: Other Events (Maximum **3 PDUs per activity).** These are events that show participation in the University Community or the wider community, but they may not be strongly related to teaching or content area.

- Attending a cultural event
- Attending Convocation at WVSU

Some Guidelines and Examples

No more than 1 PDU for each 50 minute hour of professional development activity will be assigned. Each artifact for professional development is accompanied by a reflection statement on what was learned and how it relates to teaching or the candidate's content area. If, in the judgement of the evaluator, a professional development activity is not strongly related to education, educational leadership, or the candidate's content area, then half credit for each 50 minute hour may be assigned.

Examples:

1) Candidate reads books to a local kindergarten classroom. Documentation is a letter from the teacher indicating 40 school visits of ½ hour each. Reflection indicates growth in understanding of topics of interest to young children and improvement in expressive reading.
   Scoring: This is Category 1: Long-term professional activities, with 20 hours of high quality participation, and earns the maximum allowable 10 PDUs.
2) Candidate is a member of KDP, but has not served as an officer. Documentation of membership in good standing, attending more than 20

hours of meetings over 2 years, and high quality reflection on professional growth.
Scoring: This is a category 2 - Short Term Professional Activity, with 20 hours of participation and reflection on professional growth, it earns the maximum Scoring 4 PDUs.

3) Candidate attends an on-campus play. Documentation is the playbill. Reflection indicates growth in cultural awareness and a tangential connection to future teaching ("I think that taking students to see plays is an important part of helping them become well rounded citizens.")
Scoring: This is Category 3 – Other Events Activity. For this two-hour event, the SCOPE committee might score 1 PDU because there was not a strong link to professional growth and future teaching.

4) Candidate is a member of PTO at a local school. A letter from a PTO officer on official letterhead documents attendance at 10 hours of meetings and 12 hours to prepare for and help conduct specific event at school. Reflection shows growth in understanding the culture of the school. By demonstrating initiative in organizing school event, the candidate shows leadership.
Scoring: This is Category 1: Long-term professional activities, with 22 hours of high quality participation, and earns the maximum allowable 10 PDUs.

Scoring rubrics for the SCOPE may be found on the Education website under Forms.

Section IV: Student Teaching

Placement of Student Teachers

The Manager of Field and Clinical Experiences at West Virginia State University places teacher candidates for the student teaching practicum. The Manager of Field and Clinical Experiences matches teacher candidates with cooperating teachers who are fully certified, who have at least five years successful teaching in the certification area, who have completed a state-approved mentor teacher training, and who have been highly recommended by their principals or other administrators. Most student teaching placements are a continuation of the EDUC 426 field placement, creating a one-year residency experience. All student teaching placements are completed in a PDS School (see p. 20)

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 well as the Manager of Clinical and Field Experience (Adele Thumm – athumm@wvstateu.edu; 304-766-3253) as soon as you know you must be absent.

See Appendices for *Inclement Weather Procedures*

Dress Code Policy

See page 22.

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: Core Academic Skills for Educators (Core) prior to enrolling in upper division education courses. **Praxis II: Content test(s) must be taken before student teaching. The Praxis II Content test(s) must be passed in order to obtain a student teaching permit.** The Praxis II: Principles of Learning and Teaching (PLT) and Content test(s) must be passed before licensure. Student teachers apply for licensure directly following student teaching. The Manager of Clinical Experiences facilitates this application process.

Note: Effective Fall 2017, West Virginia State University has implemented an Internship Fee of $124.00 per student for students who are enrolled in Student Teaching Education 480-486. This is automatically billed to students' accounts.

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.

Applicants must submit passing Praxis II: Content test(s) scores along with proof of completion of the Praxis II: Principals of Learning and Teaching test. **A Student Teacher Permit will not be issued without passing Praxis II: Content test(s) scores.**

Applications must be submitted with a transaction receipt indicating candidate completed a LiveScan from Morpho Trust (formerly L1). Applications without 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 need to apply for the Student Teaching Permit.

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. **Student teaching may only be repeated one additional time.**

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 Manager 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.
3. **Instructional Unit:** An instructional unit of at least 2 weeks duration is required as part of the STAR and WVTPA 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.

4. **West Virginia Teacher Preparation Assessment (WVTPA):** P-12 student learning is assessed and reflected upon as part of the WVTPA. The WVTPA formalizes the assessment procedures used in the instructional unit. The WVTPA 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 (Advanced 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 (see p. 22).
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, the University Supervisor, and the Manager of Clinical Experiences.
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.
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.
11. **UNIT**: An instructional unit of at least 2 weeks duration is required as part of the STAR and WVTPA 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. **WVTPA** P-12 student learning is assessed and reflected upon as part of the WVTPA. The WVTPA formalizes the assessment procedures used in the instructional unit.
13. **PROFESSIONAL NOTEBOOK AND REFLECTIONS:** Candidates are expected to keep a professional notebook with all lesson and unit plans, assessment plans and reflections. Formal reflections will be recorded in this notebook minimally at three different points: 1) Candidates will justify their plans for the instructional unit of at least two weeks duration by reflecting on diverse students learning strengths and needs and principles of learning theory related to the unit. 2) Candidates will reflect on the lessons taught in the two week unit, with respect to the effectiveness of instruction. 3) Candidates will analyze the results of their assessment activities for the unit, reflect on student achievement results, and use results to justify decisions about instructional next steps.
14. **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.
15. **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 Manager 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. By flexibly following the suggestions for working with the student teacher and University Supervisor, you will eventually grow into an effective instructional team.

Suggestions for working with the Student Teacher and the University Supervisor:

1. Confer with the Student Teacher and the University Supervisor about expectations of the experience, including potential teaching assignments, induction schedule, and requirements of the program at WVSU, such as:
    a. **Lesson Planning**: Student teachers are required to use the WVSU lesson plan format until "released" from that format by the University Supervisor. They are then required to use the format that the Cooperating Teacher uses.
    b. **Unit Plan**: Student teachers create at least one unit plan of at least 2 weeks duration. It must be clearly linked to the curriculum through the application of important content standards.
    c. **Professional Notebook and Reflections**: Student Teachers are expected to keep a professional notebook with all lesson and unit plans, assessment plans and reflections. Formal reflections on planning, teaching and assessment will be recorded in this notebook as follows:
        i. **Reflections on the Unit Plan** include 1) reflections on diverse students' learning strengths and needs and 2) reflections on principles of learning theory related to the unit.
        ii. **Reflections on teaching** include reflections on what aspects of teaching were and were not effective and why.
        iii. **Reflections on assessment** include 1) reflections on the effectiveness of the assessment plan and 2) reflections on next steps based on assessment results.
    d. **West Virginia Teacher Performance Assessment**: The WVTPA involves pre- and post-testing of students, teaching a unit of at least two weeks, and making instructional decisions based on data. As part of the WVTPA, decide on a plan of assessment for the unit that includes formative and summative assessments. To obtain a score of Distinguished on Standard 6.1 of the STAR, candidates must also demonstrate that ***students meet an important learning goal (linked to standards) that was agreed upon at the beginning*** of the student teaching placement.
    e. **WVTPA Presentation:** At the end of the placement, the student teacher must present their WVTPA to the Cooperating Teacher and the University Supervisor (and others as appropriate).
2. Early in the semester, review the STAR with the student teacher so that both of you have clear expectations of the way the student teacher will be evaluated.
3. Teach the Student Teacher about significant school policies and routines, especially related to student behavior management and professional expectations.
4. Consult with the Student Teacher and University Supervisor as needed to monitor

progress or to resolve problems.

5. Provide opportunities for participants to use a range of appropriate instructional skills, methods, or strategies.
6. Provide opportunities for candidates to develop awareness of the "school culture" context (i.e., meet with counselors, librarians, nurses, administrators, specialists, observe other teachers).
7. Team teach or co-teach selected lessons with the Student Teacher when feasible.
8. Teach a demonstration lesson for the Student Teacher (e.g., introduction of new or difficult material).
9. Formatively assess planning, teaching and evaluation performance on a routine basis and provide summary comments identifying strengths and areas for improvement.
10. With the University Supervisor, complete two joint summative assessments (midterm and final) using the general STAR. Share the results with the student teacher.
11. Use the content-specific STAR to evaluate the student teacher on content knowledge and pedagogical practices specific to the content area(s) being taught. (The Cooperating Teacher is the content specialist in the classroom, and he/she has the responsibility to evaluate using the content-specific 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 Adele Thumm, WVSU Manager of Clinical Experiences, 304.766.3253 or athumm@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 (Praxis II Content test(s)) in each content specialization for which certification is sought. These assessments must prior to student teaching. Students are obligated for testing costs. Passing scores required by the West Virginia Board of Education must be documented prior to issuance of student teaching permit.
3. Successfully complete a state-required standardized proficiency test in professional education (Principles of Learning and Teaching – PLT) for certification.
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. The certification process is facilitated by the Manger of Clinicals.

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.

Section V: Resources

Program Planning Guide

A. The Language of Teacher Education

Every profession has its own language, and teacher education is no exception. When a person declares education as a major, the language acquisition process begins.

A teacher education candidate is a person who declares education as a major. Throughout this document, education majors will be referred to as a candidate.

A teacher education cohort refers to the collective group of candidates entering the education program in a given semester. For example, all candidates receiving full admission into the education program (enrolling in EDUC 316) in a semester comprise a cohort.

A program completer is a candidate who meets all the requirements for graduation and/or the requirements for a West Virginia Teaching Certificate.

A student refers to public school students. Whenever a candidate uses the term student in the education program, the automatic assumption is that one is referring to public school students.

An education major is working towards two goals-- a degree and a teaching certificate. The completion of the degree does not guarantee that a candidate will receive a certificate. The degree has its program components, and the certificate has its program phases. The table below will assist in the differentiation between the degree and the certificate.

Degree Components	Certificate Phases
General Education Requirements	Pre-Professional
Professional Education Requirements	Professional
Content Specialization Requirements	Senior Capstone
	Continuing Professional Development

To ensure that all candidates are following their program of studies, they will be assigned an advisor. If an education candidate is seeking certification to be an elementary education teacher, one advisor will be assigned. If a candidate is seeking certification as a secondary teacher, there will be two advisors assigned-one for the candidate's content specialization and the other for the education requirements. It is to the candidate's advantage to meet periodically with their advisors when they

are scheduling their classes and moving from one phase of the program to the next. Each secondary candidate should request a copy of the content department's course rotation which will assist in the determination of the semester in which a course is offered and can be taken.

All candidates pursuing a Bachelor of Science in Education at this university declare education as their major, and they are pursuing a teaching certificate in and endorsed at a programmatic level with a specific content specialization.

Programmatic levels are the different grade levels for which a candidate may be certified. These programmatic levels are defined by the West Virginia Board of Education, and all teacher education programs in the state are required to align their programs with these programmatic levels.

Within each programmatic level, a candidate completes a content specialization that will eventually appear on the candidate's teaching certificate.

West Virginia State University offers approved programs leading to certification at these programmatic levels: Pre K-Adult; K-6; 5-Adult; 5-9; and 9-Adult with the following specializations:

Pre K-Adult: Certifies the program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Art, Music, and Wellness. Also certifies the program completer to teach special education in one of the following areas: Mentally Impaired, Specific Learning Disabilities and Multi-Categorical Special Education – K-6 or Pre K-Adult. A special education completer must complete elementary education or another content specialization to be certified at this programmatic level.

K-6: Certifies a program completer to teach all subjects in a self-contained elementary classroom with K-6 configurations.

5-Adult: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Business, English, General Science, Mathematics, or Social Studies.

5-9: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: English, Mathematics, and Social Studies.

9-Adult: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Biology or Chemistry.

B. Accreditation

In order to be a certified teacher in West Virginia, a program completer must be a graduate of a state-approved, degree-granting teacher education program. To have Approved Program Status, the institution and the teacher education unit must be regionally and nationally accredited. West Virginia State University is regionally accredited by the Higher Learning Commission of North Central Association and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). This organization has been replaced by the Council for the Accreditation of Education Preparation (CAEP), and WVSU's recent accreditation through NCATE entitles the program to be considered as accredited by CAEP. With this accreditation status, and West Virginia's Interstate Licensure agreements, program completers are eligible for teaching certificates in 44 other states.

C. Mission

All public schools in the United States are required to have a mission statement. In addition, the accreditation process requires all teacher education programs to have a clear mission and a conceptual framework from which the program is designed and developed. The teacher education program at West Virginia State University adheres to this belief.

West Virginia State University was established in 1891. Booker T. Washington, a noted educator whose childhood home was located in Malden, West Virginia, personally selected the first faculty for this institution. Based on this rich tradition and heritage, the institution has come to be known as "a living laboratory of human relations."

THE MISSION OF WEST VIRGINIA STATE UNIVERSITY IS TO MEET THE HIGHER EDUCATION AND ECONOMIC DEVELOPMENT NEEDS OF THE STATE AND REGION THROUGH INNOVATIVE TEACHING AND APPLIED RESEARCH.

The teacher education program at this university works towards this mission by producing teachers who recognize the importance of the public school system in the economic development of this region and the state. Future teachers, who complete this program, share the belief that all persons are capable of learning. They are focused on developing students in public schools in the region who are educated to achieve at their maximum potential. They believe that education is a shared human enterprise and are committed to lifelong learning.

D. The Teacher as H.U.M.A.N. Developer

"The Teacher as H.U.M.A.N. Developer" is the name of the program's conceptual framework. This conceptual framework has been in existence since 1990 and forms the backbone of the teacher preparation process.

The education faculty has established a mission statement that compliments the institution's mission.

THE MISSION OF THE TEACHER EDUCATION PROGRAM AT WEST VIRGINIA STATE UNIVERSITY IS TO PREPARE TEACHERS AS HUMAN DEVELOPERS WHO LOVE TO TEACH.
This mission statement is based on a departmental shared vision that states,

> **"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."**

The key domains of the conceptual framework that support the department's mission and vision are as follows:

H- Holistically approaches student learning.

U- Understands diversity.

M- Manages and creates learning communities.

A- Assesses student learning based on national and state standards.

N- Newer approaches to student learning through technology.

<u>Dispositions</u> are the way in which a person approaches a situation. The teacher education program approaches the task of teaching and learning from the following dispositions:

Role model

Student focused

Member of a profession

E. Assessment

Assessment of a candidate's performance is continuous throughout all phases of the program. The assessment of teacher education candidates is based on the following three areas:

> **Knowledge: What does a teacher education candidate know?**
>
> **Skills: What can a teacher education candidate do?**
>
> **Dispositions: How does a teacher education candidate approach the educational situation?**

Candidates are assessed in these three areas using data based on academic, institutional, departmental, state, regional, and national standards. Candidates develop their own professional e-portfolio that supports and documents these assessment standards.

F. Program Assessment Standards

1. To assess the program domains, the following indicators are used:

<u>H-Holistically approaches student learning</u>

- **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>U-Understands diversity.</u>

- **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- Assess 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 and instructional strategies.

- **Demonstrates knowledge of and uses technology to perform educational tasks such as communications, classroom record keeping, and information retrieval.**

- **Demonstrates knowledge of and uses technology to present lessons to public school students.**

- **Demonstrates knowledge of and uses technology to provide enrichment and additional instruction to increase public school student achievement.**

2. **To assess dispositions, the following indicators are used:**

Disposition I- Role Model

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

- **Future teachers model scholarship by maintaining a minimum of a 2.5 grade point average in their general, professional, content specialization and overall academic performance.**

- **Future teachers model wellness by attending classes, being punctual, alert, and non-disruptive.**

- **Future teachers model responsibility by exhibiting knowledge of the consequences of falsifying information, sexual misconduct, drug/alcohol/tobacco abuse, misusing school funds, and violating copyright laws, and by avoiding these offenses that would jeopardize their teacher certification.**

- **Future teachers model time management skills by having a professional mission statement, articulating academic and professional goals and objectives to achieve their mission, and completing assignments and meeting deadlines.**

- **Future teachers model communications' skills by using correct oral and written usage in all forms of academic, professional and personal communications.**

Disposition II-Student Focused

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.

- **Future teachers demonstrate their knowledge of current research in human growth, development, and learning and student achievement by planning, teaching lessons, assessing student learning, and reflecting on instructional practices.**

- **Future teachers demonstrate their knowledge of current developments, trends and research in their content specializations by planning, teaching lessons, assessing student learning, and reflecting on instructional practices that are factually accurate, meet national/state content standards, and developmentally appropriate for the students they teach.**

- **Future teachers demonstrate their knowledge of diversity, diverse learners, and students with special needs by planning, teaching lessons, assessing student learning, and reflecting on instructional practices that promote educational equity, and allow for different learning styles.**

- **Future teachers demonstrate their knowledge of educational technology, parental, community and library resources by planning, teaching lessons, assessing student learning, and reflecting on instructional practices that utilize these resources.**

- **Future teachers demonstrate their knowledge of creating learning communities by incorporating strategies in their classroom that promote student safety,**

minimize classroom disruptions, respect the student's right to privacy, and reinforce positive student behavior.

- **Future teachers demonstrate their knowledge of the basic skills of reading, writing, speaking and problem solving by planning, teaching lessons, assessing student learning, and reflecting on instructional practices that reinforce and support the basic skills unique to their content specializations.**

Disposition III-Member of a Profession

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

- **Future teachers demonstrate their ability to work as members of teams by exhibiting the discussion skills of active listening, questioning, consensus building, and conflict resolution in their academic courses, field placements and student teaching.**

- **Future teachers demonstrate their ability to be a member of a faculty by exhibiting adherence to the federal, state, county and local guidelines contained in a faculty handbook, especially to their faculty responsibilities regarding student safety, personal appearance, hygiene, attendance and punctuality in their academic courses, field placements and student teaching.**

- **Future teachers demonstrate their ability to stay current with the profession by attending and participating in staff development opportunities, reading professional articles, presenting at conferences, belonging to professional organizations, and participating in the book studies with faculty.**

- **Future Teachers demonstrate their ability to be member of an educational system by attending, serving and participating in faculty senate meetings, school improvement councils, task forces or curriculum teams at the local, state or national level.**

Criminal Background Advice

Pre-Professional Phase

Upon entering the program, candidates are required to sign and complete a Criminal Background Check Awareness Form. If a candidate is a transfer student, he or she should complete this form during the first semester at West Virginia State University.

CANDIDATES WHO ARE CONVICTED OF ANY CRIME RELATED TO SEXUAL MISCONDUCT, THEFT, BODILY HARM, DRUG/ALCOHOL ABUSE, DOMESTIC VIOLENCE, MURDER OR ANY OTHER CRIME THAT WOULD PREVENT BEING A SUITABLE ROLE MODEL FOR PUBLIC SCHOOL STUDENTS SHOULD GIVE SERIOUS THOUGHT TO CHANGING THE MAJOR OR NOT SEEKING CERTIFICATION OR EMPLOYMENT IN A PUBLIC SCHOOL SYSTEM.

Senior Capstone Phase

All applicants for a West Virginia Teaching Certificate must be fingerprinted and have a West Virginia State Police and FBI Criminal Background Check as a condition for certification.

Fingerprinting should only be done when candidates are ready to graduate and/or seeking certification or employment in West Virginia Public Schools. Please note that if candidates are planning to work or seek employment in any public school system in the 49 other states, District of Columbia, US Possessions, Department of Defense Schools or schools in another country, an FBI Criminal Background Check is required.

All applicants for employment in any West Virginia Public School System must be fingerprinted and have a West Virginia State Police and FBI Criminal Background Check as a condition for employment. Please Note: If applicants have had a recent criminal background check for certification purposes, they will not need new fingerprints for employment in a West Virginia Public School System, unless the employer requires one.

If the candidate has passed all state required assessments in speaking, listening technology, field placements, student teaching and PRAXIS Series Tests, then fingerprinting is required before making an application for certification.

If all state required assessments are not passed in the areas of speaking, listening technology, field placements, student teaching and PRAXIS Series Tests, fingerprinting should not be completed until all requirements are finalized.

West Virginia State University Department of Education Disposition Statement

Teacher as Human Developer

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 the Senior Capstone e-Portfolio Assessment and Interview (SCOPE), grade point requirements, 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. Candidates who do not exhibit the professional and/or academic dispositions of the THD model may be referral to the Candidate Assistance Team and/or dismissal from the Education Program.

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. Prior to the first CAT meeting, the professor would have had a conference to discuss the situation. If this discussion has not produced a positive outcome, a team meeting will be scheduled. The CAT team will consist of the referring professor, the chairman of the CAT, and may consist of an additional professor. The process will include:

(1) Presenting the concerns that are unique to the teacher education candidate
(2) Sharing ideas that will help the candidate to be more successful in the completion of the teacher education program
(3) Creating a plan of action
(4) Scheduling a follow-up meeting to determine the success of the intervention(s)
(5) Reporting the progress of the candidates to the Department of Education

The process is initiated by the submission of the Candidate Assistance Form by the referring professor to the CAT Chair who will schedule the meeting with the candidates and the referring professor. Progress reports will be provided in departmental meetings.

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). Violation of the Academic Dishonesty Policy may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.

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.