Affirmative Action Statement
West Virginia State University is an equal opportunity/affirmative action institution and does not discriminate against any person because of race, sex, age, color, religion, disability, or national or ethnic origin.

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

Please visit our web site:
http://www.wvstateu.edu/education.aspx

For more information contact:
Adele Thumm, Manager of Field and Clinical Experiences
athumm@wvstateu.edu, (304)766-3253
Professor Patricia Wilson, Chair of Education Department
wilsonpat@wvstateu.edu, (304)766-3381
Preface

This Field Experience Handbook is designed to provide program information about the field experience process and requirements. This handbook is available on the West Virginia State University Department of Education’s webpage and is designed to provide valuable information to Teacher Candidates, University Supervisors, Cooperating Teachers, and Principals. The Handbook was created by the Department of Education and the Director of Clinical Experiences at West Virginia State University.
Dear Teacher Candidate:

The purpose of this handbook is to provide information on courses that have field experience requirements at West Virginia State University (WVSU). All field experiences are arranged by the Manager of Field and Clinical Experiences at the beginning of each semester. The mission of the Education program is to prepare teachers as Human Developers who love to teach. WVSU’s Department of Education takes great pride in our education program and expects all candidates to exhibit professional dispositions during all field experiences.

The following quote by Henry Brooks Adams provides insight into the influence you will have on your future students, *A teacher affects eternity; he can never tell where his influence stops.* The education faculty hopes that your field experience will have a positive impact on your university learning experience and will assist in your development of content knowledge, pedagogy, and dispositions. Best of luck to you this semester and if you have any questions regarding field experience please feel free to contact me at athumm@wvstateu.edu.

**Adele Thumm**
Manager of Field and Clinical Experiences
West Virginia State University
Department of Education, Wallace Hall 626
PO Box 1000, Institute, WV 25112-1000
(304) 766-3253
Accreditation
The Teacher Preparation Program at WVSU is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The Program is approved by state, regional and national accrediting agencies to grant degrees and recommend graduates for teacher licensure.

About the Program
The Teacher Education Program combines rigorous academic courses with over 800 clock hours of public school placements to prepare future teachers with the instructional skills to meet the needs of all public school students in a global society. Most of the field experience hours are in one of our Professional Development Schools.

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

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

West Virginia College of Professional Studies Mission
To prepare qualified professionals to serve and lead in a global society

West Virginia State University Department of Education Mission
To prepare teachers to be human developers who love to teach.

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

West Virginia State University Department of Education Commitments
The Teacher Education Unit is committed to modeling for and developing teacher educators who are committed to: public school student learning, diversity, technology, and the profession.
**Conceptual Framework Dispositions**

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

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

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

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Brief Description</th>
<th>Program phase</th>
<th>Number of Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200</td>
<td>Foundation of Education</td>
<td>3</td>
<td>Reviewing public school websites to examine mission and school culture</td>
<td>Pre-Professional</td>
<td>10 (Virtual)</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Human Growth and Development</td>
<td>3</td>
<td>An extended case study with classroom observations</td>
<td>Pre-Professional</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Educational Psychology and Learning</td>
<td>3</td>
<td>Teaching mini lessons and tutoring students</td>
<td>Pre-Professional</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>Educational Technology</td>
<td>3</td>
<td>Evaluating online learning in a public school setting</td>
<td>Professional</td>
<td>10 (Virtual)</td>
</tr>
<tr>
<td>EDUC 316</td>
<td>Integrated methods</td>
<td>3</td>
<td>Teaching a minimum of 3 lessons to determine a candidate’s ability to plan instruction</td>
<td>Professional</td>
<td>40</td>
</tr>
<tr>
<td>EDUC 319/320</td>
<td>Content Area Literacy/Teaching Reading I</td>
<td>3</td>
<td>Supervised Practice of Scientifically Based Reading research Strategies to Increase student learning</td>
<td>Professional</td>
<td>30</td>
</tr>
<tr>
<td>EDUC 324</td>
<td>Mathematics for Teaching</td>
<td>3</td>
<td>Tutoring</td>
<td>Professional</td>
<td>25</td>
</tr>
<tr>
<td>EDUC 331</td>
<td>Curriculum for Special Education</td>
<td>3</td>
<td>Assessing and teaching students with disabilities and reflecting on student achievement</td>
<td>Professional</td>
<td>30</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>Creating, Managing, and Assessing School Learning Communities</td>
<td>3</td>
<td>Teaching 3 lessons to practice classroom management, and creating lessons based on data-driven decision making</td>
<td>Capstone and Extended Clinical</td>
<td>40</td>
</tr>
<tr>
<td>EDUC 480-487</td>
<td>Student Teaching</td>
<td>15</td>
<td>Supervised Student Teaching</td>
<td>Capstone and Extended Clinical, and Continuing Professional Development</td>
<td>600</td>
</tr>
</tbody>
</table>

**Total Hours 825**
Table 2 below contains information related to field and clinical experiences in additional courses at WVSU:

### Table 2: Additional Field Experience Hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Major Content Area</th>
<th>Field Experience Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 308</td>
<td>Art Education</td>
<td>Art Education</td>
<td>40 hours</td>
</tr>
<tr>
<td>Art 414</td>
<td>Teaching Art in the Middle and High School</td>
<td>Art Education</td>
<td></td>
</tr>
<tr>
<td>HHP 446</td>
<td>Methods of Elementary/Middle School Physical education</td>
<td>Physical Education &amp; Elementary Education</td>
<td>10 hours</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Teaching Reading in the Elementary School II</td>
<td>Elementary Education &amp; Reading Endorsement</td>
<td>20 hours</td>
</tr>
</tbody>
</table>
**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
- Bridgeview Elementary
- Dunbar Intermediate
- Dunbar Primary Center
- George Washington High
- Piedmont Elementary
- Pinch Elementary
- Pt. Harmony Elementary
- Richmond Elementary
- Mary C. Snow (West Side Elementary)
- Dunbar Middle
- Stonewall Jackson Middle
- Capital High
- South Charleston High

**Putnam County:**
- Poca Middle
- Poca High

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**Field Experience Policies**
Placement of Teacher Candidates

The Manager of Field and Clinical Experiences at West Virginia State University 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. If you have to be absent on a scheduled observation day, then you must call the school and/or teacher to let them know you will not be there. 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. You must follow the policy of the school which you are in as well as following the WVSU Teacher Candidate Dress Code Policy. Teacher Candidate Dress Code Policy is located in the Appendices and also online at http://www.wvstateu.edu/wvsu-catalog/undergraduate-degrees/department-education/forms.

The Praxis Series Tests:
West Virginia Department of Education requires passing scores on the Praxis Series Tests to obtain a teaching license. All candidates will be responsible for achieving passing scores on all Praxis I: Core Academic Skills for Educators (Core) test areas. This includes Reading, Writing, and Math prior to enrolling in upper division education courses. Praxis II: Principles of Learning and Teaching must be taken before student teaching, and Praxis II: PLT and Content test(s) must be passed before licensure. Information about testing requirements for your particular specialization can be found at http://www.ets.org/praxis/wv.
Public School Policies
Familiarize yourself with school and classroom policies and procedures. These include, but are not limited to the following: fire drill, shelter-in-place, discipline, etc. Always ask before you act if you do not know the policy.

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.

Tine Test
Candidates who are in classes that require field experience hours must have a valid Tine Test certifying that they are free of tuberculosis. Tine tests remain valid for two years from the date of testing. WVSU students can get their Tine test free of charge at the Student Health Services department located in the lower level of the Student Union. At the beginning of each semester, your education professor will have a sign-up sheet for you to register for this test at the health service department.

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 (See Appendix for form). This form is kept in your student advising folder. You will also be required to obtain a background check prior to student teaching and apply for a student teaching permit. More information on the student teacher permit can be found on the following website: http://wvde.state.wv.us/certification/forms/. You 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). See Appendices for a copy of the Code of Ethics.

WVSU and Education Department Policies

Academic Dishonesty
Academic dishonesty is defined as plagiarism, cheating, falsifying records, etc., and may be punished by sanctions imposed by the instructor and appropriate to the offense ranging from a written reprimand to a grade of F on an assignment or a grade of F in the course. The University reserves the right to suspend or dismiss a student guilty of a particularly serious infraction (Source: WVSU Catalog 2012-2013, page 86). Violation of the Academic Dishonesty Policy may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.

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

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

Social Media
NEVER communicate with public school students electronically through any type of media such as Facebook, Twitter, text messaging, etc. This will result in immediate removal from your field experience practicum. You should never look at or read students’ text messages and/or pictures. If students show you a message and/or picture on their cell phone or social media site you must report it immediately to your assigned cooperating teacher (including appropriate and inappropriate). You also need to be careful what you post and respond to on your personal social media sites. All communication on social media is never erased and can be traced; this could impact your ability to obtain a teaching licensure in West Virginia as well as other U.S. states.

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 may carry 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. Orient 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.
Graduation and Certification Requirements

1. Successfully complete an appropriate teaching specialization with a minimum of 120 semester hours. Candidates must successfully complete all courses and other requirements checked on their senior evaluation to qualify for graduation. Earn a minimum grade of C in all classes and have a 2.5 cumulative grade point average.

2. Successfully complete a state-required standardized proficiency test in each content specialization for which certification is sought, e.g., Elementary Education, Mathematics, Social Studies. These assessments will normally occur during the senior year or near the time that specialization requirements are completed. Candidates are obligated for testing costs. Passing scores required by the West Virginia Board of Education must be documented prior to recommendations for certification.

3. Successfully complete a state-required standardized proficiency test in professional education (Principles of Learning and Teaching – PLT) before student teaching.

4. Successfully complete a supervised student teaching experience at the programmatic levels and in each content specialization for which certification is being sought. All candidates will complete 600 clock hours of student teaching over 15 weeks and register for a total of 15 semester hours of credits, numbered from Education 480-487. Candidates will be assessed using an instrument jointly administered by the cooperating teacher and the university supervisor to verify the achievement of teaching skills. These skills have to be satisfactorily demonstrated and verified to meet certification and graduation requirements.

5. Candidates must file an application for graduation in the Registrar’s Office.

6. After graduation, candidates complete the application process for West Virginia licensure which includes being fingerprinted for an FBI Criminal background check.

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

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

Sources used in updating this handbook include:

1. WVSU Academic Catalog 2012 – 2013
2. WVSU Student Teaching Handbook 2013-2014
3. Wingate University Teacher Education Handbook
4. University of Charleston Student Teacher Handbook
5. Georgetown College Student Teacher Handbook
Department of Education

Appendices
Kanawha County Schools
Inclement Weather Procedures
Updated October 13, 2012

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Skirts, Dresses, and Skirted Suits:** For female candidates, dresses and skirts should be of an appropriate length. Dresses and skirts, and skirts that are split at or below the knee are acceptable. Mini-skirts, skorts, beach dresses, and spaghetti-strap or strapless dresses (worn without a sweater or jacket) are **inappropriate.**
- **Shirts, Tops, Blouses, and Jackets:** Dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire to be worn by male and female candidates. All shirts, blouses, sweaters, etc. must have sleeves. Bare shoulders or low-cut necklines and/or backless clothing are unacceptable. Shirts or blouses must cover the entire torso at all times, even in movement. Crop tops, tube tops, and halters are unacceptable. Any garment made of transparent and/or see through material is considered unacceptable.

- Most suit jackets or sport jackets are also acceptable attire, if they do not violate the prescribed guidelines. In addition, inappropriate attire include tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress. All these items are not allowed during professional experiences.

- **Slacks, Pants, and Suit Pants:** Slacks/pants that are similar to cotton khakis or synthetic material are appropriate and acceptable. Wool pants, flannel pants, and dressy capris are also acceptable. Inappropriate slacks/pants are jeans, sweatpants, exercise pants, pajama bottoms, Bermuda shorts, short shorts, shorts, bib overalls, tights, leggings, spandex, bicycle pants or any other form-fitting pants. Candidates shall wear their trousers, slacks, or pants properly. For example, the waist of the garment at their natural waist level without sagging. Intentionally torn, ripped, cut, or slashed pants are considered inappropriate and are not to be worn by candidates representing the education program.

- No undergarments, i.e. bras, panties, briefs or boxers may be visible. Also, no body parts of a personal or private nature should be exposed. Oversized or baggy clothing, which may present a safety hazard, may not be worn.

- **Shoes and Footwear:** All candidates must wear soled, enclosed shoes for personal safety reasons. Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Shower shoes, house shoes, slippers, flip-flops, sandals, or thongs may not be worn. Additionally, any similar flip flop/thong type shoes fitting between the toes are considered unsafe and therefore, are not allowed to be worn during field/clinical experiences.

- **Hats and Head Covering:** Any type of head covering (this includes hats of any type, scarfs, wraps, baseball caps...) is unacceptable. Head covers that are required for religious purposes or to honor cultural traditions are allowed with appropriate documentation and approval.
• **Accessories and Jewelry:** Accessories and jewelry should be selected with great care to promote public school student and teacher education candidate safety. Appropriate professional ties, scarves, belts, and jewelry are acceptable as long as these items are worn in moderation. Modest piercing of the ears is acceptable; however, excessive ear piercings, other facial, tongue, spacers or visible body piercing is unacceptable. Also, chain or spike jewelry is unacceptable for safety reasons.

• Any clothing, accessories, symbols, jewelry, or other paraphernalia, that depict or suggest association with a gang shall not be brought to school, worn at school, or in any way be present at any school related event.

• **Makeup, Perfume, and Cologne:** Students and other school personnel may be highly allergic to the chemicals in perfumes and make-up. Therefore, candidates should check with the school (teacher or principal) before going to their professional assignments to discuss what the school policy is regarding this subject.

• **Grooming Standards:** All candidates are expected to maintain appropriate masculine and feminine hygiene. Facial hair should be neat, clean, closely trimmed and not be a distraction to the learning environment. Tattoos and/or body art may be a distraction to the learning process; therefore, all tattoos must be covered.

• Hair should be kept neat, clean, and reasonably styled. Hairstyles are to be moderate, clean, kept and of natural color. Startling and/or extreme hairstyles (i.e., spiked, Mohawk, dyed with an unnatural color/tint, etc.) are unacceptable.

• **Dress Code Exceptions:** Candidates in Physical Education (PE) placements may wear athletic shorts (not stretch) one inch above the knee during instructional PE classes. Also, teachers of art, theater and/or the lab sciences may be required to wear the appropriate clothing and safety goggles unique to their content specialization.

• Candidates performing duty at ball games and/or other extracurricular activities shall dress in a manner befitting to their profession or the occasion (which may require work-type clothes, as approved by the principal).

• At times, candidates may be exempt from some of parts of the dress code during special activities such as field trips and other similar events. However, candidates must always adhere to standards of good taste. Specific appropriate attire may be worn on spirit days or school dress up days as announced or designated by the principal.
• **Disclaimer:**
While this list is seemingly inclusive, with any situations that are not addressed in this policy, candidates are to use their professional judgment and adhere to the spirit of this policy. During field/clinical experiences and professional experiences, if questions arise about the dress code policy then candidates are encouraged to discuss these questions with their university supervisor or professor.

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

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

**Source:**
KANAWHA COUNTY DRESS CODE - Student Dress Policy
Series: J36 - Issued: 11.17.2000
Revised: 05.15.2008

*Adopted by WVSU Department of Education Faculty Fall 2012*
NEA Code of Ethics

Preamble

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

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

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

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

PRINCIPLE I
Commitment to the Student

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student’s access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
PRINCIPLE II
Commitment to the Profession
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

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

Adopted by the NEA 1975 Representative Assembly
DEPARTMENT OF EDUCATION – WEST VIRGINIA STATE UNIVERSITY
INSTITUTE, WV 25112 - 1000
FIELD EXPERIENCE FINAL EVALUATION

EDUC _____  Index No._____
Circle or write in the appropriate class number.

Semester _______ Year_______
Candidate: _______________________________________
Student ID No. A00 ______
Content Specialization:______________________________ Semester _____Year____
WVSU Professor: ________________________________ Phone: _________________
Classroom Teacher: ________________________________ Phone: _________________
Name of School: ________________________________ No. of Weeks: _________
Subject/Grade: ________________________________ No. of Hours: _________

SCALE:
1. 4 Distinguished Exceeds expectations of a beginner.
2. 3 Accomplished Meets expectations of a beginner.
3. 2 Emerging Minimal expectations met (needs more development or experience).
4. 1 Unsatisfactory Does not meet expectations of beginner.
5. (NO) No Opportunity for student to perform competency.

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<thead>
<tr>
<th>I. STUDENT-FOCUSED EDUCATOR</th>
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<th>3</th>
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<tr>
<td>1. Was responsible and showed concern for public school students. (WVPTS: 2B)</td>
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<td>2. Showed genuine interest in teaching &amp; furthering the learning of students. (WVPTS: 2A)</td>
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<td>3. Assisted individual students or groups of students with lessons, learning needs, or other activities. (WVPTS: 2C)</td>
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<td>4. Related to students in a friendly and professional manner. (WVPTS: 2B)</td>
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<td>5. Related appropriately to the range of students’ backgrounds &amp; individual learning differences. (WVPTS: 2A)</td>
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<th>II. ROLE-MODEL</th>
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<td>1. Demonstrated poise, self-confidence, &amp; personal control. (WVPTS: 2C)</td>
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<td>2. Attendance &amp; participation were consistent &amp; punctual. (WVPTS: 2C)</td>
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<td>3. Exhibited a well-toned &amp; clearly articulated speaking voice. (WVPTS: 2B)</td>
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<td>4. Used correct grammar &amp; diction, both spoken &amp; written. (WVPTS: 2B)</td>
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### III. MEMBER OF A PROFESSION

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<tr>
<td>1. Interacted positively &amp; cooperatively with faculty, staff, &amp; students. (WVPTS: 5F)</td>
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<td>2. Displayed effective listening skills.</td>
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<td>3. Invited evaluation or correction; strived to improve &amp; learn. (WVPTS: 4B)</td>
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<td>4. Self-starter; initiated with little or no direction. (WVPTS: 4D)</td>
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<td>5. Reflective about his or her own behavior, thoughts &amp; feelings. (WVPTS: 4C)</td>
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<td>6. Assisted teachers &amp; staff with routine tasks &amp; activities. (WVPTS: 5F)</td>
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<td>7. Completed assigned responsibilities in a punctual &amp; dependable manner.</td>
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**OVERALL RATING**

The overall performance of the candidate was:

1. Excellent
2. Good
3. Satisfactory
4. Unsatisfactory
5. Other (Explain in comments section)

You would personally recommend this person to continue as a **candidate in teacher education, social work, or recreation.**

1. Without reservation
2. With reservation
3. Not willing to recommend
4. Other (Explain in comments section)

**COMMENTS:** Note any other specific strengths and/or weaknesses that may relate to future potential as a teacher or other comments that may be helpful for future professional growth.

Print Name of Classroom Supervisor____________________________

_________________________                    ____________________________
Date                                      Classroom Supervisor’s Signature
Candidate _______________________________ Student ID No. A00____
Semester: __________ Year: ___________

**PARTICIPATION RECORD – TIME SHEET / LOG**

EDUC _____    Index No.____

DEPARTMENT OF EDUCATION   WEST VIRGINIA STATE UNIVERSITY

The following is a record of time and activities listed with each visit. It is not an evaluation of the level of performance. Please use back if necessary.

PLEASE INITIAL EACH VISIT IN LAST COLUMN. ↓

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<tr>
<th>DATE</th>
<th>TIME IN</th>
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<th>TOTAL TIME</th>
<th>PARTICIPATION ACTIVITY (brief description)</th>
<th>TEACHER’S INITIALS</th>
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Page 1 total hours:  
Page 2 total hours:  
**TOTAL HOURS:**  

Please **sign** and date next to your title at the completion of your assigned hours.

Cooperating Teacher: ___________________________________ Date: ______
Candidate: _____________________________________________ Date: ______
University Professor: ________________________________ Date: ______
## PARTICIPATION RECORD - page 2 (TIME SHEET/LOG)

<table>
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<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>TOTAL TIME</th>
<th>PARTICIPATION ACTIVITY (brief description)</th>
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<td>Please initial each visit.</td>
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Page 2 total hours:
WVSU LESSON PLAN FORMAT GUIDE (Updated 1/13)

Teacher Candidate _____________________ Date ________________________
School _______________________________ Grade/Subject ________________
Lesson Topic __________________________

INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES
This is what you want the student to learn and understand or be able to do when the lesson is completed.
If concept based objectives (deals with information, understanding – what students will know) use: will be able to ... will create...define...name...record...select...match...restate...explain... discuss...distinguish between...
If performance based objectives (deals with skills, abilities and what students will be able to do) use: will be able to compute...demonstrate...operate...diagram...categorize...subdivide.

WV CSOs
Objectives must be supported with WV Content Standards (WVCSOs).
http://wvde.state.wv.us/csos
CSOs are very broad objectives and may be designed to cover many lessons. Your CSOs must support your lesson objectives and should not be greater in number than your lesson objectives.

NATIONAL STANDARDS
Objectives must be supported with at least ONE national standard. Your National Standard must match your lesson objective in content. For example if you are writing a lesson plan for reading you may want to use IRA, English (NCTE), physical education (AAHPERD), math (NCTM), social studies (NCSS), biology (NABT), science (NSTA).
National Standards are written to be very broad and may cover many lessons. Your National Standards are to support your lesson objectives and should not be greater in number than your lesson objectives.

MANAGEMENT FRAMEWORK
Describes how time is set to accommodate the lesson. Just give time and not details. For example:
Overall Time - 50 minute lesson
Time Frame - 10 min. teacher intro and demonstration
  30 min. student activity in pairs
  10 min. regroup for assessment and closure

STRATEGIES
Just list strategies or activities, do not give details. For example:
Teacher/student led discussion, student/group presentations, independent/group practice, guided instruction, teacher modeling/demonstration/simulations, pair activity, cooperative groups, study/peer groups, SQ3R, scaffolding, Think, Pair, Square, discovery learning, project/inquiry learning.
DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS
(Learning Styles, Students with Special Needs, Cultural Differences, ELL)
This is how you will accommodate students’ individual needs as these needs relate to lesson objectives.

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

**Introduction/ Lesson Set**
Use guiding questions, visuals, statements, and ways to assess prior knowledge and gain interest for the lesson.

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

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

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

**Diagnostic:**
Diagnostic is usually part of the introduction of the lesson. This is how you plan to assess students’ prior knowledge before the lesson is taught. For example:
You may ask an essential question/s about the lesson objectives or you may ask questions that challenge students to think critically about the lesson objectives.
You could use a KWL chart or a Venn diagram.
At this time you must decide if the students have enough prior knowledge to understand the lesson objectives. If they do not, you must decide if you need to extend the introduction and cover the knowledge needed to understand the lesson or if you need to go to the Extended Activities of the lesson.

**Formative:**
Formative is assessment you make during the lesson concerning lesson objectives.
Observe students as they work on projects, activities, or seatwork to assess objectives.
Assess knowledge of the objectives during discussion of your power point, Smart Board or Elmo.
Summative:
Summative usually is made during closure of the lesson. It is what students are able to discuss or do at the end of the lesson in relation to the objectives. You may observe, or ask direct questions with large group responses. The summative may also be a quiz or written assignment. The summative usually covers all the objectives. If not then the remaining objectives must be identified under diagnostic or formative.

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

EXTENDED ACTIVITIES

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

If Lesson Finishes Early
Identify an activity that is related to the lesson objectives. It may be a handout that you plan to use the next day to reinforce the lesson objectives. Or let students create questions to ask other students.
If you decide during the introduction that students do not have enough background to understand the lesson objectives, you may start a KWL chart concerning the lesson objectives. You could have students to identify four and five concepts they remember about a previous related lesson that will help them begin to build background needed for this lesson. The teacher or the students could create questions.

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

POST-TEACHING

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

Data Based Decision Making (If Needed)
If you are collecting data for this lesson you may construct a rubric, checklist, criteria list or some form of description to report data collection of students’ products or responses to the lessons objectives. The data alone has little if any value. You MUST use your analysis of the data to make decisions concerning future lessons. Data is collected to be used to drive future instruction.
### Rubric: WVSU Lesson Plan (Revised 1/13)

<table>
<thead>
<tr>
<th>Category</th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Lesson Objectives and Student Outcomes</td>
<td>*Objectives/Outcomes were clearly stated and described what students will learn and master</td>
<td>*Objectives/Outcomes were not clearly stated and/or one of the required elements were missing</td>
<td>*Objectives/Outcomes were not clearly stated and/or two of the required elements were missing</td>
<td>*Objectives/Outcomes were not clearly stated and two or more of the required elements were missing</td>
</tr>
<tr>
<td>Design of Lesson and Pedagogy</td>
<td>Extensively organized containing all parts: *Introduction/Lesson Set *Body/Transitions *Closure Strategies were designed to: *Engage students *Promote critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual, and partner learning experiences *Supported the objective/outcome of the lesson</td>
<td>Moderately organized containing two parts: *Introduction/Lesson Set *Body/Transitions *Closure Strategies only addressed 4 of the following: *Engage students *Promote critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual, and partner learning experiences *Supported the objective/outcome of the lesson</td>
<td>Minimally organized containing one part: *Introduction/Lesson Set *Body/Transitions *Closure Strategies only addressed 3 of the following: *Engage students *Promote critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual, and partner learning experiences *Supported the objective/outcome of the lesson.</td>
<td>Not organized Strategies were not designed to: *Engage students *Promote critical thinking and problem solving *No logical sequencing of meaningful activities *No balance of various learning experiences *Did not support the objective/outcome</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>*Reflected a deep knowledge of content *Identified and assessed prerequisite knowledge needed to understand the lesson</td>
<td>*Reflected a knowledge of content *Moderately identified prerequisite knowledge needed to understand the lesson *Did not assess the prerequisite knowledge</td>
<td>*Reflected limited knowledge of content *Did not identify or assess prerequisite knowledge needed to understand the lesson</td>
<td>*Did not reflect a knowledge of content *Did not identify or assess prerequisite knowledge that is needed to understand the lesson</td>
</tr>
<tr>
<td>Understands Characteristics of Students</td>
<td>*Designed to motivate and engage ALL students *Developmentally appropriate *Differentiated to meet the needs of different learning styles, students with disabilities, and high achievers *Includes activities for high and low achievers</td>
<td>*Designed to motivate and engage more than 50% of the students *Developmentally appropriate *Differentiated to meet two of the following: different learning styles, students with disabilities, and high achievers</td>
<td>*Designed to motivate and engage less than 50% of the students *Lesson is NOT developmentally appropriate *Differentiated to meet only one of the following: different learning styles, students with disabilities, and high achievers</td>
<td>*NOT designed to motivate and engage ALL students *NOT developmentally appropriate *NOT differentiated to meet unique characteristics of students</td>
</tr>
<tr>
<td>Assessment</td>
<td>* Described diagnostic, formative, and summative assessments *Assessments were aligned with ALL objectives/outcomes *Attached at least one formal or informal assessment tool</td>
<td>* Described diagnostic, formative, and summative assessments *Assessments were aligned with more than half of the objectives/outcomes *Attached at least formal or informal assessment tool</td>
<td>* Described diagnostic, formative, and summative assessments *Assessments were aligned with less than half of the objectives/outcomes *Attached at least informal assessment tool</td>
<td>* Did not describe diagnostic, formative or summative assessments *NOT aligned with objectives/outcomes</td>
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<td>------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Time Management and Mechanics</td>
<td>*Time management was addressed, completed within allotted time for lesson, and included all parts *All materials were listed *Extended Activities were identified, meaningful, developmentally appropriate, and differentiated *Extended activities for students that finished early *Extended activities if the lesson finished early *Planned for alternative activities if technology failed *Contained NO errors in grammar, spelling, and punctuation *Contained bullets for all information</td>
<td>*Time management was identified and completed within time frame but did not include all parts needed to successfully time manage the lesson. *All materials were listed *Extended Activities were identified but were missing one of the following: meaningful, developmentally appropriate, and differentiated *Extended activities for students that finished early *Extended activities if the lesson finishes early *Planned for alternative activities if technology failed *Lesson Plan contained 3 or fewer errors in grammar, spelling, and punctuation *Contained bullets for all information</td>
<td>*Time management was identified but was not completed within allotted time for lesson and does not divided into 3 divisions: Introduction/Lesson Set Body and Transitions or Closure *All materials were listed *Extended activities were identified but did not meet one or more of the following: meaningful, developmentally appropriate, and differentiated. *Limited activities for if the lesson finished early *Limited activities for if technology failed *Lesson Plan contained 5 or fewer errors in grammar, spelling, and punctuation *Did not contain bullets for information</td>
<td>*Time management was not identified *All materials were listed *No or limited extended activities *Lesson Plan contained more than 6 errors in grammar, spelling, and punctuation *Did not contain bullets for information</td>
</tr>
<tr>
<td>Reflection</td>
<td>*Explained what worked and did not work *Described in-depth ideas for improving instruction</td>
<td>*Moderately explained what worked and did not work *Listed some ideas for improving instruction</td>
<td>*Minimally explained what worked and did not work *Missing ideas for improving instruction</td>
<td>*Reflection missing or showed no instructional insights</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>*Assessment data was provided, calculated, analyzed, and used for future instructional decision making</td>
<td>*Assessment data was discussed but NOT calculated, analyzed, and used for future instructional decision making</td>
<td>*Assessment data was in lesson but NOT discussed</td>
<td>*No assessment data was given or attached</td>
</tr>
</tbody>
</table>
Grounds for Dismissal From the Teacher Education Program
And
FBI Background Check Notification Form

Grounds for Revocation or Suspension of Certificates. The [State] Superintendent may, after ten (10) days' notice and upon proper evidence, revoke or suspend the certificate(s) of any teacher for drunkenness, untruthfulness, immorality, or for any physical, mental or moral defect which would render him/her unfit for the proper performance of his or her duties, or for any neglect of duty or refusal to perform the same, or for using fraudulent, unapproved, or insufficient credit; or for any other cause which would have justified the withholding of a certificate when the same was issued. (West Virginia Code §§18A-3-2a, 18A-3-6)

Grounds for Denial of Licensure for Cause. A certificate shall not be issued to any person who is not of good moral character and physically, mentally, and emotionnally qualified to perform the duties for which the certification would be granted or for any other cause which would justify the revocation or suspension of certification. (West Virginia Code §§18A-3-2a, 18A-3-6)

Duty of County Superintendent. It shall be the duty of any county superintendent who knows of any immorality or neglect of duty on the part of any teacher, including student teachers, to report the same, together with all the facts and evidence, to the [State] Superintendent for such action as may be proper. In the case of a student teacher, the county superintendent must also send the report to the appropriate teacher preparation institution. Failure to report such information, if willful, may be grounds for revocation of the certificate of the county superintendent. (West Virginia Board of Education Policy 1340)

As a teacher education candidate at West Virginia State University, in the event, I do anything in my field placements or student teaching that warrants the above actions, I will be dismissed from the teacher education program according to the procedures contained in the university catalog.

I am aware that, when I seek employment and/or certification with a public school system in West Virginia, any of the 49 other states, District of Columbia, or US territories, I will have my fingerprints made as a condition for employment and/or certification. My fingerprints will be sent to the FBI for a criminal background check. I am aware that I may be denied employment or certification based on the results of this criminal background check.

I have read this information, and verify that West Virginia State University has made me aware of the grounds for dismissal from the program and the FBI criminal background check as a condition for certification and/or employment.

Have you ever been asked to leave a teacher preparation program?  [ ] Yes  [ ] No
If yes, please reason why.
____________________________________________________________________________________

Print Name: _________________________________  __________________

Signature: _____________________________________________________

Date: _________________________________________________________