

University of Charleston

Department of Education

Handbook for Candidates

2016

2300 MacCorkle Ave. SE Charleston, WV 25304

This handbook has been designed to provide information concerning department policies, procedures, and requirements for the University of Charleston's Teacher Education and Educational Studies Programs. This also includes requirements, standards, policies, and procedures required by the West Virginia Department of Education, the Council for the Accreditation of Educator Preparation (CAEP), the Teacher Education Accreditation Council (TEAC), the National Education Association (NEA), and Specialized Professional Associations (SPAs) pertinent to programs offered at the University of Charleston.

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Teacher Education Handbook

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INTRODUCTION

Welcome to the Department of Education at the University of Charleston (UC) where learning focuses on building student knowledge (KNOW), skills (DO), and dispositions (BE) through diverse, real-world learning experiences. UC's Department of Education prepares students to teach in the 21st Century classroom by encouraging them to become critical thinkers, collaborators, problem-solvers, and life-long learners. This program is unique because the faculty provides students with individual instructional feedback, a variety of opportunities to interact with classroom teachers, and small class sizes to maximize learning.

The Education Unit at the University of Charleston is fortunate to:

- *have qualified education faculty*
- *offer a variety of certification degree areas including Elementary Education K-6, Elementary Education/Special Education K-6, and Secondary Special Education 5-Adult*
- *offer a non-certification degree in Elementary Studies and Child Development – the only degree of its kind in the state*
- *have National accreditation from TEAC/CAEP*
- *help provide WV Department of Education certification that is recognized by all 50 states and the District of Columbia*
- *feature professionalism and integrity from the cooperating teachers and principals working in the public schools, and*
- *provide field experiences beginning freshman year with ethnically and economically diverse students in rural, urban and suburban schools.*

Henry Brooks Adams, a Pulitzer Prize winning historian, once said - "A teacher affects eternity; he can never tell where his influence stops." The education faculty at UC hopes to provide a positive impact on your university learning experience by assisting in your development of knowledge, skills, and dispositions. Again, welcome to UC's Education Program, and we look forward to helping you achieve your dream of becoming a professional educator.



Dr. Raymond Singleton
Chair, UC Department of Education

Overview of Institution

The University of Charleston is an independent, private, four year university offering Bachelor of Science, Bachelor of Arts, Master of Forensic Accounting, Master of Business Administration, Master of Science in Strategic Leadership, Master of Physician Assistant Studies, and Doctorate in Pharmacy and Doctorate of Executive Leadership degrees. UC holds accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Historical Context

Founded in 1888 as Barboursville Seminary with affiliation to the Methodist Episcopal Church South, the institution became Morris Harvey College in 1901, named after a prominent donor. In 1935 the college moved to Charleston, and in 1942, it became an independent college. The Board of Trustees changed the name to the University of Charleston in 1978 to reflect the institution's strong ties to the local community and recognize the diversity of programs offered.

In order to create a unique learning environment, the faculty of the University of Charleston voted to become an outcomes-based institution in 1995. Since then, it has received national recognition for the improved performance of its graduates on a standardized instrument (Collegiate Learning Assessment) as well as its high scores on the National Survey for Student Engagement. The revised University program is organized around these Liberal Learning Outcomes (LLOs): Creativity, Citizenship, Communications, Ethical Practice, Inquiry, and Critical Thinking.

UC's First Year Experience (FYE) curriculum is a set of courses designed for the freshman year that replaced the traditional general studies courses with an interdisciplinary format for study. Even during the freshman year, the interdisciplinary arrangement of courses is focused on the themes and outcomes of the LLOs. This new approach allows students to participate in an accelerated program of studies based on their ability to meet the performance outcomes and program requirements. As soon as students demonstrate their ability to address and meet the outcomes at the acceptable levels of performance, they can proceed to further coursework. This approach also supports a teacher candidate's understanding of assessment as a tool for determining individual success.

The Department of Education at the University of Charleston (UC) prepares students who will be ***committed educators, lifelong learners, and community servants***. More specifically, the education faculty provides students with the opportunity to develop the knowledge (KNOW), skills (DO), and dispositions (BE) to become an effective educator. The Department of Education's conceptual framework of *Know, Do, Be* and our mission statement of *Teacher as a committed educator, life-long learner, and community servant* are consistent with the institution's mission.

Overview of the Department of Education

University of Charleston Department of Education

- Accreditation by the West Virginia Department of Education
- National accreditation by the Teacher Education Accreditation Council and seeking accreditation by the Council for the Accreditation of Educator Preparation (CAEP)
- Field experiences in diverse settings beginning in the freshman year
- Unique opportunities for observation and field experiences in nearby schools
- Significant field experience placements within certification area to prepare students for their student teaching experience

Programs Offered

Four fields of study are offered, three of which lead to initial certification:

- Elementary Education (K-6)
- Elementary Education (K-6) and Special Education (K-6)
- Secondary Special Education (5-Adult)
- Elementary Studies and Child Development (non-certification)

*See appendices for degree plans for required courses.

MISSION:

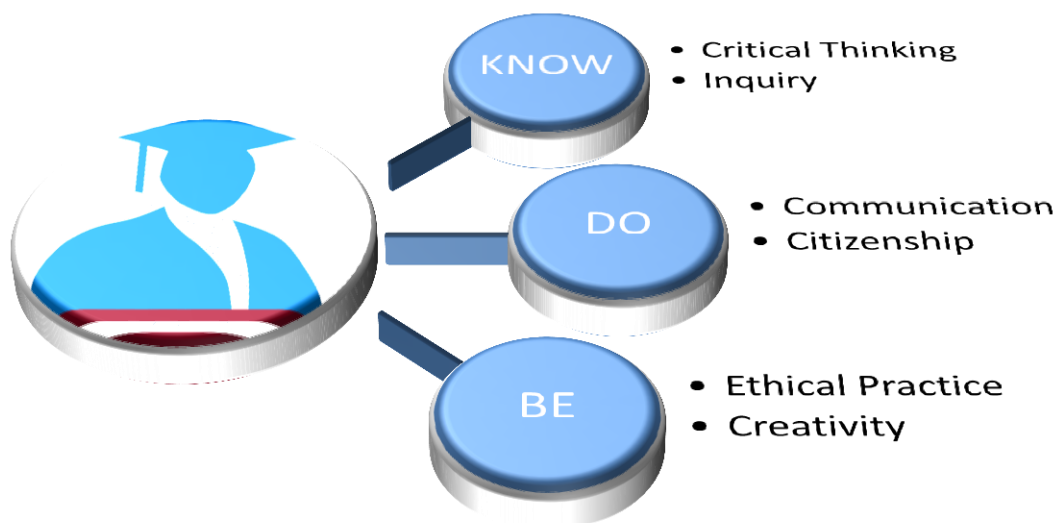
The mission of the University of Charleston's Department of Education is to prepare candidates who will be **committed educators, lifelong learners, and community servants**. More specifically, the education faculty provides candidates with the opportunity to develop the knowledge (KNOW), skills (DO), and dispositions (BE) to become an effective educator.

This mission statement is reflected in almost every facet of the Department of Education. In terms of the student teaching and/or internship, we expect our candidates to be educators who are committed to their learners, their colleagues, their work, and the school or organization in which they are teaching and/or working. We, likewise, expect our candidates to demonstrate a need to learn continually about the profession, their subject matter, their own practice and their learners. This requires candidates to be both intellectual and reflective practitioners. Finally, we encourage our candidates to perform service, not only to their students/learners and schools/community sites, but also to the community at large. The student teaching or internship experience has been designed to enable candidates to extend, refine, and apply knowledge in a real world setting to bring to life the mission of our department.

Philosophy

The Department of Education's main elements, 'Know', 'Do', and 'Be', are essential parts of the conceptual framework, which aligns with the University's six outcomes. Education graduates develop knowledge (Know) using **Critical Thinking** and **Inquiry**, skills (Do) through **Communication** and **Citizenship**, and dispositions (Be) of **Ethical Practice** and **Creativity**.

The following image illustrates the connections among the university's Liberal Learning Outcomes and elements of the Department of Education's Know, Do, Be concept.



Knowledge (KNOW)

Upon graduation, UC's candidates have the content knowledge needed to facilitate the learning of their future students and clients. The content is specifically aligned with state and national standards. Their knowledge reflects and demonstrates their professional experiences at UC and their ability to meet state and national requirements.

Pedagogy (DO)

Upon graduation, UC's candidates have the pedagogy necessary to design research-based instruction that promotes "best practices" and in-depth learning. Candidates have the ability to self-assess and reflect on their instructional practice and make changes based on these assessments and reflections. Their pedagogy reflects and demonstrates their ability to design and implement instruction in the P-12 or community setting.

Dispositions (BE)

Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, educational specialists, program directors, faculty, and candidate self-analysis.

As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program and Educational Studies Program (pre-candidacy), admission to the program (candidacy), and student teaching or internship (program completion), they are required to demonstrate an understanding of "Know Do Be" at increasingly sophisticated degrees.

Program faculty base their instructional practices on constructivist and multiple intelligence theories supported by a belief in universal design for learning and differentiated instruction. The work of Gardner (1983), Marzano (2001) and others guides practices in designing effective instruction with both formative and summative assessments.

To fulfill the mission of the Department of Education, we have adopted the following outcomes:

Department of Education Outcomes

Education graduates:

- apply and demonstrate discipline specific content knowledge, skills, and practices
- apply and demonstrate developmentally appropriate pedagogical knowledge, skills, and practices to prepare P-12 students for college and career readiness
- exhibit appropriate, professional dispositions required of educators
- demonstrate high academic achievement and ability (i.e., candidate selectivity and quality)
- demonstrate, analyze, and evaluate their effectiveness and impact on P-12 student learning
- apply, demonstrate, analyze, and evaluate their ability to effectively plan, provide, and assess instruction during clinical practice
- demonstrate fulfillment of UC's Liberal Learning Outcomes at all 3 levels

The West Virginia Department of Education Standards

West Virginia Professional Teaching Standards (WVPTS)

During the spring of 2009, the West Virginia Department of Education created new teaching standards titled *West Virginia's Professional Teaching Standards* (WVPTS). Due to this change, the UC education faculty has aligned UC program standards with these new WVPTS. The standards are as follows:

Standard 1 - Curriculum and Planning:

- Core Content
- Pedagogy
- Setting Goals and Objectives for Learning
- Designing Instruction
- Student Assessments

Standard 2 - The Learner and the Learning Environment

- Understanding Intellectual/Cognitive, Social, and Emotional Development
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Implementing Classroom Procedures
- Managing Student Behaviors
- Organizing Physical Space

Standard 3 – Teaching

- Importance of Content
- Communicating with Students
- Questioning and Discussion Techniques
- Student Engagement

- Use of Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Standard 4 – Professional Responsibilities for Self-Renewal

- Professional Learning
- Professional Collaborative Teams
- Reflection on Practice
- Professional Contribution

Standard 5 – Professional Responsibilities for School and Community

- School Mission
- School-wide Activities
- Learning-centered Culture
- Student Support Systems
- Student Management Systems
- School, Family, and Community Connections
- Strategic Planning/Continuous Improvement
- Teacher Leadership
- Ethical Standards

In addition to the Department of Education Outcomes, all coursework is aligned with and integrates with national content area standards, West Virginia Department of Education's Global 21 Learning (see below), International Society for Technology in Education (ISTE) (see below), Principles of Learning and Teaching, and Praxis Content areas (<http://www.ets.org>).

West Virginia Department of Education: Global 21 Learning - 21st Century Skills

- **Information and Communication Skills:** Information processing skills include information and media literacy, visual literacy as well as communications and technology literacy, and oral, written and multimedia communication. These include using research tools, such as word processing, e-mail, presentation software and the Internet, to access, manage, integrate, create and communicate with others.
- **Thinking and Problem-Solving Skills:** These skills use problem-solving tools, such as spreadsheets, decision support and design tools, to develop critical thinking, systems thinking, problem solving, creativity and innovation.
- **Personal and Workplace Productivity Skills:** These skills include interpersonal and collaboration skills, the ability to self direct, adaptability, ethical behavior, social/personal accountability, leadership, as well as project planning and development.

International Society for Technology in Education (ISTE)

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments
- Model Digital-Age Work and Learning Promote and Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social,

emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-ready standards.

Standard 2: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Standard 4: The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

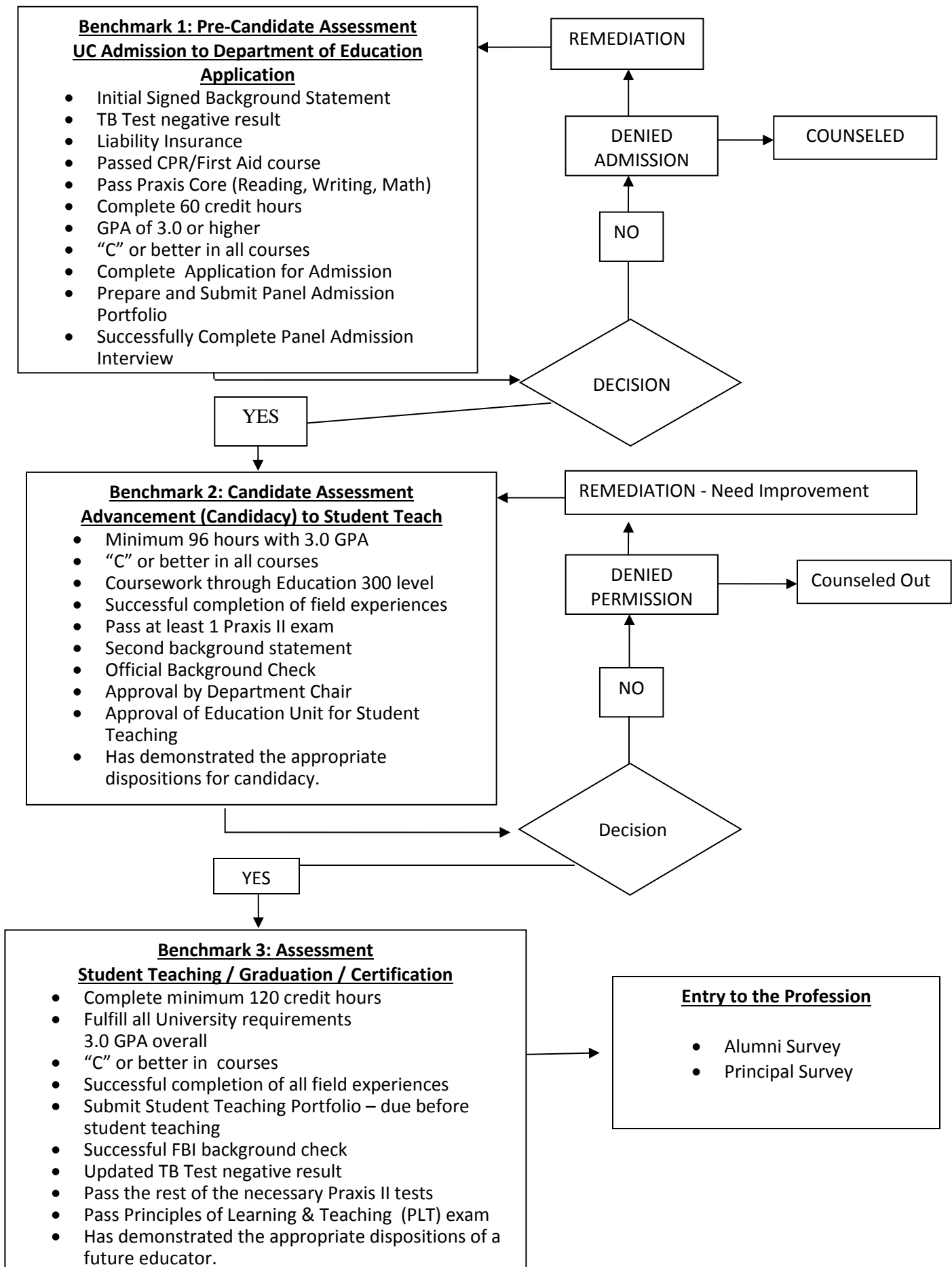
Formal Admission to the Department of Education

Students who have gained general admission to the University of Charleston and wish to be admitted to the Teacher Education Program (certification area degrees) or the Educational Studies Program (non-certification area degrees) take courses during the first two years at the institution that meet [Liberal Learning Outcomes](#) and satisfy Education core requirements. To be officially admitted to the Department of Education, the student must:

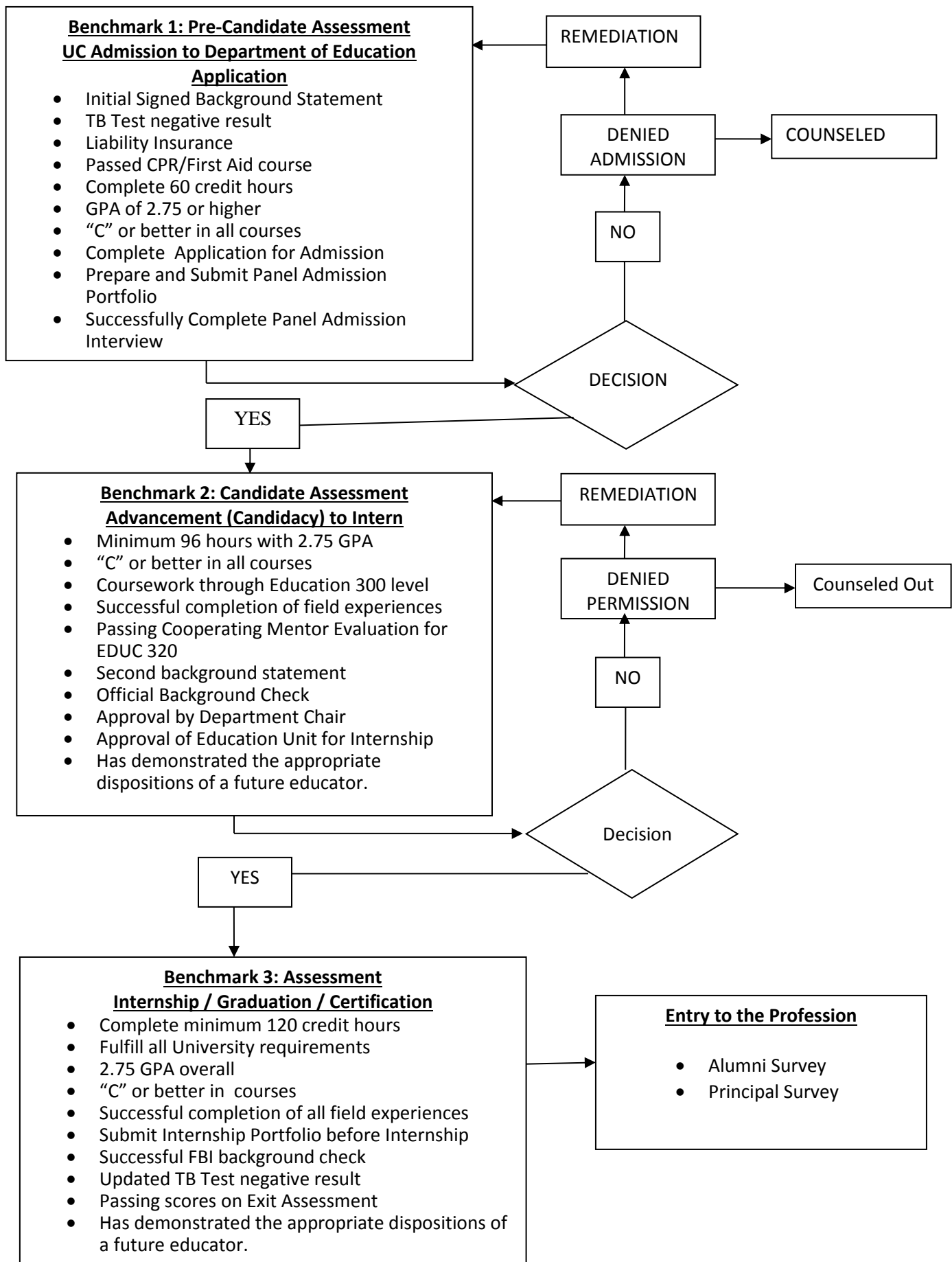
- Have completed 60 hours of coursework by the end of the semester in which they apply
- Have a **GPA of at least 3.00** in professional education courses, content area, and overall **for students pursuing a teaching certification area degree (Teacher Education)**
- Have a **GPA of at least 2.75** in professional education courses, content area, and overall **for students pursuing a non-certification area degree (Educational Studies)**
- Have passing scores on file for Praxis Core Academic Skills for Educators tests (or an ACT score of 26 or above or SAT score of 1170 or above). *Not required for non-certification degrees (Educational Studies).*
- Have submitted results of a negative tuberculosis (TB) test as a freshman (no further testing will be required) and completed a Background Check
- Complete all freshman-level portfolios (COMM 101, 102, 103, UNIV 101, UNIV 102 or UNIV 203 if a transfer student) with passing grades
- Complete [Application for Admission to the Department of Education](#)
- Participate in the Admission Process (Panels), which includes an interview conducted by Arts and Sciences faculty, public school educators, and community professionals.
- **Submit electronic portfolio** prior to panel interview including:
 - Letter of introduction
 - Current resume
 - Sample lesson plan and reflection
 - Philosophy of education
 - One field experience evaluation
 - Professional learning experience reflection
 - Technology work sample and reflection
 - Work sample from an Arts & Sciences course and reflection
 - Work sample connected to ACEI standards (Elementary Education/Special Education) or CEC standards (Secondary Special Education)

Upon completion of the Admission to the Department of Education Process, students are fully admitted, provisionally admitted, or denied admission to the Teacher Education Program or Educational Studies Program. The student has two semesters (including Summer) to clear all deficiencies.

UC Teacher Education Program Progression Requirements and Assessments



UC Educational Studies Program Progression Requirements and Assessments



Department of Education Liberal Learning Outcome Courses

The following are the Department of Education Liberal Learning Outcome courses. As a student, you must post all documents related to each LLO obtained in your course work. Before a course grade can be given, your graded rubric, reflection, and the final product must be posted in your ePortfolio. They must represent the appropriate LLO and reflect the correct Level (Foundational, Mid-level, or Advanced), Number, or Designation. All postings must occur before the end of the semester in order for a course grade to be given.

1. Citizenship Courses

Course Number and Title	Level	Designation	Year
EDUC 203: Survey of Students w/Exceptionalities	Advanced	Civic Involvement (1.4)	Sophomore

2. Communication Courses

Course Number and Title	Level	Designation	Year
EDUC 299: Theories of Learning & Teaching	Mid-Level	2.1 Writing	Sophomore
EDUC 320: Integrated Methods	Mid-Level	2.2 Speaking	Junior
EDUC 422: Student Teaching in Special Education	Advanced	2.2A Speaking	Senior
EDUC 497: Student Teaching in the Content Areas	Advanced	2.2A Speaking	Senior
EDUC 498: Internship in Educational Studies	Advanced	2.2A Speaking	Senior

3. Creativity Courses

Course Number and Title	Level	Designation	Year
EDUC 378: Integrated Elementary Methods	Advanced	3.3	Junior/Senior
EDUC 422: Student Teaching in Special Education	Advanced	3.3	Senior
EDUC 497: Student Teaching in the Content Areas	Advanced	3.3	Senior

4. Critical Thinking Courses

Course Number and Title	Level	Designation	Year
EDUC 320: Integrated Methods	Mid-Level	4.2	Junior
EDUC 422: Student Teaching in Special Education	Advanced	4.3	Senior
EDUC 496: Seminar in the Content Area	Advanced	4.3	Senior

5. Ethical Practice Courses

Course Number and Title	Level	Designation	Year
EDUC 250: Technology in the Schools	Mid-Level	5.2	Sophomore

6. Inquiry Courses

Course Number and Title	Level	Designation	Year
EDUC 496: Seminar in the Content Area	Advanced - Research in Major	6.3	Senior

National Education Association Code of Ethics of the Education Profession

Adopted by the 1975 Representative Assembly of the National Education Association

As a future educator, it is imperative that all teacher candidates project and embrace the following Code of Ethics for Education.

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.

The Department of Education's Performance Assessment System

Determining What Candidates and Graduates Will KNOW, DO, and BE

Stage	How does the Unit assess what candidates KNOW, DO, and BE (Dispositions)?
Benchmark I (At Admission) Pre-Candidate Assessment UC Admission to Department of Education Application <i>Normally at the 60 hour point</i>	<ul style="list-style-type: none"> ▪ Candidate submits initial signed background statement (DO) ▪ Candidate submits TB test with negative result (DO) ▪ Candidate has passed CPR/First Aid course (KNOW) ▪ Candidate submits passing scores on Praxis CORE (Reading, Writing and Math) (KNOW) ▪ Candidate has completed at least 60 credit hours with a GPA of 3.00 or higher (content, professional education core, and overall) (DO) ▪ Candidates not seeking certification must have a GPA of 2.75 or higher (content, professional education cored, and overall) (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate submits an application for admission which includes university transcripts and faculty recommendations (DO) ▪ Candidate prepares and submits a Panel Admission Portfolio (DO, KNOW) ▪ Candidate successfully completes a Panel Admission Interview (DO, KNOW) ▪ Candidate has demonstrated the appropriate dispositions for pre-candidacy (BE)
Benchmark II (At MID-POINT) Candidate Assessment Advancement (Candidacy) to Student Teach <i>Normally at the 90-100 hour point</i>	<ul style="list-style-type: none"> ▪ Candidate has completed a minimum of 96 credit hours with a GPA of 3.00 or higher (DO) ▪ Candidates not seeking certification must have a GPA of 2.75 or higher (content, professional education cored, and overall) (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate has completed course work through Education 300 level (KNOW) ▪ Candidate has successfully completed all field experiences (DO, KNOW) ▪ Candidate has passed <i>at least one</i> Praxis II exam (KNOW) ▪ Candidate submits a second signed background statement (DO) ▪ Candidate completes and submits an official background check (DO) ▪ Successful candidates must be approved by the Department Chair and the Education Unit for Student Teaching (BE) ▪ Candidate has demonstrated the appropriate dispositions for candidacy (BE)
Benchmark III (At EXIT from program) Student Teaching / Graduation / Certification	<ul style="list-style-type: none"> ▪ Candidate has completed a minimum of 100 credit hours (DO) ▪ Candidate has fulfilled all University requirements (DO) ▪ Candidate has achieved a GPA of 3.00 or higher in all course work (KNOW) ▪ Candidates not seeking certification must have a GPA of 2.75 or higher (content, professional education cored, and overall) (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate has successfully completed all field experiences, including student teaching (DO, KNOW) ▪ Candidate submits Student Teaching Portfolio (DO, KNOW) ▪ Candidate has successfully passed FBI background check (DO) ▪ Candidate has passed all required Praxis II exams (KNOW) ▪ Candidate has passed the Praxis PLT (Principles of Learning and Teaching) exam (KNOW) ▪ Candidate has demonstrated the appropriate dispositions of a future educator (BE)
POST-GRADUATION <i>1 to 2 years into teaching</i>	<ul style="list-style-type: none"> ▪ Graduates complete Alumni Survey assessing quality of the Department of Education (DO) ▪ Principal Surveys are sent to employers to evaluate graduates' preparedness for full-time employment as educators (KNOW)

BACKGROUND CHECK

The State of West Virginia Department of Education requires that education majors sign a statement (See WV codes 18A-3-2a, 18A-3-6 and Policy 1340 below) of understanding documenting that they will be required to be fingerprinted and submit a criminal background check before student teaching. This statement must be signed every semester during advising. Student teaching (which is required for completion of teacher certification) may be denied based on the results of this background check/fingerprinting process. When education majors apply for teacher certification, they are again required to be fingerprinted and submit a criminal background check as a condition for certification and/or employment. Employment and/or certification may be denied based on the results of this background check.

West Virginia Codes apply to Education Majors when they are completing their field experiences, during their student teaching or in the job setting:

18A-3-2a, 18A-3-6: 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.”

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 emotionally 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.”

WV Board of Education Policy 1340: 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.

Upon initial enrollment, Education majors will be asked to sign a statement in which they document their understanding that they will be **required to submit fingerprints to the county school system prior to student teaching**. At graduation **when certification application is submitted, teacher candidates are required to again be fingerprinted and submit for a criminal background check as a condition for employment and/or certification**. Employment and/or certification may be denied based on results of this background check.

Part of the certification form submitted to the WVDE asks candidates about:

- 1) Have you ever had adverse action taken against any application, certificate, or license in any state?
- 2) Have you ever been disciplined, reprimanded, suspended, or discharged from any employment because of allegations of misconduct?
- 3) Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of alleged misconduct?
- 4) Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?
- 5) Have you ever been arrested, charged with, convicted of, or are currently under indictment for a felony?*

- 6) Have you ever been arrested, charged with or convicted of a misdemeanor? (For the purpose of this application, minor traffic violations should not be reported.) Charges or convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.*

If a candidate answers yes to any of the previous questions, he/she must submit a narrative with the application including dates, locations, school systems, and all/any other information that explains the circumstance(s) in detail. *For a YES response to items 5 & 6, the following must be included for all charges, including those that have been dismissed or expunged: 1) Judgment Order; **OR** 2) Final Order; **OR** 3 Magistrate Court Documentation; **AND** 4) all other relevant court documentation.

By signing below, I acknowledge I am aware of the information above and realize that any falsification or lack of reporting is grounds for dismissal from the Education Program. I also am aware that I may confidentially submit a request to the West Virginia Department of Education that would provide an indication of whether previous incidents might have a negative impact on my future teacher certification.

I am aware that I will be required to pay for and submit fingerprints to the county school system prior to student teaching. I also acknowledge that I will need to pay for and submit a national criminal background check as a condition for teacher certification and employment in West Virginia or any of the 49 other states, District of Columbia, or US territories. I am aware that I may be denied employment or certification based on the results of this criminal background check.

Have you ever been asked to leave a teacher preparation program?

_____ Yes _____ No

If yes, please explain.

Print full name: _____

Permanent Address:

Phone: _____

Signature: _____ Date: _____

PROFESSIONAL AFFILIATIONS

Teacher candidates are encouraged to seek out opportunities to participate in the larger professional educational community. Membership in the Student Education Association (SEA), an affiliate of the National Education Association (NEA) and West Virginia Education Association (WVEA) or in the American Federation of Teachers (AFT) or Professional Educators Association is recommended. In addition, candidates should consider membership in content specific organizations such as the International Reading Association (IRA), Association for Childhood Education International (ACEI), National Council of Social Studies (NCSS), National Science Teachers Association (NSTA), National Council of Teachers of English (NCTE), American Association of Health Education (AAHE), National Association for Sport and Physical Education (NASPE), Council of Exceptional Children (CEC) or the Association for Supervision and Curriculum Development (ASCD).

BENCHMARK I: PRE-CANDIDACY

1. Acceptance and enrollment at UC does not automatically make one a candidate in the Teacher Education Program or the Educational Studies Program.
2. All prospective education students will submit information including a current negative tuberculosis test at admission to the Department of Education and undergo a background check before student teaching.
3. All Teacher Education (certification area) majors must successfully complete the Mathematics, Reading, and Writing sub-tests of the Praxis Core: Core Academic Skills for Educators (CORE). Students with ACT scores of 26+ or SAT scores of 1170+ and students who have earned a Master's degree are exempt. Educational Studies (non-certification area) majors are not required to pass Praxis Core.
4. In order to be admitted to the Department of Education, Teacher Education majors must have completed 60 credit hours by the end of the semester in which they apply for admission, and have a grade point average of 2.75 (or greater) with no grade lower than "C." The G.P.A. will be computed as follows:
 - a. **Overall 3.00** - All course work at admission to the Teacher Education program including COMM 101, 102, and 103, UNIV 101 and 102 (or 203), UNIV 112;
 - b. **Professional Education (Education Core)** – 3.00 for all professional education courses – "C" or better;
 - c. **Content Specialization(s)** – 3.00 for all required course work completed in the candidate's chosen teaching specialization(s) – "C" or better
 - d. Students must demonstrate proficiency in computer information skills by earning a grade of "C" or better in EDUC 250.
 - e. Currently, there are no restrictions upon the number of Praxis Core (or Praxis II) test retakes a candidate may have. It is recommended that students who have difficulty passing a particular sub-text seek tutoring from the Academic Success Center or make use of study materials available from the UC Library or from the Department of Education office.
5. In order to be admitted to the Department of Education, Educational Studies majors must have completed 60 credit hours by the end of the semester in which they apply for admission, and have a grade point average of 3.0 (or greater) with no grade lower than "C." The G.P.A. will be computed as follows:
 - a. **Overall 3.0** - All course work at admission to the Teacher Education program including COMM 101, 102, and 103, UNIV 101 and 102 (or 203), UNIV 112;
 - b. **Professional Education (Education Core)** – 3.0 for all professional education courses – "C" or better;
 - c. **Content Specialization(s)** - 2.75 for all required course work completed in the candidate's chosen teaching specialization(s) – "C" or better

- d. Students must demonstrate proficiency in computer information skills by earning a grade of "C" or better in EDUC 250.

PANEL PROCESS

Once all of the above criteria are met, the student must complete ***Application for Admission to the Education Program and Panel Interview*** while taking EDUC 299 Theories of Learning and Teaching (offered each spring), and participate in the Admission Process, which includes an interview conducted by Education faculty, public school educators, and community professionals. The student will submit an electronic ***portfolio*** prior to panel interview including:

- letter of introduction
- current resume
- sample lesson plan or skills plan and reflection
- philosophy of education
- one field experience evaluation
- professional learning/development experience reflection
- technology work sample and reflection
- sample of work in an Arts & Sciences course and reflection
- work sample connected to ACEI standards (Elementary Education/Special Education) or CEC standards (Secondary Special Education)

Upon completion of the Admission Process, students are admitted fully, admitted provisionally, or denied admission to the program. If a Teacher Education major **has an overall 3.00 G.P.A., has successfully passed all 3** (Mathematics, Reading, and/or Writing) required sub-tests of the Praxis Core, and/or a combination, he or she is eligible for full admittance to the program. . If a Teacher Education major **has an overall 2.5 G.P.A. and has successfully passed all 3** (Mathematics, Reading, and/or Writing) required sub-tests of the Praxis Core, he or she is eligible for provisional admittance to the program.

If a student is provisionally admitted to the program, the student must meet the full admission requirements **within two semesters (including summer semester)**. A student who is provisionally admitted to the program is allowed to take EDUC 320 while he or she is preparing to meet the requirements for full admission. If the student does not meet the requirements for full admission within two semesters, the student must go through the Panel process again before full admission is granted. The student will not be allowed to continue forward in the program until all requirements are met. Students who are provisionally admitted and fulfill the missing requirements within two semesters will not need to go through the Panel Interview process again.

LIABILITY INSURANCE

Once candidates are enrolled in methods courses and student teaching/internship (EDUC 422, EDUC 497, EDUC 498) there is a need for liability insurance. Limited coverage is provided under the University of Charleston policy; however, all students are encouraged to have additional benefits; WVSEA membership provides one million dollars in free coverage.

TB Test Information

All students **MUST** have TB test with a negative result on file in the Education Office before field placements can begin.

TB tests are available at:

Kanawha Charleston Health Department
108 Lee Street, East
Phone: 304-348-8080
Monday/Tuesday/Friday
8:00 a.m. - 3:30 p.m.

APPEALS PROCESS

- a. In addition to the existing appeals process stated in the University Catalog for review of grading system, policy on grade appeal, D and F Repeat Rule, academic probation and dismissal policy, all students have the following Due Process/Student Rights.
- b. Students who have specific personal or academic complaints or grievances (excluding grade complaint or appeal) related to any aspect of the Teacher Education or Educational Studies Program should specify the complaint, in writing, to the Department Chair, or to the Dean of the Division of Arts & Sciences.
- c. Students who are denied admission to the program may appeal the decision in writing to the Dean (Division of Arts & Sciences) and also request, via the Department Chair, a hearing. Written results are provided within two weeks after the hearing.
- d. The Arts & Sciences Division, as the Unit, hears appeals from students regarding denial of admission to the program or clinical practice, removal from clinical practice, or other issues as necessary. Such appeals are made through the Chair of the Department of Education who appoints a substitute chair for the appeal hearing.

FIELD EXPERIENCE

Students are reminded that they represent the University when they are out in the schools and should behave and dress professionally. Specific requirements of the field studies are:

- a. Students must clock a minimum of 140 hours of field-based experience distributed within EDUC 100, 203, 204, 299, and 320 and other specialized methods courses.
- b. Students who have to withdraw from courses early in the semester must also contact their cooperating teacher and Field Experience Coordinator by phone, letter or visitation to the school site. After the Field Experience Coordinator has received this information, the Field Experience Coordinator will contact the school or site to terminate the placement.
- c. Students must interact in instructional sites which serve culturally diverse and special needs learners, or the sites should have other unique characteristics.
- d. If a student becomes ill or is unable to report to the school site at a previously arranged time, he/she must notify the cooperating teacher; therefore, students must have the school phone number as well as the home number of the cooperating teacher.
- e. Student performance and dispositions will be evaluated by cooperating teachers and/or the University supervisor during each field experience. These evaluations become a part of permanent student files. Successful completion of the field experience is required for a passing course grade. Students are responsible for submitting the official log signed by the teacher for the specified number of hours.
- f. All field experiences and/or service learning must be completed to receive a passing grade in education courses which require fieldwork.

- g. Students who do not complete the field experience required for the course will receive a grade of D or F, which warrants repeating the course.
- h. Students taking different courses that require either field experience hours cannot use the same required hours for two or more courses
- i. Students should not participate in settings where possible conflicts of interest exist (i.e., where relatives or friends work).
- j. Participation can be terminated by school site personnel, course instructor, or the Department of Education Chair when it is deemed to be in the best interest of the student, school, or learners.
- k. When students report to the school, they must present their UC 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.
- l. Students must arrange a scheduled observation and be punctual in meeting the arranged time.
- m. Students are to treat all information learned about individuals or schools in the instructional setting as **CONFIDENTIAL**.
- n. Students must exhibit appropriate dress and display professional behavior. All interactions with students in the placements must remain professional.

Memorandum of Understanding

The purpose of this Memorandum of Understanding is to clearly identify the professional dispositions and behaviors that Candidates are to exhibit in their observations and school placements.

Conduct

While completing the field observation, Candidates must conduct themselves in a professional manner. Upon entering the observation, Candidates agree to follow the rules of the school system as well as policies of the University of Charleston, Department of Education. Candidates should view this experience as an opportunity to learn from their cooperating teacher(s) and to develop and demonstrate their teaching skills. Actions and words during the placement should be carefully considered, as they will affect both the Cooperating Teacher Evaluation and the written/verbal recommendations given for the Candidate by the Cooperating Teacher, University Supervisor, and school administrators.

Candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from their placements and, if necessary, dismissal from the Teacher Education Program at the University of Charleston.

Field Placements

Placements are made in conjunction with the school districts and identified partner schools. Candidates are not allowed to request or locate a Placement. Candidates will be placed with a licensed and experienced cooperating teacher in the appropriate licensure area and grade ranges. Candidates will not be allowed to request a specific grade level placement.

Attendance

Candidates are required to be at their assigned school on the assigned days of the week to be arranged with the Cooperating Teacher. It is vital that the Candidate contact his/her cooperating

teacher and University Supervisor immediately if an event occurs that will prevent him/her from being on time or require him/her to be absent. Candidates who have absences that are not warranted and/or fail to contact their cooperating teacher and University Supervisor may be removed from their placement.

Lesson Plans

Candidates will follow the University of Charleston, Department of Education adopted lesson plan format. Lesson plans must be submitted at least two (2) teaching days prior to the day the lesson will be taught in order to provide time for feedback and approval from the cooperating teacher. Failure to turn in lesson plans to the cooperating teacher at least two days before teaching the lessons in question may jeopardize the Candidate's continuance in his/her placement.

Dispositions/Professional Behaviors

As noted above, Candidates are expected to follow all rules and policies of the school/school system as well as the University of Charleston, Department of Education, including those pertaining to dress code and grooming, written and oral language, and communicating and interacting with students, mentors, and peers. Candidates should assume the role of an adult professional in-training and behave accordingly. If a Candidate is unsure of appropriate professional behavior or encounters a problematic situation, he/she should consult the cooperating teacher, University Supervisor, Department Chair, or other school personnel as soon as possible for guidance and assistance.

Guidelines for Students during Field Experience

- * Begin your field experience as soon as you receive your placement.
- * Introduce yourself to your cooperating teacher and the school principal.
- * Exchange contact information (email, telephone number) with your cooperating teacher.
- * Work out a schedule with your cooperating teacher for you to observe/teach lessons.
- * Stick to your schedule. If you must miss a scheduled day because you are ill, have an emergency, or are participating in an athletic event, notify your cooperating teacher immediately. Athletes should provide their cooperating teacher with a copy of their athletic schedule.
- * Dress professionally when you go to your placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. No jeans or sweat pants. No shirts with inappropriate logos/sayings, no gum, etc. You should look like a well-dressed teacher, not a student.
- * Follow all rules and regulations of the school in which you are placed.
- * Explain to your cooperating teacher that if appropriate you would like to spend some time interacting with the students not just sitting and observing.
- * Keep your observation log up to date and have your cooperating teacher sign it each time.
- * Provide your cooperating teacher with all forms required and collect them when appropriate.

- * If you teach lessons, explain to your cooperating teacher in advance that she/he must complete an assessment for each lesson you teach.
- * Work with your cooperating teacher in planning your lesson. Ask for feedback after you teach the lesson.
- * Schedule lessons and notify your instructor and/or university faculty member who will observe you, if you are not videotaping your lesson. You must submit your lesson plan to the person who will observe you at least 24 hours in advance of teaching your lesson.

DEPARTMENT OF EDUCATION ATTENDANCE POLICY (2016)

Attendance is mandatory. Teaching strategies and activities will be integrated into the class schedule; therefore, it is imperative that you attend class. Additionally, you are expected to actively participate in each class session. Attendance in every class session, arriving on time and being prepared are among the UC Department of Education's desired dispositions for future teachers. The term 'class session' includes field experience weeks, online courses, and online weeks in hybrid courses.

If the student is absent more than two class sessions without an excuse or is tardy more than three times, a note will be placed in the student's permanent Department of Education files citing the disposition of poor attendance or chronic tardiness; a copy of this documentation will be given to the student who has the right to respond in writing. Each student will be allowed one absence per class credit hour. Every subsequent unexcused absence will result in a reduction of a letter grade per absence. *For example, a student taking a three (3) hour class who has a "B" average and has been absent four times will now have a "C."*

Those taking a night class will be allowed one unexcused absence with every subsequent absence resulting in a reduction of a letter grade per absence. Those taking a class that only meets once a week will be allowed one unexcused absence with every subsequent absence resulting in a reduction of a letter grade per absence. Three tardies equal one absence.

Absences due to participation in UC sports events will be excused, but student athletes are responsible for all in-class notes and discussions. It would be helpful if UC student athletes provide instructors with a game schedule.

Students who have problems with absences or completing assignments should contact the professor immediately. *See 2015-2016 Academic Catalog for further description of attendance policy.*

Field Placement: Special Circumstances

Students who want to choose their own placement. are enrolled in EDUC 100, and no other course with field experience must complete the Field Experience Agreement Form. Students who are enrolled in EDUC 100 and another course with field experience (i.e., EDUC 203) are not allowed to choose their own placement.

If a student is enrolled in EDUC 100 and EDUC 203 or EDUC 204, the student may make a request for a school outside of Kanawha County Schools. Their request must be approved by the Field Placement Coordinator due to the inclusion/special education requirements for EDUC 203 and EDUC 204. If the request is approved, the student will be required to submit a Field Experience Agreement Form, **before they begin the placement.**

Release of Student Records

Based on FERPA (Family Educational Rights and Privacy Act) laws, all students will be presented with the option to sign off on the FERPA form. You may have completed this during orientation. This signature allows faculty to talk with and discuss various issues with your parents. Until this form is signed, faculty are not allowed to discuss any aspect of your academic record.

Statement of Professional Behavior

Appropriate professional behavior is expected of all students. Your professionalism in the Department of Education must be of the highest standards. Included within the realm of professionalism is your ability to interact appropriately with other students and the professor in class and online. Confidentiality of student records is also of the utmost concern. Unprofessional behaviors will be addressed by the Education faculty and may result in a decreased letter grade in the course in which the behavior is displayed.

**UNIVERSITY OF CHARLESTON
DEPARTMENT OF EDUCATION**

Statement of Understanding

I have read the following University of Charleston (UC) and Department of Education statements:

1. Statement regarding Academic Integrity, found in the University Catalog
2. The University of Charleston Class Attendance Policy, found in the University Catalog.
3. The University of Charleston Advising Policy, found in the University Catalog.
4. The Teacher Education Program Attendance Policy, found in the Department of Education Handbook.
5. The policy regarding Excused Student Absences, found in all Education course syllabi.

I understand I am responsible for seeking information about any policy that I do not understand and for abiding by all policy within this handbook.

I have read the above documents #1-5. I acknowledge that I am subject to items #1-5 above and understand that meeting my responsibilities as outlined is necessary to my successful progress in the Teacher Education Program.

Student Name (please print)

Student Signature

Date

BENCHMARK II: CANDIDACY AND ADVANCEMENT

Once a candidate has been fully admitted to candidacy, he/she must:

- a. Earn grades of “C” or better in all required courses
- c. Successfully complete field experiences, student teaching, and/or internship with a grade of “C” or better at each program level where certification is being sought;
- d. Students in the Teacher Education Program must maintain a minimum 3.00 G.P.A. overall; students in Educational Studies must maintain a minimum 2.75 G.P.A. overall
- e. Teacher Education majors must obtain passing scores on the Praxis Core in Mathematics, Reading and Writing. All Praxis Core tests must be passed within three months of student teaching. If a Teacher Education major does not submit passing scores on all three tests three months prior to student teaching, her or she will not meet the requirements for the WVDE Student Teaching Permit. This permit is required for student teaching and graduation in the Teacher Education program. Students have the option of changing their major to a non-certification area in the Educational Studies program.
- f. Cooperating teachers in all specialized methods courses assess teacher candidate dispositions. Students also self-assess at admission to the Department of Education, in all specialized methods courses and at the end of student teaching.
- g. Termination in the Teacher Education Program is recommended when it is reasonably clear that a candidate cannot meet the academic requirements, has consistently performed unsatisfactorily in field experiences and/or clinical practice, has failed to meet the disposition outcomes, or has been unable to pass the Praxis tests after multiple attempts. During a conference with the teacher candidate, the Department of Education Chair will review the current problem areas and suggest alternative courses of action.

SIGNIFICANT FIELD EXPERIENCE

A significant public school clinical experience during the junior year in EDUC 320 (Integrated Methods) is structured to allow teacher candidates an opportunity to refine skills and develop competence in lesson planning, instructional delivery, classroom management, and professionalism. During the experience, students are evaluated by the cooperating teacher, university supervisor and complete a self-assessment. The candidates performance during this experience becomes one of the factors determining approval to student teach or intern. To apply for student teaching or internship, the student will complete a formal application with the Department of Education’s Administrative Assistant at least 3 months prior to the semester of the experience

UNIT AND LESSON PLAN REQUIREMENTS

Preparing a Unit

Planning a unit of lessons is a challenging, yet necessary part of a teacher’s job. A quality unit includes a number of components such as concrete goals and objectives that are tied to state content standards (e.g., West Virginia Content Standards and Objectives), strategies to help students connect personally to the topics and lessons, and assignments that build on one another which require critical thinking activities. Many teachers develop units around a particular topic in a textbook such as *electricity* or *the solar system*. Another way to approach this assignment is to think of a theme that

you would like to build a unit around such as *good vs. evil*, *identity*, or *oppression*. Teachers then select the appropriate texts and materials that illuminate and develop the theme, and then they design instructional strategies that engage students and require them to think deeply, critically, and creatively. Finally, effective teachers gather data to determine how well students met the goals and objective for the lesson; they reflect deeply and critically on what worked and what did not work for students.

Unit plans vary in length. The amount of time you want to devote to a particular unit depends on a number of factors such as school or district curriculum requirements, the scope of your topic, and your interest in the topic. Regardless of how long you think your unit will be, there are some basic elements in planning a thematic unit (see Scoring Guide which follows).

Lesson Plan Information for Unit

The unit should have specific lesson plans for each day of the unit, which is at least five days; anything less than a week would probably not qualify as a unit. The lesson plans should follow the format and should do and/or contain the following:

- ❑ Reflect a range of methods (including small group, whole class, and individualized instruction) and activities;
- ❑ Address a variety of learning styles or intelligences;
- ❑ Incorporate multiculturalism and diversity as well as address attention to exceptional students' needs;
- ❑ Reflect an **integrated** approach to teaching the content whenever possible; that is, it should include writing, reading, literature, vocabulary, speaking, listening, thinking, mathematics, science, social issues, music, and art along with a host of other appropriate disciplines.
- ❑ Relate to each other in a logical **sequence** and build upon each other.
- ❑ Include a variety of assessments—traditional and alternative such as authentic performances.
- ❑ Assessment instruments can include traditional paper-and-pencil tests and quizzes (with average ranges) as well as performance assessments to measure students' reading abilities, motor activities/skills, process writing skills, speaking skills, etc. It can also include affective measures such as how well students work collaboratively.

Overview Format for ALL Unit Plans

Topic of unit or lessons: EXAMPLE *Civil War*

Content to be learned: EXAMPLE *causes of Civil War and perspectives of Confederate and Union sides*

Related WV CSO or WV Next Gen **and** Common Core State Standards: (there should be 2 standards listed)

Related National Content Standards:

Related LLOs:

Overall objective of the lessons or unit: EXAMPLE *Students will respond accurately, as if they were being interviewed for a newspaper, about the causes of the impending Civil War, taking the perspective of their assigned side. Students will explain two reasons for the Civil War.*

21st Century Skills:

Information and Communication Skills -

Thinking and Reasoning Skills -

Personal and Workplace Skills -

Collaboration (according to teaching strategy):

Accommodations/Adaptations:

Social or Physical Skill: (if applicable)

Disabilities/Diversity Represented:

Content Area Long Lesson Plan Format

Creator:		
Date:		
Title:		
Subject and Grade Level:		
Overall Concept or Skill:		
National Content Standards—(NCSS, NCTE, NSTA, IRA, ACEI, CEC, AAHE, NASPE)	Objective ID	Objectives
WV Next Gen (CCSS) or WV CSO (if Science or Physical Education)	Objective ID	Objectives
Essential Question:		
Pre-requisite Knowledge:		
Documented Disabilities, Other Learning Needs, Learning Styles, and/or Diverse Needs Represented		
<i>Required Student Accommodations and/or Modifications based on IEP, IFSP, 504, Title I or other service plan</i>		
Student Will Be Able To Do/Understand: (Learning Outcome)		
Materials/Resources/Websites:	<u>Materials</u> Opportunity for technology: <u>Websites</u>	

Procedures (approximate timelines)	<u>Introduction / Opening</u> <u>Presentation</u> <u>Practice</u> <u>Research Based Instructional Strategies</u> <u>Assessment:</u> <u>Closure</u>
Home Connections/Extension	
How would you assess your impact on student learning?	
What would you do differently next time?	

Special Education Long Lesson Plan Format

Creator:		
Date:		
Title:		
Subject and Grade Level:		
Overall Concept or Skill:		
National Content Standards—(NCSS, NCTE, NSTA, IRA, ACEI, CEC, AAHE, NASPE)	Objective ID	Objectives
WV Next Gen (CCSS) or WV CSO (if Science or Physical Education)	Objective ID	Objectives
Essential Question:		
Pre-requisite Knowledge:		
Documented Disabilities, Other Learning Needs, Learning Styles, and/or Diverse Needs Represented		
<i>Required Student Accommodations and/or Modifications based on IEP, IFSP, 504, Title I or other service plan</i>		
IEP Goals Connected to the Content Area		
Student Will Be Able To Do/Understand: (Learning Outcome)		
Materials/Resources/Websites:	<u>Materials</u> Opportunity for technology: <u>Websites</u>	

Procedures (approximate timelines)	<u>Introduction / Opening</u> <u>Presentation</u> <u>Practice</u> <u>Research Based Instructional Strategies</u> <u>Assessment:</u> <u>Closure</u>
Home Connections/Extension	
How would you assess your impact on student learning?	
What would you do differently next time?	

Educational Studies Skills Plan Format

Skill:	
Target Goal:	
Steps: <i>Achieving the skill</i> <i>Reaching the goal</i>	1. 2. 3. 4. 5.
General Conditions: (to Use the Skill)	
Specific Examples: (to Use the Skill)	
Rationale:	
Model of the Skill: (Demonstration)	
Student Practice with Feedback: <i>(Summative/Informal Assessment)</i>	
Generalization: <i>(Cumulative/Formal Assessment)</i>	
Disabilities and Diverse Needs Represented	
Student Accommodations and/or Modifications	
Observation Notes	

BENCHMARK III: STUDENT TEACHING AND INTERNSHIP

1. To be eligible to enroll in student teaching or internship, the teacher candidate or intern must meet the following requirements:
 - a. Receive full admittance to the Department of Education;
 - b. Submit application approved by the Department of Education Chair at least 3 months prior to student teaching or internship experience;
 - c. Complete a minimum of 100 semester hours of appropriate credit with an overall 2.75 GPA;
 - d. Complete all required courses with no less than a 2.75 GPA and replace all D's, F's or I's with a grade of "C" or better before student teaching or internship;
 - e. **Certification Only Majors:** Must have taken and passed the *Praxis™* Core Academic Skills for Educators (Core) in Mathematics, Reading and Writing and the appropriate content area Praxis II examination by November if the candidate plans to student teach in the spring or by June if the candidate plans to student teach in the fall. Candidates must also pass the Principles of Learning and Teaching (PLT) exam to pass Student Teaching.
Non-certification Majors: Must pass the Comprehensive Exit Examination (Oral and Written) to pass Internship.

Note: Candidates cannot be concurrently enrolled in student teaching/internship and have recorded deficiencies in any academic course work or be seeking to retake Praxis Core measures that were previously failed.

GRADUATION AND CERTIFICATION

Teacher candidate must follow all university requirements for application for graduation.

2. Candidates are recommended for graduation from the University with a degree in teacher education when they have met the following requirements:
 - a. Successfully completed prescribed teaching curricula with a minimum of 120 semester hours.
 - b. Completed and passed the appropriate PRAXIS II Content Specialization Test(s) and the Principles of Learning and Teaching Test.
 - c. Filed a formal application for graduation, on time, with the registrar.
 - d. Earned a minimum grade of "C" in all required courses in content specialization(s), professional education, and University mandated courses.
 - e. Earned a minimum overall G.P.A. of 2.75 with removal of all Ds and Fs in required coursework.
 - f. See Student Teacher Handbook for all requirements
 - g. Fulfilled all other University requirements and all University financial responsibilities.
3. **Students who have been convicted of crimes or offenses that would seriously impact their suitability for teaching, guiding, and mentoring youth should confer immediately with their advisor and the Department of Education Chair.**

NOTE: Classes are offered on a rotational semester basis for all education program areas. Due to circumstances beyond the Department of Education's control, this rotation schedule may change for a variety of reasons (e.g. course no longer offered, low enrollment, rotational change). In addition, candidates must accept responsibility for monitoring their own degree plans and should meet with their advisor each semester. If a student fails or drops a course or fails to take a recommended course in the rotation, it will be difficult to accomplish this goal of early program completion. Transfer students should also be aware that courses may not always be available on their timeline.

ADDENDUM TO STATEMENT OF UNDERSTANDING

Student Advising

Student teacher/intern candidates must adhere to the University of Charleston Advising Policy, found in the University Catalog.

Release of Student Records

Based on FERPA (Family Educational Rights and Privacy Act) laws, all students will be presented with the option to sign off on the FERPA form. You may have completed this during orientation. This signature allows faculty to talk with and discuss various issues with your parents. Until this form is signed, faculty are not allowed to discuss any aspect of your academic record.

Field Experience

All field experiences and/or service learning must be completed to receive a passing grade in education courses which require fieldwork. Students will receive a "D" or an "F" for any course where these requirements are not met. Students taking different courses that require either field experience hours cannot use the same required hours for two or more courses.

STATE AND FEDERAL FINANCIAL ASSISTANCE FOR TEACHERS

Underwood-Smith Teacher Scholarship

The Underwood-Smith Teacher Scholarship Program is a state funded program designed to enable and encourage outstanding students who demonstrate an interest in teaching to pursue teaching careers at the pre-school, elementary, middle or secondary school level. Scholarships, not to exceed \$5,000 per academic year, are to be awarded on the basis of academic qualifications, program of study and interest in teaching. The intention is to enable the recipient to obtain a teaching certificate and to commit that individual to the pursuit of a teaching career in West Virginia. See the Education Program Coordinator or the Education Program's Administrative Assistant for further information.

To qualify for the program, a student must meet the following basic selection criteria:

1. Be a legal West Virginia resident;
2. Be a junior, senior or graduate school education major;
3. UNDERGRADUATE LEVEL
 - a) Have a cumulative GPA of 3.25 or above after successfully completing two years of course work at an approved institution of higher education;

GRADUATE LEVEL

- a) Have or will be graduating in the top ten percent of his/her college/university undergraduate program;
 - b) Have a cumulative GPA of 3.25 or above from the undergraduate institution, or 3.5 or above in graduate school;
4. Be enrolled or accepted for enrollment at a WV institution of higher education as a full-time student in a course of study leading to certification as a teacher at the pre-school, elementary or secondary level.
5. Be willing to teach in WV's public pre-school, elementary, middle or secondary level schools for two years for each year of assistance received.
6. Be willing to repay the scholarship on a pro rata basis according to the fraction of the teaching obligation not completed, as well as accrued interest and any required collection fees if he/she

fails to fulfill the teaching obligation. (The interest charge is adjusted annually from the time interest begins to accrue to the time the repayment period begins, and is set at a rate prescribed by the WV Higher Education Policy Commission.)

PROFESSIONAL OPPORTUNITIES FOR TEACHER CANDIDATES

Teach Grant

The TEACH Grant Program provides grants of up to \$4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching.

Due to sequestration, award amounts for any TEACH Grant that is first disbursed on or after Oct. 1, 2014, and before Oct. 1, 2015, must be reduced by 7.3 percent from the **award amount** for which a recipient would otherwise have been entitled. Any TEACH Grant that is first disbursed on or after Oct. 1, 2015, and before Oct. 1, 2016, must be reduced by 6.8 percent. For example:

- For any 2015–16 TEACH Grant first disbursed on or after Oct. 1, 2014, and before Oct. 1, 2015, the maximum award of \$4,000 is reduced by 7.3 percent (\$292), resulting in a maximum award of \$3,708.
- For any 2015–16 TEACH Grant first disbursed on or after Oct. 1, 2015, and before Oct. 1, 2016, the maximum award of \$4,000 is reduced by 6.8 percent (\$272), resulting in a maximum award of \$3,728.

As a condition for receiving a TEACH Grant, you must sign a TEACH Grant Agreement to Serve in which you agree to (among other requirements) teach

- in a high-need field
- at an elementary school, secondary school, or **educational service agency** that serves students from low-income families
- for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which you received the grant.

IMPORTANT: If you do not complete your service obligation, all TEACH Grant funds you received will be converted to a [Direct Unsubsidized Loan](#). You must then repay this loan to the U.S.

Department of Education, with **interest** charged from the date the TEACH Grant was disbursed (paid to you or on your behalf).

Student Eligibility Requirements:

To receive a TEACH Grant, you must:

- Meet the [basic eligibility criteria for the federal student aid programs](#).
- Complete the [Free Application for Federal Student Aid \(FAFSA\)](#).
- Be enrolled as an undergraduate, postbaccalaureate, or graduate student at a school that participates in the TEACH Grant Program.
- Be enrolled in a TEACH-Grant-eligible program.
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on one or more portions of a college admissions test or maintaining a cumulative GPA of at least 3.25). For specific information about the academic requirements, talk to the **financial aid office** at your college or career school.
- Receive [TEACH Grant counseling](#) that explains the terms and conditions of the TEACH Grant service obligation. You must complete counseling each year that you receive a TEACH Grant.

- Sign a TEACH Grant Agreement to Serve.

See <https://studentaid.ed.gov/sa/types/grants-scholarships/teach> or the Financial Aid Office for more information.

Troops to Teachers

Troops to Teachers is a U.S. Department of Education and Department of Defense program that helps eligible military personnel begin a new career as teachers in public schools where their skills, knowledge and experience are most needed. Financial assistance is available for those eligible for Troops to Teachers. Go to <http://www.proudtoserveagain.com> to find out more about this program.

Professional Education Websites

Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org>

ASCD is a nonprofit, nonpartisan membership association providing expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

Council for Exceptional Children (CEC)

http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

CEC is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional service provided.

National Education Association (NEA)

<http://www.nea.org/>

West Virginia Education Association (WVEA)

<http://wvea.org/>

Both the WVEA and the NEA provide support, resources, and professional opportunities to classroom teachers, licensed professional staff, education support professionals, higher education faculty, future teachers, retirees and others who care deeply about children and public education. In addition, WVEA has a student program (SEA) offering professional publications, professional resources, professional conferences, and liability coverage and legal services.

Phi Delta Kappa (PDK)

<http://www.pdkintl.org/>

Phi Delta Kappa International is a professional association for educators. According to the PDK website, for more than 100 years the association has focused service, research, and leadership. PDK's vision is to be the experts in cultivating great educators for tomorrow while continuing to ensure high-quality education for today.

Future Teachers of America (FTA)

<http://www.fapeonline.org/future-teachers-of-america-future-educators-of-america.htm>

This site offers resources and research to aspiring teachers. In addition, this site provides many links to other education areas.

International Reading Association (IRA)

<http://www.reading.org/General/Default.aspx>

West Virginia Reading Association (WVRA)

<http://www.wvreading.com/>

West Virginia Science Organization

<http://wvscience.org/comets/>

National Accreditation Councils

Council for the Education of Educator Preparation (CAEP)

<http://caepnet.org/>

West Virginia Department of Education (WVDE)

<http://wvde.state.wv.us/>

National Education Organizations and Standards

All of these websites contain information and standards related to different content areas. In addition, these sites provide professional resources.

National Council for Social Studies (NCSS)

<http://www.socialstudies.org/>

National Science Teaching Association (NSTA)

<http://www.nsta.org/>

National Association for Sport and Physical Education (NASPE)

<http://www.aahperd.org/Naspe/>

National Health Education Standards (NHEC)

http://www.aahperd.org/aahe/pdf_files/standards.pdf

Association for Childhood Education International (ACEI)

<http://www.acei.org/>

National Council of Teachers of English (NCTE)

<http://ncte.org>

Council for Exceptional Children (CEC)

www.cec.sped.org

APPENDICES

Teacher Candidate Observation Instrument

Course: _____

☐ UC Supervisor Evaluation

☐ Cooperating Teacher
Evaluation

☐ Teacher Candidate Self-
Evaluation

Teacher candidate _____

University Supervisor _____

School _____

Cooperating Teacher _____

☐ ACEI (Elementary

Education)

☐ NASPE (Physical

Education)

☐ NSTA (Science)

☐ IRA (Reading)

☐ CEC (Special Education)

☐ AAHE (Health Education)

Directions:

As a result of the field experience, the candidate will demonstrate a knowledge and understanding of the West Virginia State Teaching Standards. The WV Standards provide a continuum of observable behaviors that you can document. They provide a window into what you will see and hear if the candidate is enacting these standards. If you are the UC Supervisor or Cooperating Teacher, please indicate both the candidate and learner actions as you observe the candidate. Learner actions provide a lens through which to observe the impact of the candidate's decisions and actions on the learners. After completing this form, please discuss your observation with the student and provide substantive feedback to support them. If you are the candidate, please indicate both your actions and the actions of the learners for your self-evaluation. Learner actions will provide a lens through which you will observe the impact of your decisions and actions on the learners. After completing this form, please discuss your self-evaluation with your cooperating teacher and/or supervisor.

Please indicate by checking the box of the appropriate rating below.

Observation #

Date: _____

How well does the candidate demonstrate knowledge of core content and pedagogy? (Curriculum and Planning)

Standard 1: Core Content and Pedagogy

☐ **Exemplary (Distinguished)**

Demonstrates a deep knowledge of content

Demonstrates knowledge of pedagogy (including specialized subject matter pedagogy and interdisciplinary themes)

☐ **Accomplished (Proficient)**

Demonstrates knowledge of content

Demonstrates knowledge of pedagogy (including specialized subject matter pedagogy)

☐ **Acceptable**

Demonstrates some knowledge of content

Demonstrates some knowledge of general pedagogy

☐ **Emerging**

Demonstrates limited knowledge of content

Demonstrates limited knowledge of pedagogy

☐ **Insufficient (Unsatisfactory)**

Does not demonstrate knowledge of content or pedagogy

Does not demonstrate knowledge of resources

Comments:

How well does the candidate set goals and objectives for instructional design?(Curriculum and Planning)

Standard 1: Core Content, Pedagogy, Setting Goals and Objectives, and Designing Instruction

☐ **Exemplary (Distinguished)**

Sets clear instructional goals and objectives for learning aligned with WV NextGen CSOs/CCSS while using 21st Century interdisciplinary themes

Provides differentiated strategies to empower all learners

Sets goals appropriate for meeting the needs of diverse learners

Sets goals appropriate for meeting the needs of special needs learners

☐ **Accomplished (Proficient)**

Sets clear instructional goals and objectives for learning aligned with WV NextGen CSOs/CCSS
Provides differentiated strategies to empower most learners
Sets goals appropriate for meeting the needs of diverse learners
Sets goals appropriate for meeting the needs of special needs learners

☐ **Acceptable**

Sets and aligns most instructional goals and objectives for learning with WV NextGen CSOs/CCSS
Sets goals appropriate for meeting the needs of special needs learners

☐ **Emerging**

Sets some instructional goals and objectives
Sets some goals for special needs students which may or may not be appropriate

☐ **Insufficient (Unsatisfactory)**

Does not set instructional goals and objectives
Does not set goals for special needs students

Comments:

To what extent does the candidate demonstrate knowledge of and ability to use resources and to create learning experiences? (Curriculum and Planning)

Standard 1: Core Content, Pedagogy, Setting Goals and Objectives, Designing Instruction, and Student Assessment

☐ **Exemplary (Distinguished)**

Demonstrates a deep knowledge of resources (including 21st century resources and available technologies)
Designs standards-based instruction to engage students and increase student mastery
Designs instruction that includes real-world learning experiences, applications and problems
Designs instruction and creates a learning environment that addresses and encourages collaboration, critical thinking, problem-solving, reasoning, and communication skills

☐ **Accomplished (Proficient)**

Demonstrates knowledge of resources (including 21st century resources and available technologies)
Designs standards-based instruction to engage most students
Designs instruction that includes some real-world learning experiences and applications
Designs instruction that addresses collaboration, critical thinking, problem-solving, reasoning, and communication skills

☐ **Acceptable**

Demonstrates some knowledge of resources

Designs instruction to engage some students

Designs instruction that includes cooperative learning and addresses skills at the knowledge and comprehension level

☐ **Emerging**

Demonstrates limited knowledge of resources

Designs instruction to engage few students

☐ **Insufficient (Unsatisfactory)**

Does not demonstrate knowledge of resources

Does not design instruction to engage students

Comments:

To what extent does the candidate demonstrate the ability to design and administer student assessment?

Standard 1: Core Content, Pedagogy, Setting Goals and Objectives, Designing Instruction, and Student Assessment

☐ **Exemplary (Distinguished)**

Demonstrates an ability to use and apply assessment (assessment of learning, assessment for learning, formative and summative assessment including authentic assessment and project based assessment)

Designs assessments aligned with instructional goals and objectives

☐ **Accomplished (Proficient)**

Demonstrates an ability to use and apply most forms of assessment

Designs most assessments aligned with instructional goals and objectives

☐ **Acceptable**

Demonstrates some ability to use and apply assessment

Designs assessments aligned with some instructional goals and objectives

☐ **Emerging**

Demonstrates a limited ability to use assessment, but may not be able to apply assessment

☐ **Insufficient (Unsatisfactory)**

Does not demonstrate an ability to use or apply assessment

Comments:

How well does the candidate use knowledge of student development to create instruction and promote self-assessment?

Standard 2: Understanding Development

☐ **Exemplary (Distinguished)**

Demonstrates knowledge of students' development (intellectual/cognitive, social, and emotional) through appropriate learning activities

Differentiates instruction to meet students' learning needs within the context of school and the global community

Models self-assessment while encouraging and supporting student self-assessment

☐ **Accomplished (Proficient)**

Demonstrates knowledge of most students' development (intellectual/cognitive, social, and emotional) through appropriate learning activities

Differentiates instruction to meet most students' learning needs within the context of school and the global community

Encourages and supports student self-assessment

☐ **Acceptable**

Demonstrates knowledge of some students' development (intellectual/cognitive, social, and emotional)

Differentiates instruction to meet some students' learning needs

Encourage student self-assessment, at times

☐ **Emerging**

Demonstrates limited knowledge of students' development (intellectual/cognitive, social, and emotional)

Provides instruction that meets the needs of a few students

☐ **Insufficient (Unsatisfactory)**

Does not demonstrate knowledge of students development

Does not provide instruction that meets students' needs

Comments:

How well does the candidate create an environment of respect and rapport that promotes a culture for learning?

Standard 2: Creating an Environment of Respect and Rapport and Establishing a Culture for Learning

☐ **Exemplary (Distinguished)**

Demonstrates an understanding of students learning styles, gender, and cultural and environmental diversity and how these aspects connect to learning

Plans and prepares effective instruction according to the students' IEP/504 plan goals (if student has special needs)

☐ **Accomplished (Proficient)**

Demonstrates an eagerness to understand of students' learning styles, gender, and cultural and environmental diversity and their connections to learning

Plans and prepares most instruction according to the students' IEP/504 plan goals (if student has special needs)

☐ **Acceptable**

Demonstrates some basic knowledge of students' learning styles and gender as well as their connections to learning

Plans and prepares some instruction according to the students' IEP/504 plan goals (if student has special needs)

☐ **Emerging**

Demonstrates limited knowledge of students' learning styles

Prepares some instruction according to the students' needs

☐ **Insufficient (Unsatisfactory)**

Does not demonstrate knowledge of students

Does not plan or prepare appropriate instruction for students with special needs

Comments:

How well does the candidate manage student behavior while maintaining a culture for learning?

Standard 2: Establishing a Culture for Learning and Managing Student Behaviors

☐ **Exemplary (Distinguished)**

Creates a positive environment of caring, respect and rapport

Through the use of Positive Behavior Supports and Effective Management Skills, manages student behavior (setting expectations, monitoring, responding)

Requires students to take an active role in implementing, monitoring and applying appropriate behavior

Encourages, models and supports collaboration and guided practice

☐ **Accomplished (Proficient)**

Creates a positive environment of respect and rapport

Manages student behavior (setting expectations, monitoring, responding)

Invites students to take an active role in implementing, monitoring and applying appropriate behavior

Encourages and models collaboration and guided practice

☐ **Acceptable**

Creates an environment of respect

Manages student behavior by monitoring and responding

Requires students to actively use appropriate behavior

Encourages collaboration and guided practice

☐ **Emerging**

Manages student behavior by responding

Requires students to actively use appropriate behavior

☐ **Insufficient (Unsatisfactory)**

Does not create an environment of respect or rapport which is conducive for learning

Does not manage behavior appropriately

Does not encourage active involvement in the classroom environment or support collaboration

Comments:

How well does the candidate manage classroom procedures and organize the learning environment?

Standard 2: Implementing Classroom Procedures and Organizing the Learning Environment

☐ **Exemplary (Distinguished)**

Effectively manages classroom procedures (clear management plan, grouping, transitions, resources)

Organizes materials and supplies as well as physical and virtual space for safety and appropriate use of instructional time

☐ **Accomplished (Proficient)**

Appropriately manages classroom procedures (clear management plan, grouping, transitions, resources)

Organizes materials and supplies as well as physical and virtual space for safety

☐ **Acceptable**

Often manages classroom procedures (management plan, grouping, resources)

Organizes materials and supplies, maintains safety in the classroom

☐ **Emerging**

With assistance, manages classroom procedures (management plan, grouping, resources)

Organizes materials and supplies, attempts to maintain safety in the classroom

☐ **Insufficient (Unsatisfactory)**

Does not manage classroom procedures

Does not organize materials and supplies

Physical and virtual space are not safe for students

Comments:

How well does the candidate engage students and encourage their understanding of content?

Standard 3: Importance of Content

☐ **Exemplary (Distinguished)**

Enables students to gain a deep understanding of content through real world and 21st century experiences and connections

Provides developmentally appropriate instruction that engages students in critical-thinking, problem solving, performance-based learning and creative hands-on activities

Uses a variety of rigorous, relevant instructional methods and learning activities

Uses appropriate technologies to deliver content in a 21st century context

Uses appropriate assistive technology to meet students' needs

☐ **Accomplished (Proficient)**

Enables students to gain an understanding of content through real world experiences and connections

Provides developmentally appropriate instruction that engages students in performance-based learning and creative hands-on activities

Uses many instructional methods and learning activities

Uses appropriate technologies to deliver content in a 21st century context

Uses appropriate assistive technology to meet students' needs

☐ **Acceptable**

Enables students to gain understanding of content

Provides instruction that engages most students

Uses instructional methods and learning activities

Uses technology appropriately in the classroom

Uses some assistive technology

☐ **Emerging**

Uses few instructional methods to teach content

Provides instruction that engages few students

Uses a variety of instructional methods and learning activities

Uses very little technology in the classroom

☐ **Insufficient (Unsatisfactory)**

Does not use instructional methods to teach content

Does not provide instruction that engages students

Does not use technology appropriately in the classroom

Does not use appropriate assistive technology to meet students' needs

Comments:

How well does the candidate communicate with students?

Standard 3: Communicating with students

☐ **Exemplary (Distinguished)**

Communicates clearly and accurately orally and in writing

Communicates high expectations for all students

Communicates directions, policies, and procedures to students while considering their language and ability needs

Promotes literacy, vocabulary, and all appropriate forms of communication through creativity while enhancing students' communication skills

☐ **Accomplished (Proficient)**

Communicates clearly and accurately orally and in writing

Communicates high expectations for all students

Communicates directions, policies, and procedures to students

Promotes literacy, vocabulary, and all appropriate forms of communication through creativity

☐ **Acceptable**

Communicates clearly and accurately orally and in writing

Communicates high expectations for most students

Communicates directions and procedures to students

Promotes all appropriate forms of communication

☐ **Emerging**

Communicates clearly orally and in writing

Communicates high expectations for few students

Communicates directions and procedures to some students

Promotes some appropriate forms of communication

☐ **Insufficient (Unsatisfactory)**

Does not communicate clearly orally and in writing

Does not communicate high expectations for students

Does not communicate directions and procedures to students

Does not promote appropriate forms of communication

Comments:

How well does the candidate use questioning and discussion techniques to promote student engagement and learning?

Standard 3: Questioning, Discussion Techniques, and Student Engagement

☐ **Exemplary (Distinguished)**

Uses a variety of effective questioning and discussion techniques to enhance student engagement and higher-order thinking

Provides engaging, challenging, and relevant learning activities and experiences

☐ **Accomplished (Proficient)**

Uses a variety of questioning and discussion techniques to enhance student engagement

Provides engaging, challenging, and relevant learning activities

☐ **Acceptable**

Uses many questioning and discussion techniques to enhance student engagement

Provides some engaging, challenging, and relevant learning activities

☐ **Emerging**

Uses few questioning and discussion techniques to enhance student engagement

Provides few engaging, challenging, and relevant learning activities

☐ **Insufficient (Unsatisfactory)**

Does not use questioning and discussion techniques to enhance student engagement

Does not provide engaging, challenging, and relevant learning activities

Comments:

How well does the candidate assess student learning during instruction? Does the candidate demonstrate flexibility and responsiveness to students' needs when using assessment?

Standard 3: Use of Assessment in Instruction, Demonstrating Flexibility, and Responsiveness

☐ **Exemplary (Distinguished)**

Demonstrates ability to appropriately assess student learning in an unbiased manner

Demonstrates ability to use assessment to adjust instruction as needed

Provides students with appropriate, effective feedback to assist student with setting mastery goals

Through monitoring of student learning, adjusts instruction to meet students' needs

☐ **Accomplished (Proficient)**

Demonstrates ability to appropriately assess student learning

Demonstrates ability to use assessment to adjust instruction as needed

Provides students with appropriate, effective feedback to assist student with goal setting

Through monitoring of student learning, adjusts instruction

☐ **Acceptable**

Demonstrates ability to assess most aspects student learning

Demonstrates some ability to use assessment for learning

Provides students with feedback

Demonstrates ability to adjust instruction

☐ **Emerging**

Demonstrates ability to assess few aspects student learning

Demonstrates little ability to use assessment for learning

Provides students with limited feedback

☐ **Insufficient (Unsatisfactory)**

Does not demonstrate ability to assess

Does not demonstrate ability to use assessment for learning

Does not provide students with feedback

Comments:

How well does the candidate reflect on practice and professional growth?

Standard 4 & Standard 5: Reflection on practice and professional contribution

☐ **Exemplary (Distinguished)**

Reflects on teaching practices and adjusts teaching practices to meet the needs of all students

Sets goals toward positive and effective professional growth

☐ **Accomplished (Proficient)**

Reflects on teaching practices and adjusts teaching practices to meet the needs of most students

Sets appropriate goals toward professional growth

☐ **Acceptable**

Reflects on teaching practices and adjusts some teaching practices

Sets some goals for growth

☐ **Emerging**

Reflects on teaching practices

Sets goals, but goals are not effective for growth

☐ **Insufficient (Unsatisfactory)**

Does not reflect on teaching practices

Does not set goals

Comments:

Teacher Candidate Signature

Date

Cooperating Teacher

Date

University Supervisor

Date

Final Evaluation of Field Student by Cooperating Teacher

Candidate's Name: _____ Cooperating Teacher: _____

Date: _____ School: _____ Grade/Subject: _____

Directions: Please note candidate's strengths or areas in which s/he can improve in each category below. When possible, please provide specific examples or comments to support your view.

1. Conducts self in a professional manner (e.g., attendance, preparation, respect)

2. Encourages development of a positive self-image in learners (e.g., gets to know students, positive interactions with students)

3. Interacts effectively with students, colleagues, administrators, parents

4. Demonstrates effective pre-professional teaching skills (e.g., planning, implementing lesson)

5. Communicates effectively through speaking, writing, and listening modes (e.g., gives clear directions, listens to students, uses media)

Final Overall Recommended Rating for Candidate:

The quality of student work during the student teaching practicum is indicated by rating. This rating system is in accordance with the Education Program rating requirements. Ratings given during the student teaching experience are defined as follows:

Distinguished - Rating given for a distinguished level of performance

Accomplished - Rating given for a proficient or accomplished level of performance

Emerging- Rating given for a basic or emerging level of performance

Unsatisfactory - Rating given for an unsatisfactory level of performance

Overall Recommended Rating: _____

Cooperating Teacher Signature: _____

- ☐ EDUC 340
- ☐ WELL 342
- ☐ EDUC 360
- ☐ EDUC 377
- ☐ EDUC 415

SCHOOL: _____

[illegible]**TOTAL HOURS OBSERVED:**

Please turn in to Education Program Office once completed.



UNIVERSITY OF CHARLESTON

Dear Cooperating Teacher,

We sincerely appreciate your commitment to supporting our teacher candidates through their active engagement in your classroom. The University of Charleston and the Education Program are committed to continuous self-reflection, feedback and reflection on a candidate's performance. One of the ways we assist candidates in this process is through their active use of the University of Charleston's ePortfolio. Through this web-based system each UC candidate — anyplace, anytime — is able to follow his or her learning progress throughout his or her years of study. It helps the candidate process the feedback that they receive from faculty, cooperating teachers, and peers. It also enables them to look for patterns in their academic work so they can take more control of their development and become more autonomous learners.

Built on UC's KNOW-DO-BE process, a component of the candidate's performance in the Education Program is reflecting on their teaching performance via videotape and feedback. During their *experience* in your classroom, we require that they have the opportunity to videotape their teaching *the whole class or with a small group*. Students will not be identified by full name on the video. The candidate and the university supervisor will review the candidate's performance for this class. If possible, the candidate will also upload a *5-7 minute segment* onto their ePortfolio. The candidate will use this video as a basis for self-reflection in their pre-service development, and may elect to incorporate the video clip in their professional development student teaching portfolio.

As a participant in this classroom, you may also be included in some of the videotaping that will take place. Please sign to indicate your preference for this experience. If you have questions or concerns, you may call me at 304-720-6694 or send me an email at raymondsingleton@ucwv.edu

Sincerely,

Dr. Ray Singleton

Department Chair, Department of Education

XX

Your Name _____ School _____

Please print

____ **I do** give permission for my image or talk and the students to be included in the videotaping described above.

____ **I do not** give permission for my image or talk and the students to be included in the videotaping described above.

Signature

Date

Keep an extra copy of this form for your records



UNIVERSITY OF CHARLESTON

Dear Parents,

A University of Charleston teacher candidate is participating in a field placement/student teaching experience in your son/daughter's classroom. The University of Charleston and the Education Program are committed to continuous self-reflection, feedback and reflection on a candidate's performance. One of the ways we assist candidates in this process is through their active use of the University of Charleston's ePortfolio. Through this web-based system each UC candidate — anyplace, anytime — is able to follow his or her learning progress throughout his or her years of study. It helps the candidate process the feedback that they receive from faculty, cooperating teachers, and peers. It also enables them to look for patterns in their academic work so they can take more control of their development and become more autonomous learners.

Built on UC's KNOW-DO-BE process, a component of the candidate's performance in the Education Program is reflecting on their teaching performance via videotape and feedback. During their *experience* in your classroom, we require that they have the opportunity to videotape their teaching *the whole class or with a small group*. Students will not be identified by full name on the video. The candidate and the university supervisor will review the candidate's performance for this class. If possible, the candidate will also upload a *5-7 minute segment* onto their ePortfolio. The candidate will use this video as a basis for self-reflection in their pre-service development, and may elect to incorporate the video clip in their professional development student teaching portfolio.

As a participant in this classroom, your son/daughter may be included in some of the videotaping that will take place. Please sign to indicate your preference for this experience. If you have questions or concerns, you may call me at 304-720-6694 or send me an email at raymondsingleton@ucwv.edu

Sincerely,

Dr. Ray Singleton

Department Chair, Department of Education

~~~~~

Student Name \_\_\_\_\_

Please print

\_\_\_\_\_ **I do** give permission for my image or talk and the students to be included in the videotaping described above.

\_\_\_\_\_ **I do not** give permission for my image or talk and the students to be included in the videotaping described above

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



UNIVERSITY OF  
CHARLESTON

VIDEO PERMISSIONS FOR FIELD STUDENTS IN SETTINGS WITH  
EXISTING PARENTAL MEDIA RELEASES

By signing this, I affirm that I have conferred with my field cooperating teacher and determined that my planned videotaping of my teaching falls within the school's existing parental video and multimedia policy.

Field Student \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Field Placement (e.g. EDUC 320, EDUC 330, EDUC 340, EDUC 360, EDUC 378, WELL 251/252, WELL 342, WELL 410): \_\_\_\_\_ or

Student Teaching Placement (e.g. EDUC 422/EDUC 497): \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_



# UNIVERSITY OF CHARLESTON

## VIDEO PERMISSIONS FOR FIELD STUDENTS IN SCHOOL SETTINGS

By signing this, I affirm that I have conferred with my field cooperating teacher and determined that my planned videotaping of my teaching has obtained parental permission for all visible students and/or falls within the school's existing parental video and multimedia policy. This form should be turned in to your field supervisor or faculty member.

Field Student name: \_\_\_\_\_

Signature: \_\_\_\_\_

Cooperating Teacher name: \_\_\_\_\_

Signature: \_\_\_\_\_

Field Placement (e.g. EDUC 320, EDUC 330, EDUC 340, EDUC 360, EDUC 378, WELL 251/252, WELL 342, WELL 410): \_\_\_\_\_ or

Student Teaching Placement (e.g. EDUC 422/EDUC 497): \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Number of Students videotaped: \_\_\_\_\_

Date: \_\_\_\_\_



# UNIVERSITY OF CHARLESTON

Dear Cooperating Teacher,

We deeply appreciate your commitment to supporting our teacher candidates through their active engagement in your classroom. The University of Charleston and the Education Program are committed to continuous self-reflection, feedback and assessment on a candidate's performance. One of the ways we assist candidates in this process is through their active use of the University of Charleston's ePortfolio. Through this web-based system faculty submit and upload evaluations of the candidate's Teacher Candidate Observation Instrument. With this web-based system, each UC candidate — anyplace, anytime — is able to follow his or her learning progress throughout his or her years of study. It helps the candidate process the feedback that they receive from faculty, cooperating teachers, and peers. It also enables them to look for patterns in their academic work so they can take more control of their development and become more autonomous learners.

As the candidate's cooperating teacher, you also evaluate their teaching performance using the Teacher Candidate Observation Instrument. We request permission to enter/submit your evaluation of their teaching performance into our web-based system, Chalk and Wire. The hard-copy of your evaluation will be scanned and upload to the web-based system as well as placed into the candidate's permanent file. Please sign to indicate your approval for this data entry and return the form to your candidate. If you have questions or concerns, you may call me at 304-720-6694 or send me an email at [raymondsingleton@ucwv.edu](mailto:raymondsingleton@ucwv.edu).

Sincerely,

**Dr. Ray Singleton**

**Department Chair, Education Department**

Name \_\_\_\_\_ School \_\_\_\_\_

(Please print above)

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Date

**Keep an extra copy of this form for your records**



# UNIVERSITY OF CHARLESTON

## Education Program

August 2016

Dear Cooperating Teacher:

Thank you for accepting a University of Charleston field candidate for the upcoming semester. The following provides information about the University of Charleston field requirements.

- Field candidates complete journals on assigned topics that give them an opportunity to reflect on their experiences in the classroom, particularly in relation to effective teaching and to the West Virginia Professional Teaching Standards. This course focuses on developing an understanding of developmentally appropriate teaching in a classroom setting. Feel free to ask your field candidate to share these weekly journals with you.
- Your field candidate should teach a minimum of four lessons, one or two of which will be observed by me. Prior to teaching a lesson, she/he is **expected** to complete the required lesson plan and submit it to you for your approval. She/he will work with you to schedule my visit. The four lessons may be a mix of whole class and small group instruction. While both written and oral feedback is always valued, your field candidate will ask you to complete a Teacher Candidate Observation Instrument for two of the lessons taught. Your candidate will provide you with an e-mail requesting that you use the Teacher Candidate Observation Instrument to evaluate their teaching. The University of Charleston uses Chalk & Wire as our assessment system. Therefore, the e-mail will be generated from our Chalk & Wire system.
- If possible, your field candidate will videotape one of these lessons. These tapes are solely for the use of the candidate, and provide a vehicle for self-reflection. They may be shared with a peer in class but they are not made public. Candidates must follow the school procedures for parental permission before videotaping.
- Your field candidate must spend at least 20 hours in your classroom. Many candidates find it works best to go to their placements 2-3 hours a week, for example every Monday morning. Others find it advantageous to be in your classroom two days in a row, for example every Monday and Tuesday morning. This allows the candidate to see the progression of lessons from one day to the next. Each of these options is valuable in different ways and each is acceptable to me.
- Each time your field candidate is in your classroom we ask you to sign a time sheet. The candidate will provide you with a copy of the time recording log. We also ask you to complete a summary evaluation at the completion of her/his hours.