



# Residency and Internship Handbook

2025-2026

Education Program  
SCHOOL OF ARTS & SCIENCES, UNIVERSITY OF CHARLESTON

This handbook has been designed to provide information regarding the UC Education Program Student Teaching/Internship experience and includes outcomes, policies, procedures, requirements, and responsibilities for all stakeholders. The handbook, also available on the program's resource page, was created by the UC Education Program and is updated/revised annually. General information regarding UC Education Program policies, procedures, and requirements can be found in the UC Education Program Handbook. Information related to university policies, procedures, and requirements is in the UC Student Handbook.

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## Introduction

Welcome to your residency or internship experience, the culmination of your professional preparation! Much of your success in this experience will depend upon your initiative in applying what you have learned about teaching, learning, and best practices. To help you succeed, you will have the support of your cooperating teacher/mentor and your University of Charleston field instructors. Together we form a team for building our profession and serving learners and communities. Our cooperation, collaboration, and communication will help us all be successful.

Your residency/internship performance will be assessed with specific outcomes in mind. A variety of assessment instruments will be used for evaluation, including the West Virginia Teacher Performance Assessment. These assessments are aligned with national and state standards and are based on education research and knowledge of best practices. We believe these assessment requirements strengthen your experience and strengthen our program. They will help you to become the most effective educator you can be.

This handbook, produced in collaboration with educators, cooperating teachers/mentors, administrators, and University of Charleston faculty reflects the Education Program's mission, philosophy, and outcomes. You are encouraged to familiarize yourself with the guidelines, policies, and procedures presented in the handbook before your student teaching/internship experience begins. It is your responsibility to understand fully what is expected and required of you.

I wish you a successful residency/internship experience. I believe you are ready for the challenges, joys, and hard work ahead. I am confident in your ability to teach and have a positive impact on your students and the world. Always keep in mind that teaching and learning are developmental processes that require on-going support from others. I encourage you to seek support from your cooperating teachers/mentors, school administrators, and University of Charleston faculty, and field instructors. Ask questions. Discuss problems and ideas. Share the ups and downs. We are here for you.

I look forward to working with each of you as you near the finish line of your undergraduate experience and know you will do great things!

Susan Divita, EdD  
Education Program Director & Assistant  
Professor  
School of Arts and Sciences  
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## OUTCOMES

The UC Education Program currently has four programs: Elementary Education (K-6), Elementary/Special Education (K-6), Secondary Special Education (5-Adult), and Elementary Studies and Child Development (non-certification). Program outcomes are as follows:

<b>Outcome 1:</b> Teacher Education graduates apply and demonstrate discipline specific content knowledge, skills, and practice.
<b>Outcome 2:</b> Teacher Education graduates apply and creatively demonstrate developmentally appropriate pedagogical knowledge, skills, and practices to prepare K-12 learners for college or career readiness and to promote parental and community involvement.
<b>Outcome 3:</b> Teacher Education graduates exhibit appropriate professional dispositions and ethical practices required of educators.
<b>Outcome 4:</b> Teacher Education graduates demonstrate, analyze, and apply research skills to think critically about their effectiveness and impact on, planning, instruction and assessment for K-12 learners during field work and clinical practice.
<b>Outcome 5:</b> Teacher Education graduates pass all necessary Praxis exams and complete all required steps to apply for certification(s) from the WVDE. (certification programs only)

## POLICIES

### Eligibility for Residency and Internship

To be eligible to apply for residency or internship, teacher candidates must meet the following requirements:

- Receive full admittance to the UC Education Program
- Residency/internship application approved by the Education Program Director at least three months prior
- Complete a minimum of 100 semester hours of appropriate credit with an overall GPA of 3.0
- Complete all required courses with no less than a 3.0 GPA and replace all failing or incomplete grades with a C or better (failing grades are D's and F's)
- **Pass all Praxis II content exams required for certification area by November if student teaching/residency in Spring or June if student teaching in Fall (certification programs only)**
- Meet required background checks for Residency and Internship

### Placement of Candidates

The UC Field Experience Coordinator will place candidates for residency and internship with cooperating teachers/mentors who have at least three years of successful teaching in the certification area or three years of successful experience in the field and who have been highly recommended by their principals/supervisors. Cooperating teachers must also complete a WVDE training module. Other factors that may influence placement decisions include:

- Academic credentials of cooperating teachers/mentors (certification areas)
- Previous field experience placements of the candidate (diversity tracking)
- School/site location (driving distance, accessibility)
- Personal connections (schools/sites where relatives or friends are employed)

#### Duration of Placements

**The Residency I experience lasts 14 weeks for all programs (FA semester).**

**The Residency II experience lasts 14 weeks for all programs (SP semester).**

**Residents are placed in the same classroom for the duration of Residency I and II.**

**The internship experience at UC lasts 14 weeks.**

**For all experiences:** Due to inclement weather, candidate absences, or other unforeseen events, a placement may be extended. In rare and special circumstances, a placement may be as short as 12 weeks. A minimum 12-week placement must be completed, however, to avoid having to repeat student teaching or internship.

#### Attendance Policy

1. **Within the 14-week placement, candidates must attend every school/workday in the term as set by the school district or organization calendar.**
2. **Candidates must be on time in the morning and stay until teachers/mentors leave in the afternoon.**
3. Candidates are expected to attend any afternoon or evening events that teachers/mentors attend, such as professional development, open house, or parent/teacher conferences.
4. In the event of unplanned absences (due to illness, emergency, or death in the family) candidates must notify the school/site, the cooperating teacher/mentor, and the University supervisor.
5. For each absence (including UC sporting events), the placement may be extended one additional day; days missed for job fairs, career days, data days, or other professional development activities need not be made up.
6. **Candidates must follow the school district or organization's calendar for school holidays, not the University of Charleston's calendar.** For example, in the Spring semester candidates will have Spring Break according to the Kanawha County Schools calendar, not the UC calendar.

#### Inclement Weather Procedure

Candidates will follow the inclement weather procedures of their particular site. School closures or delays are typically announced on local media, and candidates are also encouraged to sign up for email or text message alerts from county school systems, follow @WVSnowDay on Twitter, or check <http://wvde.state.wv.us/closings/>

### Full-Time Teaching Assignment-Residency II

During each 14-week placement, control of the classroom is slowly given over to the candidate; however, the candidate is expected to carry a full teaching assignment for at least 4 weeks of the placement. This means the candidate assumes full responsibility for all classes and duties during the school/workday. Candidates may extend the teaching time if they wish and if the cooperating teacher/mentor agrees, but control should be gradually returned to the teacher/mentor by the end of the placement.

### Professional Conduct

Candidates are expected to conduct themselves in a professional manner during all aspects of the residency/internship experience. Candidates should follow all rules, regulations, and policies of the host school/site, maintain confidentiality with sensitive information and student records, perform teaching and non-teaching duties in a timely and professional manner, and work cooperatively with other school/site personnel. *Professional dress and demeanor are always expected.* Ideally, candidates should conduct themselves as if they are applying for a job at the school/site and strive to present themselves and represent UC in the best possible light. Candidates should also be aware of the ethical and moral expectations of the profession. The National Education Association Code of Ethics can be found in the UC Education Handbook located under the [Resources](#) tab of the Education webpage or at the [NEA website](#).

### Social Media Reminder

As mentioned in the UC Education Program Student Handbook, candidates should be aware that cooperating teachers/mentors, school administrators or site supervisors, district or corporate supervisors, hiring committees, and parents or other community stakeholders may access social media content. Candidates should be aware of the risk that publicly posted content may be perceived as inappropriate or morally and ethically questionable. It is recommended that candidates carefully control the types of information available to public viewing, make sites such as *Facebook*, *Twitter*, *TikTok*, or *Instagram* accessible only to friends or chosen members, and refrain from sharing personal sites/pages with students or parents. More information can be found in the UC Education Handbook located under the [Resources](#) tab of the Education webpage or by speaking with your advisor/supervisor.

### Limiting Outside Activities

Residency/Internship is an extremely demanding experience that requires a great deal of time, energy, and effort. While the Education Program recognizes that some candidates may need to work to support themselves during their student teaching/internship, it is suggested that work hours outside of the placement be limited if possible. Extracurricular activities should also be reduced as much as possible. Candidates are encouraged to take no more than one additional college course during the experience.

### Liability Insurance

It is suggested that candidates become a member of a student organization for Education majors, such as the West Virginia Student Education Association (WVSEA) so they can qualify

for liability insurance coverage during their placement. Alternately, candidates might check to see if liability coverage is provided by parents' or guardians' private insurance.

### Daily Plans

Daily lesson or skills plans are required of all candidates once they begin any instruction in the classroom/community site. Plans may be requested to be submitted to the University field instructor for every subject or class taught by the candidate each week. Each daily plan should be reviewed and discussed with the cooperating teacher/mentor, and plans should also be submitted to administrators/supervisor according to school/site procedures. The format chosen for submission of plans must meet the requirements of the UC Education Program.

### Job Actions

In rare instances, a candidate's placement may be affected by a job action, a strike, or a work stoppage. If this occurs, it is the policy of the Education Program that candidates be non-participants. The candidate should remain away from the placement on a standby basis until the job action or work stoppage is resolved. Placements' length may be adjusted as needed.

### Change in Placement

At the discretion of University Field Instructors and/or the Education Program Director, a candidate's placement site and/or cooperating teacher/mentor may be changed if that site/person is found to be inappropriate to the candidate's learning needs. School/site administrators or supervisors may be consulted regarding any changes.

### Removal from Residency/Internship

The University Field Instructor and the Education Program Director may remove a candidate from student teaching/internship for any of the following reasons:

- Inadequate progress
- Excessive absence
- Unprofessional behavior
- Misconduct

Input from cooperating teachers/mentors and other stakeholders is considered during the removal process, and efforts to remediate problems or deficiencies will be attempted before removal except under egregious circumstances.

A candidate who has been removed from the residency/internship experience will be given a grade of D or F at the discretion of the University Field Instructor. No candidate who has been removed from residency/internship shall be guaranteed re-admittance.

### Due Process of Candidates' Rights

In addition to the existing appeals process stated in the University catalog and course syllabi (review of grading system, grade appeals, the D or F repeat rule, academic probation, and dismissal), the following also apply to candidates during their student teaching/internship experience:

- Candidates withdrawn from a residency/internship placement at the request of the school/site may request a hearing for a new placement, but the new placement is not guaranteed.
- Candidates withdrawn from a residency /internship placement by University or Education Program Field Instructors may appeal that action in writing to the Program Director; a hearing including all involved parties will be convened, and candidates will have an opportunity to appeal the action.

### **WVTPA**

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified by research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. You are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Before you begin to teach the unit, you will identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research-based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, you will videotape and analyze teaching episodes. After teaching the unit, you will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate your teaching as related to student learning.

The TPA will be evaluated by University faculty. The four-point rating scale on each rubric reflects the same descriptors and the same scoring scale you will see as a beginning teacher in West Virginia. **You must score "Emerging" or "2 points" on each descriptor in each rubric in order to satisfactorily complete the TPA.** Candidates who score an "Unsatisfactory" or "1 point" on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Your performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase your qualifications as an applicant for a teaching position.

The WVTPA will include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that you taught. Each of these are a

required part of the TPA. If one or more sections are omitted, you will be required to remediate and re-do the TPA. Any references to another person's ideas or material in your narrative must include a citation for each source at the end of each task. You may use any standard form for references; however, the American Psychological Association (APA) style is recommended. Please do not include any student names or means of identification for students participating in your lessons in any part of your TPA. While you should hide students' names on all examples of student work submitted as part of the TPA, you will need to make sure that you have a method such as numbering for each student's data/work.

The outline for your Teacher Performance Assessment is as follows:

TASK 1: Contextual Factors

TASK 2: Standards and Goals

TASK 3: Assessment Plan

TASK 4: Design for Instruction

TASK 5: Implementation and Reflection on Daily Instruction

TASK 6: Impact on Student Learning

TASK 7: Reflection and Self-Evaluation

The TPA is aligned with the Association for Advancing Quality in Educator Preparation (AAQEP), the Council on Accreditation for Educator Preparation (CAEP) Standard 1.1, the West Virginia Professional Teaching Standards (WVPTS), and the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

The WVTPA template can be found under the Clinical Resources tab on the [Education Resources](#) page.

## **SEMINAR**

All interns and Residency 2 students, regardless of their program, must also be enrolled in EDUC 496 Seminar for Residency/Internship (2 credits). Seminar meets once a week, typically on Tuesday afternoons from 4:00 – 5:15, though day/time may vary from semester to semester. The purpose of this senior capstone experience is to guide candidates in fulfilling senior capstone assessment requirements, compiling student teaching/internship portfolios, and completing the WVTPA. The seminar also serves as a forum to discuss issues and brainstorm solutions to any difficulties encountered in the residency/internship experience. Near the end of the experience, seminar time may also be used to upload data to SharePoint and to complete forms and paperwork necessary for the certification process.

## **Roles and Responsibilities**

Residency and internship are the most intense and the most extensive of the field-based experiences. They are designed to provide candidates opportunities to test theoretical concepts, discover personal abilities, and strengthen understanding and skills required for effective teaching/training. The experience is structured to allow candidates to demonstrate skill and competence in planning, instructional delivery, classroom/behavior management, assessment, and professionalism.

The effectiveness of the experiences lies in the united efforts of University faculty, cooperating teachers/mentors, school/community administrators and personnel, and the candidates

themselves. Outlined below are the roles and expectations as they relate to cooperating teachers/mentors, University Field Instructors, and the Education Program.

### Candidate Responsibilities

The primary task of the candidate is to develop the knowledge and skills necessary to provide instruction in a realistic performance situation. It is expected that candidates will apply principles of teaching/training and that they will acquire and hone their skills in each application. In fulfilling this role, the candidate is to:

- **BEFORE**

- Provide an introductory letter to cooperating teacher/mentor and principal/supervisor
- Provide Cooperating Teacher/Mentor contact information to the UC Education Program administrative assistant
- Share Residency/Internship packet with cooperating teacher/mentor
- Discuss and explain requirements of Residency/Internship (lesson plans, unit plans, required observations, WVTPA, video permission, use of RTA/IAR and Dispositions, etc.)
- Understand relevant school/site policies and procedures (daily schedule, additional duties, lesson plan requirements, confidentiality, etc.)
- Discuss classroom policies, particularly related to classroom management and discipline
- Familiarize yourself with the specific requirements of the WVTPA; prepare video permission forms
- These opening activities will take place during Residency I.

- **DURING**

- Work and cooperate with the CT/Mentor to the fullest extent possible
- Be proactive – take initiative
- Dress professionally
- Be on time – be reliable
- Communicate with CT/Mentor daily about lesson plans, learner needs, classroom management issues, etc.
- Seek and accept feedback from the CT/Mentor daily
- Work with UC Field Instructor to schedule observations and feedback sessions
- Submit lesson plans as requested
- Plan ahead to fulfill WVTPA requirements (unit, video, student work samples)
- Submit WVTPA on or before the due date to allow for remediation or rewrites
- Document the experience with the Resident/Intern portfolio (time log, plans, work samples, TPA, etc.)

- Log your time daily; get CT/Mentor signatures daily or weekly
- Notify CT/Mentor, University Supervisor, and the Education Administrative Assistant of absences
- **AFTER**
  - Complete CT/Mentor Final Evaluation
  - Ensure CT/Mentor completes all required forms (ST Final Evaluation, STAR's, etc.)
  - Complete all required Share Point submissions
  - Complete Resident/Internship Portfolio
  - Complete all certification requirements and forms (if applicable)
  - Complete UC exit exam
  - Complete Education Program Exit Survey
  - Present WVTPA results at Senior Showcase

### Cooperating Teacher/Mentor Responsibilities

All cooperating teachers/mentors must be certified teachers or other professionals with at least three years of experience, professional status, and certification in the same grade level/subject area candidates are seeking. The cooperating teacher/mentor is the candidate's/intern's major resource during the experience and should provide guidance as candidates plan and implement lessons, manage learning and behavior, complete assessments, interact with learners, colleagues, and the community, and complete all other UC Department of Education requirements. In fulfilling this role, cooperating teachers/mentors are to:

- Understand candidates' responsibilities and requirements.
- Introduce the candidate to other faculty and school personnel.
- Share materials and space with the candidate.
- Help students/learners develop a positive attitude toward the candidate.
- Assist candidates in understanding school/site/classroom policies and procedures.
- Acquaint candidates with instructional supplies, teaching aids, and available equipment (copiers, printers, computers, interactive white boards, etc.).
- Help candidates transition from early observations to partial responsibility to full responsibility (minimum four weeks).
- Provide frequent constructive feedback.
- Complete the minimum number of formal observations.
- Complete all required paperwork and forms (RTAs, final evaluation, Dispositions, time logs, etc.).
- Confer and communicate frequently with University Supervisors concerning candidates progress and performance.
- Notify University Field Instructors of any problems or issues.
- Submit HR paperwork to the Education Administrative Assistant to facilitate payment of stipend.

### University Field Instructor Responsibilities

The University Field Instructor provides oversight to the residency/internship experience, ensures that requirements are met, provides support to candidates and CTs/mentors, and

assumes primary responsibility for assessment and grading of candidates. In fulfilling this role, University Field Instructors are to:

- Ensure that placements are fitting and appropriate
- Communicate frequently with cooperating teachers/mentors and principals/supervisors, inviting feedback regularly
- Visit each candidate a minimum of three times during each placement to observe and conference with the candidate.
- Provide constructive feedback to candidates.
- Provide help/remediation to candidates as needed.
- Complete the minimum number of formal observations.
- Complete all required paperwork/forms (RTAs, IARs, Dispositions).
- Complete all required Share Point submissions/assessments.
- Submit final grades.

### Program Director Responsibilities

The Education Program Director is responsible for working with university faculty and instructors, as well as with cooperating schools/sites, principals/administrators/supervisors, and cooperating teachers/mentors to create a high-quality Education program for all candidates. Additionally, the Director serves as a communication liaison with the WV Department of Education and ensure that University and accreditation requirements are maintained. In fulfilling this role, the Program Director:

- Reviews applications for residency/internship and ensure that all candidates have the required qualifications.
- Approves all field-based assignments and makes official arrangements for placement of candidates.
- Confers with Field Placement Coordinator and school/site personnel to monitor candidate progress and provide remediation if necessary.
- Approves final grades assigned by University Field Instructors.
- Approves and signs all certification forms and paperwork.
- Provide formal feedback opportunities through end-of-semester surveys, Triad reviews, and frequent informal email communications.

### **Residency/Internship Overview**

The following section provides an overview of a typical residency/internship experience. The specifics of any clinical experience will vary depending upon placements, grade levels, cooperating teacher/mentor philosophy and teaching style, and/or other factors.

### Sequence

The sequence described below provides a general outline of the progression of candidates' actions and responsibilities during the student residency/internship experience.

## Observations and Conversations

During the first days of each placement, candidates conduct formal observations of the school/community site, students, teachers/mentors, instructional procedures, etc. Things to do and look for:

- Learn students' names
- Learn school personnel's names
- Become familiar with:
  - Sign in/out procedures
  - Teacher's schedule
  - Attendance records
  - Emergency drills
  - Teacher responsibilities
  - Textbooks
  - Lunch/breakfast procedures
  - Dismissal/bus procedures
  - Classroom rules
  - Behavior management plan
- Observe teacher-student relationships; note teaching and learning styles
- Pay attention to students' behaviors, personalities, and learning styles
- Make note of things to ask the CT/mentor about

## Participation

Candidates should be ready to participate from the beginning. At first, this may take the form of making copies, grading papers, creating bulletin boards, overseeing recess, and any number of things not directly related to instruction. Candidates also frequently begin working with individuals and small groups immediately – helping students, facilitating group work, etc. Participation should quickly expand so candidates can take a more direct role in instruction.

**Residency 1 students and Interns may not be left in the classroom alone to supervise students. Only Residency 2 students may supervise students independently.**

## Planning

As the experience proceeds, candidates should begin assuming responsibility for planning. Usually, CTs/Mentors ask candidates to be responsible for planning one activity, one class period, or one subject area; additional responsibilities are added as time passes and progress dictates. Learn to use any necessary teaching manuals/textbooks or technology. Candidates may use the lesson plan format/template of the school, but lessons or units being formally observed or being used as artifacts in the Residency/Internship Portfolio should utilize the UC Lesson Plan Template.

## **Sample Timeline and Details for Residency I**

- 18 hours a week, 3 full days TBD based on student course schedules (250 hours, 14 weeks)
- EDUC 494X will meet Thursdays at 3:30
- Any absence from class or Res.1 hours must be accompanied by a doctor's excuse or University based excuse. You must clock 250 hours regardless of reason for missing.
- Any change from the established Residency I attendance schedule must be approved in writing (email) ahead of time (a minimum of 48 hours) by University faculty and your cooperating teacher.
- Check your UC email frequently over the summer and during Residency 1 and 2.
- Plan to start on **the first day teachers report** (Teacher Professional Development Days).
- Contact Residence Life about early move in options if needed and copy the Program Director.

Weeks 1-3	Observe classroom, school, other classrooms, campus procedures and policies. School Orientation Checklist WVTPA Task 1
Weeks 3-7	Begin Co Teaching UC & Coop teacher Observation 1 (RTA) Plan a unit with your cooperating teacher.
Weeks 8-10	Continue Co-Teaching Teach the unit planned with Cooperating Teacher. Video yourself teaching the unit and write a 2-3 page reflection using TPA categories for guidance. UC & Coop teacher Observation 2 (RTA) Residency 2 orientation-late October (during meeting time)
Weeks 11-14	Continue Co-teaching and begin individual lesson teaching for 1, 2 subjects UC & Coop teacher Observation 3 (RTA) Triad 1 (RTA)

## **Sample Timeline and Details for Residency II**

- 5 full days attendance on site, follow school schedule (500 hours, 14 weeks)
- EDUC 496 Seminar will meet Tuesdays 4:00-5:15 pm
- Any absence from EDUC 496 or Res.2 hours must be accompanied by a doctor's excuse or University based excuse. You must clock 500 hours regardless of reason for missing.
- Any change from the established Residency 2 attendance schedule must be approved in writing (email) ahead of time (a minimum of 48 hours) by University faculty and your cooperating teacher.
- Check your UC email frequently during Residency 1 and 2.
- Plan to start on **the first day teachers report after their Winter Break.** (Teacher Professional Development Days).
- Contact Residence Life about early move in options if needed and copy the Program Director.

Weeks 1-3	Resume teaching subjects being taught in Res. 1. Begin TPA work and plan unit implementation timeline.
Weeks 3-7	Add additional subjects (one at a time) taught independently by Resident. 2 UC & 1 Coop teacher Observations (3 RTAs) Triad 2
Weeks 8-10	Full time independent teaching by Resident 2 UC & 1 Coop teacher Observations (3 RTAs)
Weeks 11-14	Continue independent teaching, transition back to coteaching, and then ease out of teaching responsibilities by the final week. 2 UC & 1 Coop teacher Observation (3 RTAs) Triad 3

## **Sample Timeline and Details for Internship**

- 5 full days attendance on site, follow school schedule (500 hours, 14 weeks)
- EDUC 496 Seminar will meet Tuesdays 4:00-5:15 pm
- Any absence from EDUC 496 or Internship hours must be accompanied by a doctor's excuse or University based excuse. You must clock 500 hours regardless of reason for missing.
- Any change from the established internship attendance schedule must be approved in writing (email) ahead of time (a minimum of 48 hours) by University faculty and your cooperating teacher.
- Check your UC email frequently during Internship.

- Plan to start on **the first day teachers report after their Winter Break.** (Teacher Professional Development Days).
- Contact Residence Life about early move in options if needed and copy the Program Director.

Weeks 1-3	Observe classroom, school, other classrooms, campus procedures and policies. School Orientation Checklist WVTPA Task 1
Weeks 3-7	Begin Co Teaching UC & Coop teacher Observation 1 (ITA) Plan a unit with your cooperating teacher. Triad 1 (ITA)
Weeks 8-10	Continue Co-Teaching, transition to full time teaching Teach the unit planned with Cooperating Teacher. Video yourself teaching the unit and write a reflection using TPA categories for guidance. UC & Coop teacher Observation 2 (ITA)
Weeks 11-14	Full time responsibility and/or Co-teaching depending on progress UC & Coop teacher Observation 3 (ITA) Triad 2 (ITA)

### Final Week

The final week of the placement allows the candidate to gradually disengage from teaching responsibilities and resume the role of observer. This is a good time for candidates to ensure paperwork and forms are complete, update their portfolio, and possibly observe other teachers/mentors.

## **Resident / Intern Portfolio**

### Portfolio Overview

Education students from every program create Share Point portfolios while enrolled in EDUC 100 Introduction to Education during the freshman year. These same portfolios are revised, updated, and submitted when students formally apply for admission to the Education Program (Panels) during the sophomore year. Each student updates and revises their Share Point portfolio once again during the student teaching/internship semester, resulting in a comprehensive portfolio reflecting candidates' knowledge, skills, abilities, and strengths. Completed portfolios can later be shared with potential employers, providing concrete examples of lesson plans, unit plans, student work samples, technology applications, and any variety of other artifacts which may demonstrate candidates' proficiency and knowledge. Completed portfolios must be submitted in Share Point for assessment to receive credit.

## Portfolio Requirements

It is expected the Education Program Student Teaching/Internship Portfolios contain the following items:

- Introductory Letter
- Résumé or Vita
- Teaching Philosophy
- Sample Lesson Plan and/or Unit Plan (can be the same as that used in WVTPA)
- Residency/Internship Goals and Reflection
- All required course assignment uploads

Optional items to be included:

- Candidate-created:
  - Handouts/worksheets
  - PowerPoints, Prezis, or other presentations
  - Graphic Organizers
  - Samples of student work
  - Student artwork
  - Sample newsletter or parent communication
  - List of professional collaborations
  - List of community resources utilized (guest speakers, field trips, etc.)
  - Sample tests, quizzes, grading rubrics
  - Action research data
  - Pictures/photographs
  - Video (can be the same as that used in WVTPA)