WEST VIRGINIA STATE
U N I V E R S I T Y
1891

Education Candidate Handbook

2025-2026

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Foreword

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

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

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

The faculty in the Education Department at West Virginia State University is committed to working with you to make this handbook a living and working document. To be a true educational consumer, you should review the contents of this document periodically and prior to meeting with your faculty advisor, registering for classes each semester, and/or completing each phase of the professional preparation process. ***Important information about advising and course selection can be found on pages 5-8 of this document.***

All teacher education candidates are encouraged to develop a professional e-portfolio that is aligned with the contents of this handbook. A copy of this handbook is available on the Education Department Homepage. Feel free to download and print copies of all the forms you will need as you advance through the four phases of the program. The Education Candidate Handbook is updated annually.

Sincerely,

The Education Department Faculty

Teacher Education Program Framework

The Language of Teacher Education

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

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

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

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

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

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

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

To ensure that all candidates are following their program of studies, they will be assigned an **advisor**. Advisors are assigned alphabetically by the candidate's last name. Advising Lists are posted by every faculty member's office and on the Education Department Bulletin Board.

If an education candidate is seeking certification to be an elementary education teacher, one advisor will be assigned. If a candidate is seeking certification as a secondary teacher, there will be two advisors assigned--one for the candidate's content specialization and the other for the education requirements. It is to the candidate's

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

Advising is an important part of the educational process, and therefore, it is important that each candidate meets with the assigned advisor each semester to complete course selections. Candidates are urged to adhere to these procedures which are designed to facilitate the completion of degree requirements. Bring these documents to each advising session:

The candidate should have the following documents when preparing for course selections:
- o Academic Course Sequence
- o Curriculum Checklist
- o Current Copy of Transcript
- o Course Rotation obtained from Content Advisor

- Secondary candidates must meet with the content advisor and the education advisor to finalize the schedule each semester.

- Adhere to Financial Aid procedures.
  - o Candidates are reminded that they are only eligible to receive financial aid for courses which are degree-pursuant or part of their course program of study. To be eligible for federal and state financial aid and have the courses counted towards enrollment requirements for aid eligibility, the following must occur:

    - The selected courses must be required for the candidate's degree completion. Courses for elective minors and concentration may not be included.

    - Candidates should check MYSTATE and the WVSU email regularly to view any notifications of additional requirements from the Office of Financial Aid. Any questions concerning financial aid requirements should be directed 105 Ferrell Hall, fadocs@wvstateu.edu or (304) 204-4369.

    - Candidates who desire to pursue Dual Majors must immediately notify the Office of Financial Aid and the Registrar's Office for approval.
  - o Candidates must be making satisfactory academic progress (SAP), which is calculated each semester to verify all standards are met. Regulations require that academic progress be evaluated both quantitatively and qualitatively.

- o Candidates must complete the current degree program within 150% of the published credit length of the degree program. Candidates will not be eligible for financial aid once they have **attempted** more than 150% of the published credit length.
- o All credit hours throughout each candidate's academic history, even from periods in which no financial aid is received, will be included in the calculation. Attempted hours are considered all credit hours in which the candidate is enrolled. All credit hours attempted at WVSU, including repeated courses with a grade of "F", "W", "I" or "IP" and all transfer hours, accepted by WVSU, that were pursued at a previous institution, will be counted in the determination of hours attempted.
- o The chart below was provided by the Office of Financial Aid as an example. Candidates are recommended to visit the Office of Financial Aid to determine individual status.

Hours Attempted	Cumulative GPA	Completion Ratio	Maximum Hours
0-29	1.75	67%	180
30-59	1.75	67%	180
60-89	2.0	67%	180
90+	2.0	67%	180

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

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

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

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

Pre K-Adult: Certifies the program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Art, Music, and Wellness. Also certifies the program completer to teach special education in one of the

following areas: Mentally Impaired, Specific Learning Disabilities and Multi-Categorical Special Education – K-6 or Pre K-Adult. A special education completer must complete Elementary Education or another content specialization in English, Social Studies, General Science or Mathematics to be certified at this programmatic level.

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

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

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

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

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

The Conceptual Framework at West Virginia State University represents the knowledge and skills that we expect from our candidates. It articulates the dispositions that we value as an education community.

The Conceptual Framework, Teacher as Human Developer, serves as the foundation for decision making and planning for the Unit. This conceptual framework has evolved from the institution's mission statement. Collectively, the vision, mission and the PEU outcomes represent the philosophical constructs upon which the dedicated efforts of faculty, colleagues and constituents are grounded.

Student outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: **Teacher as HUMAN Developer (THD)**. The theme serves as a unifying concept or framework for the entire program, and
conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multimodal methods, including faculty panel review,

grade point requirements, portfolios, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Failure to comply with the dispositions of the THD model may lead to referral to the Candidate Assistance Team (CAT) and/or dismissal from the WVSU Education Program.

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

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

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

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

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

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

Required Readings

This outline designates the readings that should be assigned in specific classes. The professor will assign the information to be read and or copied for inclusion in the essential documents.

COURSES	PAGES	TITLES
EDUC 200, 201, 202, 227	1-14	Education Department Framework/Overview
	15-16	The Pre-Professional Phase
	29-49	Field Experience Information

EDUC 300, 316, 319, 320, 331	20-21	The Professional Phase
	29-49	Field Experience Information
	55-61	SCOPE Information
EDUC 426	22-26	Senior Capstone Phase
	52-61	Assessment Overview
	55-61	SCOPE Information
	11	Required Meetings and Workshops
EDUC 480-487	24-25	Clinical Teacher of Record (CTR)
	62-63	WVTPA
	11	Required Meetings and Workshops
	64-67	Resident Teaching Observation/Evaluation
	70-75	Resident Teaching Information
All Classes as determined by professor		Resources
		Appendix

Required Workshops and Meetings

A Residency Calendar will be provided each semester for all Resident Teacher candidates. All meetings and workshops are mandatory for participation and completion of the Yearlong Residency.

Workshops

- Co-Teaching and Mentoring Workshops and training with Cooperating Teacher for all Resident Teachers

- SCOPE Workshop for First Semester Resident Teachers

- WVTPA Workshop for all Resident Teachers

- Career and Resume Training Workshop for all Resident Teachers

- Mandatory Reporting Workshop

Meetings

- **Individual Review with Education Department Chair or designee when applying for Admission to Candidacy**

- **Individual Review with Education Department Chair or designee when applying for the Senior Capstone Phase**

- **Residency Entrance Meeting**: held in April or November of Semester prior to Residency I

- **Residency Transition Meeting**: held in May or December prior to semester of Residency II

- **Certification Meeting**: held the day before graduation for all completers of the Yearlong Residency

- **Residency Seminars**: held throughout the semester for all Resident II Teachers, an assigned instructor, and University Supervisors.

Section I: Education Department Overview

Program Purpose Statement

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

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

"The Teacher as H.U.M.A.N. Developer" is the conceptual framework of the teacher preparation process that develops each candidate with the dispositions of being a Role Model, Student-Focused Educator, and Member of a Profession. Our faculty pledges to prepare and develop teacher candidates who are committed to and believe in **H**olistic approaches to student learning, **U**nderstanding diversity, **M**anaging learning communities, **A**ssessing student learning based on national and state standards, and

welcoming newer approaches to student learning through technology and other innovative practices.

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

Core Components of the Curriculum

The Education curriculum (with 44 hours of required coursework in the discipline) consists of eleven components:

1. **EDUC 200: Foundations (3 hours)**
2. **EDUC 201: Human Growth and Development* (3 hours)**
3. **EDUC 202: Educational Psychology and Learning* (3 hours)**
4. **EDUC 300: Educational Technology (3 hours)**
5. **EDUC 316: Integrated Methods* (4 hours)**
6. **EDUC 227: Exceptionalities and Human Diversity (3 hours)**
7. **EDUC 331: Curriculum for Special Education* (3 hours)**
8. **EDUC 319 or 321: Literacy* (3 hours)**
9. **EDUC 426: Creating, Managing, Assessing Learning Communities*(3 hours)**
10. **EDUC 480: Resident Teaching* (15 hours)**
11. **EDUC 461: Clinical Residency Seminar (1 hour)**

* Students complete a total of 895 (minimum) clock hours of field experiences and resident teaching in these courses prior to completion of their education degree.

Program Learning Outcomes

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

The graduates of the Education program will:
- understand 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. (InTASC Standard 1)
- develop an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
- work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard 3)
- understand 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. (InTASC Standard 4)
- understand 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. (InTASC Standard 5)
- understand 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. (InTASC Standard 6)
- plan 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. (InTASC Standard 7)
- understand 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. (InTASC Standard 8)
- engage in ongoing professional learning and use 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 adapt practice to meet the needs of each learner. (InTASC Standard 9)
- seek 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. (InTASC Standard 10)

(Approved by the Education Department on August 11, 2021)

The Pre-Professional Phase

Pre-Professional Phase Overview

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

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

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

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

Candidates' programs of study should include general studies, Education 200 series courses, and 100 and 200 series content area courses. In addition, candidates will complete approximately 50 clock hours of field experiences as part of the Pre-Professional phase. Candidates will begin an e-portfolio in Education 200 or 290. Before being admitted to candidacy, candidates must attempt all three sections (reading, writing, and math) of the Praxis I (CORE) or have qualifying scores on the National ACT or SAT examination which will exempt candidates from Praxis I. Candidates are encouraged to go to ets.org or the Khan Academy to review practice tests. If a passing score on any of the Praxis I exams is not attained, a Basic Skills Exemption by Subject may apply (refer to the Exemption Document that follows). Candidates will receive guidance relating to the Exemption Document.

APPROVED EXEMPTIONS	REQUIRED SCORES		COMMENTS
Completion of Bachelor's Degree with 3.0 Average	Date Degree Awarded	GPA:	
ACT Scores	Composite Score 26		
	Reading (17 or higher)		
	Writing (17 or higher)		
	Math (21 or higher)		
SAT Scores	1035 (prior to 1995)		
	1125 (eff. April 1995)		
	1170 (eff. March 2005)		
	1240 (eff. May 2016)		
	470 - Combined Reading and Writing		
	530 - Math		
Each test of the Praxis One CORE must be attempted by all candidates who do not have an exemption based on the ACT or SAT scores. Candidates are encouraged to go to ets.org or the Khan Academy to review practice tests.			
PRAXIS I (CORE) Reading – 5712	Passing Score: 156		
PRAXIS I (CORE) Writing – 5722	Passing Score: 162		
PRAXIS I (CORE) Mathematics - 5732	Passing Score: 150		
BASIC SKILLS EXEMPTION BY SUBJECT (Requires grades of "B" or higher)			
English 101			
English 102			
Math 103, 104, 105 or Math 120 For Elementary Candidates	*Math 120 can substitute for Math 104*		
Math 119 or Math 120 for Secondary Candidates			
Education 200			
Education 201			
Education 202			
Cumulative GPA	*3.0 Average is required*		

DEPARTMENT ACTION: APPLICATION IS ( ) APPROVED or ( ) DENIED
/Date_____

Before enrolling in the upper-level 300 courses. Candidates will complete the *Application for Admission to Candidacy in the WVSU Teacher Education Program*, attach all requested items, and submit to the Administrative Assistant of the Education Department. After an individual conference and a review of the documents by the Department Chair, the candidate will be notified of their admission status during the conference summary. Copies of all documents will be provided to the candidate for inclusion in the Essential Documents Portfolio. The deadline for completion of this review is November 1 during the fall semester and March 1 during the spring semester.

Candidates in all phases should be aware that field experiences and resident teaching cannot be completed in schools which they previously attended or in a school where their relatives or children attend. In addition, placement schools and Cooperating Teachers are identified based on the needs of the school site and the candidate in question. They are not based on the candidate's proximity to the placement school.

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

Candidates are responsible for maintaining a copy of all test scores (ACT, SAT and Praxis) and copies of these additional documents in their required **Education Department Notebook:**

ESSENTIAL DOCUMENTS

1. Current Transcript
2. Complete, updated Curriculum Guide each semester
3. Copies of all completed tests (ACT, SAT, Praxis scores)
4. Copies of all field experience documents
5. Copies of lesson plans
6. PDU Documents/Certificates
7. Updated Course Sequence and Curriculum Guides
8. Speaking Assessments
9. Disposition Assessments
10. EDUC 200 Philosophy

Selectivity Requirements

The Education Program at WVSU is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and the program is aligned with the CAEP Mission, which is to transform educator preparation so that graduates can help improve P-12 student learning. Therefore, the program has initiated CAEP selectivity requirements starting in Fall 2016. Beginning in Fall 2016, all candidates for admission to the program (all candidates planning to enroll in Education 316), must show that they have attained a 3.0 GPA overall in their college courses and show that their English, mathematics and reading scores on the ACT or critical reading, writing and math SAT are at the 50th percentile or above. Candidates who do not meet these criteria may apply for an exemption on or before the last day of the semester that precedes the semester in which they plan to register for Education 316. The *Application for Exemption from Selectivity Requirements* is on the WVSU Department of Education website.

These are minimum CAEP requirements, and it is possible that other CAEP requirements will be initiated in subsequent semesters. Candidates should continually monitor the Education Department website to be aware of updated CAEP requirements in place at the time that they seek admission to Teacher Education.

Transfers, returning students and post-graduates will be informed of the Selectivity Requirements at the time of enrollment.

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

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

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

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

A candidate may lose an approved status for several reasons, e.g., loss of academic qualification. **Failure of any Education or Content Specialization course more than <u>once</u> will result in the Education candidate being ineligible for admission into the program.** The Department of Education may recommend re-evaluation of the status of any previously approved candidate at any point in the program where evidence exists that the person may be a threat or danger to the well-being of public school students. Candidates have certain appeal privileges in these and other cases.

The Professional Phase

The Professional Phase Overview

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

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

Note: No Education course requirements can be fulfilled by CLEP testing.

The first two courses in the Professional Phase are Education 300: Educational Technology and Education 316: Integrated Methods, which is **required of all students**, including those who transfer from other colleges or universities. In Education 316: Integrated Methods teacher candidates are introduced to the WVSU Education Department's lesson plan format. Both of these courses are designed to build on the content that was covered in the Pre-Professional phase of the program and serve as prerequisites for the additional education courses a candidate will take. In addition to Education 300 and 316, candidates take Education 227: Exceptionalities and Human Diversity and Education 331: Curriculum for Special Education. At the completion of Education 316, candidates are required to take the appropriate assessments which are required for certification in West Virginia. **The Praxis II Content Test(s) must be taken and _passed_ prior to Resident Teaching**. Test scores must be received by October 1 during the Fall Semester and March 1 during the Spring Semester.

During the Pre-Professional Phase of the program, candidates' reading, writing, problem solving, technology, speaking, and listening skills were initially assessed.

In the Professional Phase of the program, these skills will continue to be assessed and strategies for teaching these skills to public school students will be developed in Education 319 (Content Area Literacy) for Secondary Candidates, and in Education 320 (Teaching Reading I), Education 321 (Teaching Writing for Elementary Candidates), and Education 423 (Teaching Reading II). Information related to the Science of Reading must be incorporated into the curriculum for all of these courses. The WV Department of Education website must be reviewed and all related components must be addressed in these classes.

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

The Senior Capstone Phase

The Senior Capstone Phase Overview

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

The Senior Capstone Phase begins with Education 426: Creating, Managing, and Assessing Public School Learning Communities – in the semester before candidates plan to begin Resident Teaching. Candidates must schedule and attend an individual conference/work session with the Department Chair which includes a review of the Admission Requirements for the Capstone Phase. Candidates must provide copies of all Essential Documents as indicated on the application. This review must be completed by November 1 during the Fall Semester and by March 1 during the Spring Semester.

Candidates must attend an orientation program where the SCOPE and the Resident Teaching Application process are explained. All candidates who meet the requirements for the Senior Capstone Phase will be assigned a SCOPE Chairperson. This education faculty member will be the Chairperson for the SCOPE and will work with the candidates to help them successfully pass. Candidates will choose a faculty member from their content specialization to be a second member of the SCOPE team. The interviews will be scheduled in the second and third month of the fall and spring semesters.

To prepare for the SCOPE, candidates must continuously reflect on, edit, and update the professional e-portfolios that were started in either Education 200 (Foundations of Education) or Education 290 (Advanced Foundations) and added to in their Educational Technology course (Education 300). The e-Portfolio must contain selected artifacts that demonstrate the candidates' achievements of the program dispositions and components that were outlined in the Pre-Professional Phase of the program.

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

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

Prior to resident teaching, all candidates must take the appropriate Praxis II Content Test(s) and maintain a WVSU cumulative 3.0 grade point average in their professional education courses, content specialization(s), general education, and overall. Candidates may not have a "D" or "F" grade in any course on their respective status sheet. During the first month of resident teaching, the Teacher Residency Partnership Committee will check all graduation requirements and complete the *Commencement Clearance* Form for the College of Professional Studies. Final approval will be determined by the Education Department Chair.

The West Virginia Board of Education establishes the policies related to certification of educators. Besides working towards a degree in education, candidates are working towards certification in West Virginia. Therefore, resident teaching placements are often based on current certification policies. Candidates must complete the appropriate field placements in the programmatic levels and content specializations in order to be recommended for West Virginia State Certification. All candidates must be fingerprinted, pay for an FBI Criminal Background check, and pass all the state required testing in order to be recommended for certification. WVDE Policies 5100 and 5202 are excellent resources throughout the progression through the Education Department

Candidates for resident teaching may be eligible to apply for a Clinical Teacher of Record (CTR) position. The following requirements must be met: (1) possess a 3.0 GPA, (2) have completed all coursework, (3) passing scores on the Content Specialization Exam, and (4) submit an application following the process below:

APPLICATION PROCESS FOR THE CLINICAL TEACHER OF RECORD PROGRAM AT WEST VIRGINIA STATE UNIVERSITY

Clinical Teacher of Record (CTR) Programs

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

Minimum Requirements

- The prospective CTR shall: 1) have completed the content preparation courses with a minimum 3.0 GPA; 2) shall have met the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in Section 6.2.c of WVBE Policy 5100; and 3) shall have met the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which they are seeking certification. **The applicant must submit all scores and transcripts to document the aforementioned requirements to the department chair at WVSU.**
- The prospective CTR shall only be eligible to serve in a teaching position in the county **which has been posted and for which no other fully certified teacher has been employed.**
- **The applicant must follow the steps on the WVDE Form 3 instruction page and complete the application through the online certification portal. Supporting documents, including Praxis scores and the Form 7 for release of background check information, will be uploaded by the West Virginia State University department chair upon approval of the Form 3 application. To obtain instructions and the link to the certification portal, go to this site: https://wvde.us/certifications/applications/form-3.**
- The applicant must submit a letter of interest to the WVSU Department Chair stating that all requirements have been met. The application is reviewed and must be approved by the Teacher Residency Partnership Committee. Candidates may not approach the principals in the schools where vacancies exist. The procedure will include (1) providing documentation from the county personnel office indicating that a true vacancy exists, (2) providing of the job posting form the county personnel office, and (3) a discussion with the building principal once approval is given by the County Human Resources Office.
- The agreement between the institution of higher education and the county board shall include the specifics regarding the program of instruction, the responsibilities for supervision and mentoring by the institution of higher

education, the school principal, peer and mentor teachers, and the projected budget.
- The salary and benefit costs for the position to which the Clinical Teacher of Record is assigned shall be used only for program support and to pay the CTR a stipend that is no less than 65% of all state aid funding.
- The program must be approved by the WVBE.
- **The prospective CTR may indicate to the Department Chair his or her willingness to be a CTR, but it is inappropriate for a prospective Clinical Teacher of Record to contact a school district directly BEFORE the district has contacted WVSU indicating interest in the CTR program.**

Senior Capstone Phase Checklist

Task	Date or Semester Completed	Date Filed in Education Department Candidate Assessment Portfolio
❑ Education Capstone Interview- Chair		
❑ Senior Classification (90 Semester Hours)		
❑ Professional Portfolio		
❑ Completion of Task One of the WVTPA		
❑ Required Principles of Learning and Teaching (PLT) Taken		
❑ Required Praxis II Content Test(s) Passed		
❑ Apply For Resident Teaching		
❑ Eligible Applicants may apply for a Clinical Teacher of Record (CTR) Position		
❑ Pre-Resident Teaching SCOPE		
❑ Required Methods Courses Completed on Status Sheet		

❑ **WVSU Cumulative 3.0 Overall Grade Point Average Maintained**		
❑ **WVSU Cumulative 3.0 or better GPA in content specialization courses**		
❑ **WVSU Cumulative 3.0 or better GPA in Professional Education Courses**		
❑ **WVSU Cumulative 3.0 or better GPA in general education courses**		
❑ **Education 480 – 487**		
❑ **Required passing scores on the WVTPA and the Praxis II Test Passed for Certification**		
❑ **Apply to Graduate**		
❑ **Certification Application**		
❑ **FBI Fingerprinting**		

Continuing Professional Development Phase

Continuing Professional Development Phase Overview

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

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

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

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

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

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

Continuing Professional Development Phase Checklist

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

Section II: Field Experiences

Field Experience Information

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

Table 1: Professional Education Field and Clinical Experience Courses

Course Number	Course Title	Semester Hours	Brief Description	Program phase	Number of Clock Hours
EDUC 201	Human Growth and Development	3	Working in the public school setting to complete tasks assigned by classroom teacher	Pre-Professional	15 Restricted to West Side Partnership
EDUC 202	Educational Psychology and Learning	3	Teaching mini lessons and tutoring students	Pre-Professional	25 Restricted to West Side Partnership
EDUC 316	Integrated methods	4	Teaching a minimum of 3 lessons to determine a candidate's ability to plan instruction	Professional	40 Departmental Placement
EDUC 319/320	Content Area Literacy/Teaching Reading I	3	Teaching a minimum of 3 lessons. Supervised practice of scientifically-based reading research strategies to increase student learning	Professional	30 Departmental Placement
EDUC 331	Curriculum for Special Education	3	Assessing and teaching students with disabilities and reflecting on student achievement	Professional	30 Departmental Placement
EDUC 426	Creating, Managing, and Assessing School Learning Communities **Residency I**	3	Teaching a minimum of 5 lessons to practice classroom management, and creating lessons based on data-driven decision making. Elementary majors must take as part of Elementary Block.	Capstone and First Semester of Yearlong Residency Clinical	250 minimum Arranged by Department in Elementary Block schools
EDUC 480-487	**Residency II**	15	Supervised Resident Teaching	Capstone, Continuing Professional Development, and Second Semester of Yearlong Residency Clinical	500 minimum Arranged by Department in TRP Schools when possible
EDUC 464	Clinical Seminar	1	Ongoing Supervision of Resident Teaching	Capstone, Continuing	1 hour (two hour class

				Professional Development, and Second Semester of Yearlong Residency Clinical	every other week)
				Total Hours	**896**

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

Table 2: Additional Field Experience Hours

Course Number	*Course Title*	*Major Content Area*	*Field Experience Hours*
Art 308	Art Education	Art Education	~~40~~ 10 hours (rev.)
Art 414	Teaching Art in the Middle and High School	Art Education	~~45~~ 15 hours (rev.)
~~HHP 431~~	~~Methods of Elementary/Middle School Physical education~~	~~Physical Education & Elementary Education~~	~~10 hours~~ N/A (rev.)
EDUC 324	Mathematics for Teaching	Must be taken as part of Elementary Block	10 hours Arranged by Department
EDUC 328	Field Experience in Exceptional Setting	Special Education Endorsement	60 hours
EDUC 423	Teaching Reading in the Elementary School II	Elementary Education & Reading Endorsement. Must be taken as part of Elementary Block.	20 hours Arranged by Department in Elementary Block schools
EDUC 450	Behavior, Social, and Life Skills Curriculum	Special Education Endorsement	10 hours

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

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

Teacher Residency Partnership (TRP) Schools-(formerly PDS)

Candidates are placed in TRP schools when possible. The following chart is a list of the current TRP sites located in Kanawha and Putnam County Public Schools:

Teacher Residency Partnership (TRP) Schools, 2025-2026

School	Principal	TRP Coordinator
Anne Bailey Elem.	Robert Somerville	Lisa Ramsey
Capital High	Larry Bailey	Tenna Gray
Dunbar Intermediate	Amy Brown / Brian Wooten	Stacie Bateman
Dunbar Middle	Abby Stevens-Siggers	Kayla Slater
Dunbar Primary	Michelle Adams	TBA
George Washington High	Jim Crawford	Kelli Epling

Holz Elem.	Lynn Davis	Jennifer Weaver
Kenna Elem.	Natalie Vaughan	Lee Ann Dent
Lakewood Elem.	Dusty Herscher	Samantha Johnson
Mary C. Snow Elem.	Destiny Spencer	Janna Coleman
Nitro Elem.	Ashley Garrett	Sarah Haynes
Poca Middle	Kensie Fisher	Abby Broome
Point Harmony Elem.	Ashley Duggan	Lucinda Burns
Richmond Elem.	Jennifer Cochran	Becky Tucker
South Charleston Middle	Kizmet Chandler	Kizmet Chandler
South Charleston High	Ryan Carter	Barbara Ames
Westside Middle	Christina Young	David LaMaster

Field Experience Policies

Placement of Teacher Candidates
Candidates are placed with cooperating teachers who are fully certified, who have at least three years successful teaching in the certification area, a five-year certificate, and who have been highly recommended by their principals and/or other administrators, and have completed the yearly Mentoring and Co-Teaching Training Workshop. The following considerations are used when making placement decisions:

1. **Academic reputation of the school and/or professional credentials of staff:** Curriculum specialists and other public school administrators are consulted about suitable placements.
2. **Previous field experience placements**: The teacher candidate needs to have field and practicum experiences in a range of schools (e.g., rural, urban, Title 1, and those with a high percentage of ethnic diversity);
3. **The school's desire to mentor a teacher candidate**: At times some schools do not wish to take a teacher candidate because of some event or events going on that semester but would be willing to take teacher candidates at a later date;
4. **The location of the school and how far it is from WVSU Campus.** Accessibility to the University is considered when candidates are assigned to schools.
5. **Any personal connections a teacher candidate has to a particular school**: Candidates will not be placed in a school that the teacher candidate attended, in schools where the candidates' children presently attend, or where a relative or close friend is employed.

Additional Placement Information

Assigning placements for field experience candidates is a complex undertaking and the responsibility of the faculty with assistance from stakeholders. Placements are approved by the Department of Education and the Governing Board of the Teacher Residency Partnership (TRP). School. Placements are made, when possible, in the partnership schools. These are selected quality school sites where building and campus personnel consistently work together to develop effective field-based experiences. These schools have entered into a Partnership with WVSU and are committed to the effort of

development of teacher education candidates. A feature of the TRP is the presence of a Site-Based Coordinator who works closely with candidates, evaluates and monitors performance, and works cooperatively with staff and administrators. These schools also have a WVSU faculty liaison and designated staff member to work with candidates.

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

Candidates will not be placed in schools where a relative or friend is employed, in schools that the teacher candidate attended, and in schools where teacher candidates' child/children presently attend. Placements are not made based on the candidate's proximity to the school.

Attendance:

It is important to attend all scheduled field experience observations. Candidates who are absent on a scheduled observation day must call the school and/or teacher in advance to report the absence. All absences must be made up in order to meet the required field experience hours in each course. Candidates are not permitted to miss class for field experience. In the case of clinical placements, the Director of the Teacher Residency Partnership and the University Supervisor must also be contacted regarding any absence.

Termination of Field and Clinical Experience

Field and Clinical Field Experiences are a vital part of the Residency Component at West Virginia State University. The Residency Program is a cooperative relationship between the Education Department at West Virginia State University, cooperating school districts, cooperating teachers, West Virginia State University Faculty and the West Virginia State University Candidate. Each candidate is made aware that her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally, there are circumstances that warrant the termination of the field or clinical experience. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration cooperatively by all parties involved. It is duly noted that candidates who are unsuccessful in two field or clinical experiences will be removed from the Education Department.

Reasons for Termination

1. Mutual consent and agreement for termination by the candidate, cooperating school, and field supervisor for reasons of illness, injury, or other unforeseen problem.

2. Failure by the candidate to establish and maintain a satisfactory performance level in classroom instruction and management.
3. Failure by the candidate to abide by the policies of the cooperating school.
4. Unprofessional conduct towards school personnel and/or students.
5. Failure by the candidate to follow the Code of Conduct that is presented in the WVSU Education Department Candidate Handbook.

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

West Virginia State University
Department of Education
Teacher Candidate Dress Code Policy

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

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

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

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

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

Shirts, Tops, Blouses, and Jackets
Dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire to be worn by male and female candidates. All shirts, blouses, sweaters, etc. must have sleeves. Bare shoulders or low-cut necklines and/or backless clothing are unacceptable. Shirts or blouses must cover the entire torso at all times, even in movement. Crop tops, tube tops, and halters are **unacceptable**. Any garment made of transparent and/or see through material is considered **unacceptable**.

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

Slacks, Pants, and Suit Pants
Slacks/pants that are similar to cotton khakis or synthetic material are appropriate and acceptable. Wool pants, flannel pants, and dressy capris are also acceptable.

Inappropriate slacks/pants are jeans, sweatpants, exercise pants, pajama bottoms, Bermuda shorts, short shorts, shorts, bib overalls, tights, leggings, spandex, bicycle pants or any other form-fitting pants. Candidates shall wear their trousers, slacks, or pants properly. For example, the waist of the garment at their natural waist level without sagging. Intentionally torn, ripped, cut, or slashed pants are considered inappropriate and are **not** to be worn by candidates representing the education program.

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

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

Hats and Head Covering
Any type of head covering (this includes hats of any type, scarfs, wraps, baseball caps…) is **unacceptable**. Head covers that are required for religious purposes or to honor cultural traditions are allowed with appropriate documentation and approval.

Accessories and Jewelry
Accessories and jewelry should be selected with great care to promote public school student and teacher education candidate safety. Appropriate professional ties, scarves, belts, and jewelry are acceptable as long as these items are worn in moderation. Modest piercing of the ears is acceptable; however, excessive ear piercings, other facial, tongue, spacers or visible body piercing is **unacceptable**. Also, chain or spike jewelry is **unacceptable for safety reasons**.

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

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

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

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

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

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

At times, candidates may be exempt from some parts of the dress code during special activities, such as field trips and other similar events. However, candidates must always adhere to standards of good taste. Specific appropriate attire may be worn on spirit days or school dress up days, as announced or designated by the principal.

Disclaimer:
While this list is seemingly inclusive, there may be some situations that are not addressed in this policy. Therefore, candidates are to use their professional judgment and adhere to the spirit of this policy. If questions arise about the dress code policy during field/clinical experiences and professional experiences, candidates are encouraged to discuss these questions with their university supervisor or professor.

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

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

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

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

WVSU Insurance—Accident and Medical
Accident and medical insurance plans designed for candidates are available in the Office of Enrollment Management & Student Affairs Office. Insurance information can be obtained from the offices located in Ferrell Hall room 130, Sullivan Hall East room 323, the Health Center located in the James C. Wilson University Union, or by calling (304)766-6140. WVSU does not endorse or recommend any specific plan.

Background Checks & Certification Permits
Candidates are required to read and sign the *Grounds for Dismissal from the Teacher Education Program and FBI Background Check Notification Form*. This form is kept in the student advising folder. A background check is required prior to resident teaching and

applying for a resident teaching permit. Candidates will be required to attend a resident teacher informational meeting the semester prior to resident teaching; more information on the resident teacher permit will be provided during this meeting.

Professional Conduct

The Education Program expects teacher candidates to conduct themselves in a professional manner. That means that they never openly criticize cooperating teachers, administrators, other school personnel, or the school system as a whole. WVSU's Department of Education expects teacher candidates to follow all the rules and regulations of the school system in which he or she is working, maintain confidentiality with sensitive information, perform teaching and non-teaching duties in a timely manner, and work cooperatively with other school personnel. Finally, the candidate should be guided by a code of ethics established by the National Education Association (NEA):

NEA Code of Ethics

Preamble

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

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

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

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

PRINCIPLE I
Commitment to the Student
The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of

inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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

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

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

In fulfillment of the obligation to the profession, the educator
1. Shall not deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

Cell Phones

Cell phones should not be visible during the entire time the candidate is conducting the field experience. They should be left in a purse, backpack, or car. They are not to be checked for emails, texts, or phone calls while in the placement school.

West Virginia State University Department of Education Social Media Policy

Introduction

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

Rationale

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

Definitions

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

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

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

2. Microblogs – websites and spaces that allow users to post short blog entries. Twitter is an example, as well as other sites that invite users to post short status and location updates such as Facebook and Foursquare. Social networks – websites where users can create customized profiles and form connections with other users based on shared characteristics and interests. Websites such as Facebook, Instagram and Snapchat tend to foster personal social contact among "friends", while websites such as LinkedIn are oriented toward professional networking. Many universities, schools, school districts and businesses are also establishing a presence on social networks.

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

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

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

6. Messaging Apps-- messaging ecosystem boasts over 20 different social and sharing features that act as SMS platforms. They offer group chats, video conferencing, voice calling, content sharing and much more. Many also offer the ability to shield your identity and remain nameless. Messaging Apps act primarily as a one-to-one communication platform that can be temporary or long lasting. Content is usually intended to remain private however often that content is shared with others. Social media can be engaged in by various ways, for example, through text messages, instant messages, and email by using personal accounts such as Gmail, Yahoo, and Hotmail on personally acquired services, systems, and

networks, and/or through text messages, instant messages, and email by using WVSU accounts on University services, systems, and networks. Personal digital assistants, cell phones, smartphones, computers, and other devices could be used to engage in social media. Also, chat services such as G-Chat, Facebook Messenger, iMessage, and FaceTime can be utilized. Additional social media may be developed in the future that could be covered by this Policy

7. Social media includes communication, collaborative sharing, and reaching students, employees and guests for educational purposes using websites, platforms, resources, or documents. Examples include, but are not limited to, Google Apps, TeacherTube, Schoology, Edmodo, etc. Social media can be engaged in by various ways, for example, through text messages, instant messages, and email by using personal accounts such as Gmail, Yahoo, and Hotmail on personally acquired services, systems, and networks, and/or through text messages, instant messages, and email by using WVSU accounts on University services, systems, and networks. Personal digital assistants, cell phones, smartphones, computers, and other devices could be used to engage in social media. Also, chat services such as G-Chat, Facebook Messenger, iMessage, and FaceTime can be utilized. Additional social media may be developed in the future that could be covered by this Policy. Future developments in social media, messaging apps, sites, and communication devices would also be covered under this policy.

University Responsibilities and Procedures

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

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

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

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

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

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

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

Candidates may not coerce others into providing passwords, login, or other security access information to them so that they may access social media or locations that they have no authorization to access. **Candidates should note that information that they place in social media and designate as private can be accessed in litigation, can be distributed by their friends, and can be accessed in other various ways.**

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

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

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

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

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

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

Never use social media site to discuss a student or employee in a way that is or could be perceived as derogatory, critical or in any manner that could be considered libelous. Do not denigrate or insult others, including students, staff, administrators, parents, a school district or other Universities. **A violation of this policy, guidelines and/or relevant laws could be regarded as a form of professional misconduct and may result in**

disciplinary action. This provision is not intended to prohibit the right of an individual to comment on matters of interest to the general public.

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

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

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

Usage Tips
- Never post any information that is discriminatory in nature regarding race, religion, gender, sexual preference, socio-economic levels or other personal areas of information.
- Never post information containing personal attacks on other students, University employees, schools or school districts.
- Never post personal information concerning other candidates, observed schools, students or employees.
- Always respect others and their confidentiality.
- Never forget any posting or posted material can never be fully "erased" from social media sites.
- Never post photos, videos or descriptions of unprofessional or illegal behavior.
- If you doubt a post is appropriate, do not send/post it!

Consequences for Inappropriate, Unauthorized and Illegal Use

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

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

Expectations and Reminders

As a role model and a member of the profession, candidates are expected to maintain a level of professionalism that represents West Virginia State University in a positive manner. Remember the following when you are in your field experience school:
- All cell phones should be turned off and out of sight when entering the school.
- Wear your WVSU Student ID & sign in and out in the main office.
- You should report to your assigned teacher at the appointed time.
- You are expected to dress professionally and maintain a professional relationship with staff and students (NEVER communicate with public school students electronically through social media, such as Facebook and text messaging).
- You are expected to conduct yourself as a practicing professional educator at ALL TIMES.

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

Procedures related to Changes, Difficulties and Appeals

Refer to Termination (page 34)

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

Candidate Assistance Team

The Candidate Assistance Team (CAT) has been developed to assist teacher education candidates who do not demonstrate the professional dispositions delineated in professional, state and institutional standards. In addition, these candidates may not demonstrate classroom behaviors that are consistent with the ideal of fairness and the

belief that all students can learn. They do not model these professional dispositions in their work with their fellow students, cooperating teachers, public school students, and/or faculty members of the West Virginia State University Department of Education.

Candidates are typically referred by a professor from the Department of Education who may request support from the CAT for a candidate whose learning, behavior or emotional needs are not being met under existing circumstances. Prior to the first CAT meeting, the professor will have had a conference to discuss the situation. If this discussion has not produced a positive outcome, a team meeting will be scheduled. The CAT team will consist of the referring professor, the chairman of the CAT, and may consist of an additional professor. The process will include:

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

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

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

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

Candidates who voluntarily leave the field or clinical placement without officially withdrawing will be assigned a grade of "F."

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

Field Experience Evaluation
Your field experience will be evaluated by your assigned Cooperating Teacher. Log sheets must accompany the final field experience evaluation. Every course professor will provide you, as well as the Cooperating Teacher, with specific details related to course requirements, observations, and evaluation.

General Guidelines for Field Experiences

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

A. Each course must have a printed list of requirements for the field experience. Each candidate and Cooperating Teacher should have a copy of the field experience requirements.

B. Lists of placements with contact person(s) and information for each candidate will be given to the professors for distribution to individual candidates. If there is a scheduling problem or the candidate has dropped the course, the Director of the Teacher Residency Partnership should be consulted so that the appropriate school personnel can be notified.

C. Assignments should be confirmed within the one (1) week of release of placement list. <u>Professors</u> should check with candidates to verify that each student has made contact with the schools and has prepared a schedule for observations. The teacher candidate should provide the course professor with a copy of the schedule.

D. Each candidate must maintain a log sheet (see Appendix for a sample form) for each field experience. The candidate should obtain the Cooperating Teacher's signature verifying **each** visit. At the conclusion of the field experience, the log sheet must be submitted to the course professor. This form is placed in the candidate's education file at the end of the semester. If these are Residency hours, a copy must also be given to the Director of the Teacher Residency Partnership.

E. At the end of the field experience, the assigned Cooperating Teacher for each candidate will complete a final field experience evaluation. This evaluation along with the log sheet will be returned to the professor at the end of the experience. The purpose of this evaluation is to provide feedback on the candidate's performance, dependability and predicted success as a teacher.

F. A log or journal should be kept by the candidate to encourage observation skills and reflective thinking.

Related Requirements of Field Experience Teacher Candidates

Candidates are required to perform the following:

1. Work cooperatively and productively with the assigned Cooperating Teacher.
2. Meet all assigned responsibilities, tasks, and schedules punctually and consistently.
3. Become familiar with school and classroom discipline policies and related consequences. **Always ask before you act if you do not know**. The TRP

Coordinator is your point of contact in the school if the Cooperating Teacher is not available or additional assistance is needed.

4. The Cooperating Teacher is legally responsible for candidates assigned to his/her classroom. If you are teaching during your field placement, then you should discuss with the teacher ideas you have related to instruction. Always be open to suggestions and feedback.

5. **LIABILITY INSURANCE**: Candidates are covered through West Virginia State University but may choose to carry additional appropriate liability insurance during field experiences. Policies affording such coverage are available; check with the company that carries your homeowner's insurance or one of the national teacher organizations.

6. Follow the "General Guidelines for Field Experiences."

7. Contact the appropriate person in the school (usually the Cooperating Teacher) within one (1) week after the placement has been made in order to set a time for the first visit to the school. If, at the end of one (1) week, you are still having difficulty making contact or matching a schedule with the classroom teacher, inform the University Professor.

8. Meet with the Cooperating Teacher after the initial contact has been made and the school assignment is clear to set up a mutually convenient schedule for visits to the classroom. At this time, determine appropriate parking for visitors, check-in and check-out procedures, and procedures for reporting absences.

9. When candidates report to the school, they must present their West Virginia State University identification card and officially sign in and out (usually in the Visitor's Log) at the office for each observation. In many cases, they will be asked to wear a visitor's name tag.

10. Take a copy of course requirements for field experiences and share it with the Cooperating Teacher so that he/she can determine how those requirements can be met in that classroom.

11. Begin field experience within two (2) weeks after the placement has been made. Professors will evaluate level of interest by promptness in beginning work in the assigned school or classroom.

12. Discover information concerning school and classroom rules and always abide by their rules. Check with the Cooperating Teacher regarding liability concerns that may apply to you.

13. Be dependable and prompt in visiting the classroom according to the agreed upon schedule.

14. Follow the determined procedures for reporting absences and contact the school in the case that there is an emergency that prevents a school visit. In the event of illness or emergency, candidates must notify the Cooperating Teacher and the University Professor as soon as possible. In the case of a Residency placement, the Director of The Teacher Residency Partnership and the University Supervisor must also be contacted.

15. Meet all deadlines and thoroughly complete all assignments made by the Cooperating Teacher.

16. Exemplify behaviors expected of a teacher, not a student. Candidates should view

the experience as a future teacher and not a "buddy" to students.

17. Keep an accurate record of the time spent in field experiences for each university course and turn in the log sheet and other types of reporting and evaluation required for individual courses. **Keep copies of these for your own records**.

18. Report to your professor as early as possible any problems that arise concerning difficulty in completing field experience assignments for that particular course.

19. Develop an awareness of personal strengths and weaknesses and work toward growth and improvement.

20. Demonstrate openness toward suggestions made by the Cooperating Teacher.

21. Candidates must arrange a scheduled observation and be punctual in meeting the arranged time.

22. Candidates are to treat all information learned about individuals or schools in the instructional setting as **CONFIDENTIAL.**

23. Candidates must exhibit appropriate dress and display professional behavior. All interactions with students in the placements **must** remain professional. (See pages 35-37 for Dress Code)

24. Field experience evaluations become a part of the candidate's permanent file. Candidates who receive unfavorable evaluations and who seem unable to make suitable corrections may not be recommended for admission to the education program.

25. All candidates must complete required field experience hours to obtain a passing grade in the related course.

Section III: Assessment Overview

Assessment is a vital component of the WVSU Education Department which was fully accredited by CAEP in May 2022. The department embraces the premise of ongoing, continual progress regarding accreditation which is driven by a quality assessment program.

 WV Policy guides the use of standards in higher education as well as requiring each institution to be nationally accredited. The state requires program approval through the SPA (spell out the abbreviation) process for content areas which are affiliated with CAEP. At present, (Effective Fall 2023,) the following content areas are SPA approved (or in progress given reporting parameters that have been accepted by the individual SPAs and/or WV Department of Education) or have had programmatic data reported via the CAEP Evidence Review of Standard One:

Elementary Education
- Elementary Education (K-6)*

Secondary Education
- Biology (9-Adult)*
- Business (5-Adult)*
- Chemistry (9-Adult)*
- English (5-Adult)^
- General Science (5-Adult)*
- Mathematics (5-Adult)^
- Social Studies (5-Adult)^
  General Education
- Art (PreK-Adult)*

- Music (PreK-Adult)*
- Wellness (PreK-Adult)*

^denotes SPA-affiliated content area
*denotes CAEP Evidence Review of Standard One content area

It should be noted that the WVDE is piloting a new state review process entitled CAPA which may replace the aforementioned programmatic review processes. A tentative announcement for the approval of CAPA is expected in Summer 2023.

The following areas are offered as added endorsements to primary areas of study. There are no SPA reporting requirements for endorsements per the WVDE/CAEP agreement. It should be noted that data are collected for content area endorsements which are associated with a CAEP affiliated SPA though this reporting is not mandated by the state.

Endorsements
- Reading (K-6)
- Reading (5-Adult)
- Multi-Categorical Special Ed (K-6)
- Multi-Categorical Special Ed (5-Adult)
- English (5-9)
- Mathematics (5-9)
- Social Studies (5-9)

The WVSU Education Department the EPP adopted the InTASC standards as their university required Program Learning Objectives (PLOs) during the Summer of 2021.The InTASC standards as means to assess the quality of their teachers. These standards were mandated by the state's legislature in 2010 to be used by both higher education in preparation of pre-service teachers and by public education to evaluate in-service teachers. Therefore, the Department aligned the practices with these nationally recognized guidelines for teacher preparation.

Program Learning Outcomes (PLOs) Adopted August 2021

The graduates of the Education program will:
- understand 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. (InTASC Standard 1)
- develop an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)

- work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard 3)
- understand 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. (InTASC Standard 4)
- understand 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. (InTASC Standard 5)
- understand and use 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. (InTASC Standard 6)
- plan 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. (InTASC Standard 7)
- understand and use 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. (InTASC Standard 8)
- engage in ongoing professional learning and use 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 adapt practice to meet the needs of each learner. (InTASC Standard 9)
- seek 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. (InTASC Standard 10)

Educator Disposition Assessment (EDA)

Professional Dispositions are professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student learning and development. The WVSU Education Department adopted the Educator Disposition Assessment (EDA) in Fall 2021 as a proprietary tool to collect dispositional data.

The nine EDA dispositions measured by the EDA are: Oral Communication, Written Communication, Professionalism, Positive Attitude, Preparedness, Appreciation of and value for cultural and academic diversity, Collaboration, Self-Regulation, Social Emotional Learning

The Education Department makes use of multiple collection points across the span of a candidate's program of study. The EDA checkpoints are as follows:

- EDU 200 (self-assessment)
- EDU 316 (instructor assessed)
- EDU 426 (instructor assessed)

- Residency II (University Supervisor/Cooperating Teacher collaboratively assessed, as well as a self-assessment by candidate collection)

Note: the EDA may be used by individual instructors at other points/ The collection points above are the identified programmatic collections for departmental data reporting.

Candidate Ability to Plan and Teach (CAPT)

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

During Spring 2023, the WVSU Education Department revamped their previous CAPT (Candidate Ability to Plan and Teach) by incorporating a new rubric (which utilizes Domains Two and Three of the Danielson Framework for Teaching). When it is used, the new CAPT rubric captures the teaching component of the CAPT process by having university faculty work collaboratively with cooperating teachers to assess a candidate's ability to deliver quality instruction.

The planning component of the CAPT makes use of the WVSU Lesson Plan rubric which is used by candidates to plan the lesson they deliver in the placement classroom.

SCOPE EXECUTIVE SUMMARY

The Senior Capstone Oral Professional E-Portfolio (SCOPE) assessment has two main purposes. First, it summarizes for candidates and the faculty the fundamental professional knowledge, skills, and dispositions candidates have acquired in their career as a teacher education candidate at West Virginia State University. Second, it allows candidates to prepare and practice for a professional teaching position interview. This assessment occurs during the semester that the candidate is enrolled in Education 426.

The SCOPE assessment underwent a major revision which was piloted in Spring 2023. Within this revision, the Danielson Framework for Teaching was used to measure candidates within four domains which encompassed the original mission of the assessment noted above. The four domains include: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.

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

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

Assembling the E-Portfolio

Candidates may choose any online service to host their e-portfolio. Most candidates started the e-portfolio in Education 300, Education Technology. It generally includes at least a home page, a video, a table of contents, and some documentation of skills in instructional technology. Beginning in Fall 2022, candidates in EDU 200 were introduced to the framework for the assessment to encourage them to begin collecting artifacts early in their educational career.

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

Here is a *sample* Table of Contents (which is also provided to students beginning in EDU 200):

Introductory Page
- Photo/brief biography/contact information
- Resume
- Transcripts/Test Scores
- Other items relevant to your professional preparation

Domain 1: Planning and Preparation
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain 2: The Classroom Environment
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain 3: Instruction
- 3a: Communicating with Students

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in the Professional Community
- 4e: Growing and Developing Professionally
- 4f Showing Professionalism

Presentation Section Items
- Technology
- PDU related items

An Educator Professional E-Portfolio

An extensive work session is provided for all candidates during which they are provided with copies of the SCOPE rubric, as well as a guidance document that outlines best practices for planning for and completing the electronic portfolio.

The following items should be considered guiding questions for candidates to consider as they navigate sections of the SCOPE rubric.

Domain 1: Planning and Preparation
- How can you show that you understand the standards you are going to teach the students?
- Can you provide alternate assignments for students when they struggle?
- Are you prepared for switching gears instantly when a student struggles with the lesson to help them understand and be successful?
- Do you know your students well enough to plan ahead for different learning styles in your classroom to reach all levels?
- Are you pushing your students to achieve their most potential, or are you not teaching on an appropriate level?
- Are you incorporating different tools in your instruction allowing the students a way to learn in different ways?
- Do your students know exactly how they are going to be assessed and what they are going to be assessed on?
- How can they be best prepared to complete the assignment?

Domain 2: The Classroom Environment
- Do your students ALL feel valued and respected?

- Do your students demonstrate mutual respect to you and others?
- How do they know what is expected behavior to have in the classroom?
- Is your classroom a place where students are expected to continue thinking and alter their work until they feel it is their best?
- Do you allow other students to assist students who are struggling?
- Can a student come to you and ask questions and gain feedback in a manner they understand the criteria better?
- How do you make sure to cover all learning styles in your classroom?
- Is your classroom established enough that students know what is expected of them when work is finished early?
- Can they keep the classroom running, based on expectations from you, without you announcing the transition?
- Are your students working the entire time that is set aside for instruction, or is there too much downtime?
- Are your students respectful in the classroom to all students?
- Can you handle disruptive behavior in a positive way where it doesn't interrupt other student's learning?
- Can all students participate in all activities regardless of their physical appearance?
- Do you make adjustments when you notice someone struggling?

Domain 3: Instruction
- When providing directions and instructions to your students, are you anticipating struggles the students may have?
- How are you addressing the issues as they arise?
- How do you get the students' interest when beginning the lesson?
- Are they aware of what they are supposed to be doing?
- How do you check for understanding?
- Do you provide the students the opportunity to explain the activity to others and encourage the use of correct vocabulary?
- Do your students assist instruction, or is it all teacher led?
- How do you encourage your students to continue thinking on a higher level or ask questions to have classroom discussions?
- Do you encourage your students to be engaged in the lesson?
- How do you engage the student who sits back and doesn't offer anything?
- Are you using different assessment tools to ensure the students are learning and understanding the material?
- Do students assist in the formative assessment by asking questions to their peers to deeper their understanding?
- Do you understand and demonstrate the importance of being able to change gears to address a need when providing instruction in which students do not understand?
- How can you be sure all students know what they are being asked to learn?
- Are you using different methods of delivering instruction?

Domain 4: Professional Responsibilities

- After you complete a lesson, are you demonstrating a thorough evaluation of how the lesson went?
- Do you make note of things that went well, did not go well, and/or suggestions for how to do things differently next time?
- Do you include examples in your reflection so you will know what it means when you revisit it later?
- How do you track data and maintain the information?
- Are your students aware of the process and help contribute to their record keeping?
- Do you use the data you collect to drive instruction?
- Is your classroom an environment where positive interactions occur frequently with family to ensure they are included in their child's education?
- Do you allow the student to be involved in the communication process with their parents/guardians?
- When you have trouble reaching the child's family, do you attempt another way or reach out?
- Do you extend your leadership past the classroom?
- Are you willing to assist the school in activities after hours, or take on a leadership role during the school day to make it a better place?
- How can you use your leadership abilities to help around the school?
- Are you willing to continue building your knowledge by participating in professional development?
- Do you promote professional development among your colleagues?
- Are you engaging in action research to make sure you maintain up to date skills needed to provide the best education and understanding to your students?

Miscellaneous Items

- ✔ Run the Spelling and Grammar Check of your word processor before showing your Portfolio. The Writing Center is available to all candidates for assistance in editing documents.

- ✔ If anything in your portfolio is the work of another, be sure to give credit to the source.

- ✔ If you have developed original lesson plans, PowerPoint Presentations, videos, or instructional materials of any kind, you have a copyright. The copyright is yours whether or not you decide to register the copyright for a fee.
  See **http://inventors.about.com/od/copyrights/a/copyright_3.htm** for more information.

Specific Details for Commitment to the Profession (PDUs):

As a member of the teaching profession, teacher candidates are expected to participate in ongoing professional development activities. These activities are *beyond the requirements* normally assigned and/or expected as part of the regular coursework in

teacher education programs and are assigned certain **P**rofessional **D**evelopment **U**nits. PDUs are organized into three categories and teacher candidates should show a well-balanced mix of all three categories when completing their PDUs. For example, it would not be a good practice to earn PDUs exclusively from Category Three. To receive credit for the PDUs, the Education Professor must approve the Professional Development activity in advance. After completion of the activity, the candidate must provide proof of attendance for the activity (such as a certificate of completion, activity description, or registration handouts) **and** complete the Professional Development Reflection Outline form available at the Education Department website. The Education Professor will determine the amount of PDUs that will be assigned for the activity.

CATEGORY 1: *Long-Term Professional Activities and Self-directed Learning* (Maximum **10 PDUs per activity).** These are activities that are relatively long in duration or intensity (more than 10 hours) that are related to teaching or content areas and that demonstrate leadership or initiative.
- Participation in faculty-led educational research project
- Serving as an officer for a professional organization (e.g., honor society, student organization). *Note that an organization can be used only one time in the PDU process.*
- Attending or presenting at a conference
- Participating in a faculty-led book study
- Volunteering in education-based community service (e.g., after-school tutoring, etc.) in long-term, sustainable manner

CATEGORY 2:   Short-Term Professional Activities (Maximum **4 PDUs per activity).** These are activities related to teaching or content areas that are up to 10 hours in length, or they can be longer activities that do not fall into Category 1 because they do not demonstrate leadership or initiative.
- Attending designated WVSU Convocations (e.g., President's State of the University Convocation, State Cares Day, Human Relations Conference, College of Professional Studies Convocation)
- Participating in WVSU-DOE sponsored workshops or programs
- Active membership in a professional organization (Candidate is required to attend organization meetings)

CATEGORY 3: Other Events (Maximum **2 PDUs per activity).** These are events that show participation in the University Community or the wider community, but they may not be strongly related to teaching or content area.
- Attending a cultural event (WV Symphony, Art Walk)
- Attending Convocation at WVSU (State Stride)

Some Guidelines and Examples

No more than 1 PDU for each hour of professional development activity will be assigned. Each artifact for professional development is accompanied by a reflection statement on what was learned and how it relates to teaching or the candidate's content area. If, in the

judgement of the evaluator, a professional development activity is not strongly related to education, educational leadership, or the candidate's content area, then half credit for each hour may be assigned.

Examples:
1) Candidate reads books to a local kindergarten classroom. Documentation is a letter from the teacher indicating 40 school visits of ½ hour each. Reflection indicates growth in understanding of topics of interest to young children and improvement in expressive reading.
Scoring: This is Category 1: Long-Term Professional Activities, with 20 hours of high quality participation, and earns the maximum allowable 10 PDUs.

2) Candidate is a member of Kappa Delta Pi (KDP), but has not served as an officer. Documentation of membership in good standing, attending more than 20 hours of meetings over 2 years, and high quality reflection on professional growth.
Scoring: This is a category 2: Short-Term Professional Activity, with 20 hours of participation and reflection on professional growth. It earns the maximum Scoring 4 PDUs.

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

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

Note: The Danielson Framework does not encompass components related to PDUs, technology, and the presentational aspects of SCOPE. Please review the SCOPE rubric for scoring information on the non-Framework components of the SCOPE.

Scoring rubrics for the SCOPE and the PDU Reflection Outline Form may be found on the Education website under Forms.

Overview of the West Virginia Teacher Performance Assessment (WVTPA)

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all Resident Teachers during the Year Long Residency Program. The TPA requires that Resident Teachers 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, Resident Teachers provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. Resident Teachers are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Prior to beginning to prepare and teach the unit, the Resident Teacher 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, the Resident Teacher will videotape and analyze teaching episodes. After teaching the unit, the Resident Teacher will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate the effectiveness of teaching as related to student learning.

The TPA guidelines should be discussed with the Cooperating Teacher and will be evaluated by university-based faculty. The TPA will be the focal point of the required seminars for Second Semester Resident Teachers. The four-point rating scale on each rubric reflects the same descriptors that are used by beginning teachers in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. The Resident Teacher must score "Emerging" or "2 points" on each descriptor in each rubric in order to satisfactorily complete the TPA and complete the requirements for the Year Long Residency Program. Resident Teachers 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 Resident Teacher left out a Task component of the TPA, the judgment of the faculty will determine how the Resident Teacher is to remediate the issue. Performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase the qualifications of the Resident Teacher as a potential applicant for a teaching position.

Tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that have been taught must be included. Each of these are a required part of the TPA. If one or more sections are omitted, the Resident Teacher will be required to remediate and re-do the TPA. Any references to another person's ideas or material in the narrative must include a citation for each source at the end of each task. Any standard format may be used for references; however, the American Psychological Association (APA) style is recommended.

Do not include any student names or means of identification for students participating in the lessons in any part of your TPA. Since students' names may not be included on any examples of student work submitted as part of the TPA, it will be necessary to develop a method such as numbering for each student's data/work.

The outline for the 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 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.

FIRST STEPS

This information must be discussed during the first week of the placement.
1. Discuss the TPA with the University Supervisor in each of the required seminars.
2. Discuss the TPA with the Cooperating Teacher
3. Prepare and distribute the Permission Form (P-12) STUDENT INFORMATION CONSENT AND RELEASE FORM. This form is located in Appendix One – Page 1.

FORMATTING REQUIREMENTS

Label each main section of the document. At the beginning of each task, create a cover page with the number and title of the task. The task information that should be on each cover page are listed. One task title should be on each page at the beginning of each section:

- 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

Your final TPA will be submitted in one document in Microsoft Word. All videos will be on the flash drive.

Resident Teacher Observation and Evaluation Summary

The Resident Teacher Observation (RTO) and Resident Teacher Evaluation (RTE) are instruments utilized to assess candidate performance in the field. The RTO is a formative assessment meant to provide guidance over the course of a placement with the RTE serving as the summative assessment of clinical placement performance. The assessments are completed collaboratively between the University Supervisor and the Cooperating Teacher. The RTO is utilized in both Residency I and Residency II. The RTE is used only during Residency II. University Supervisors are trained on the use of the assessments each semester.

The Resident Teacher Evaluation aligns with the West Virginia Professional Teaching Evaluation and the West Virginia Professional Teaching Standards, which are the foundation for educator preparation, teacher assessment, and professional learning throughout the state. The RTE employs the five professional teaching standards to provide explicit and extensive details of the work of teaching. These five standards define what teachers must know and be able to do. The evaluation also includes two performance standards that evaluate outcomes and other essential aspects of teaching.

Standard 1- Curriculum and Planning

Standard 2- The Learner and the Learning Environment

Standard 3- Teaching

Standard 4- Professional Responsibilities for Self-Renewal

Standard 5- Professional Responsibilities for School and Community

Standard 6- Student Learning

Standard 7- Professional Conduct

Standards

The educator evaluation system focuses on 16 Elements:

Standard 1 - Curriculum and Planning
The teacher demonstrates a deep and extensive knowledge of the subject matter.
The teacher designs standards-driven instruction using state-approved curricula.
The teacher uses a balanced assessment approach to guide student learning.

Standard 2 - The Learner and the Learning Environment
The teacher understands and responds to the unique characteristics of learners.
The teacher establishes and maintains a safe and appropriate learning environment.
The teacher establishes and maintains a learner-centered culture.

Standard 3 - Teaching
The teacher utilizes a variety of research-based instructional strategies.
The teacher motivates and engages students in learning, problem solving and collaboration.
The teacher adjusts instruction based on a variety of assessments and student responses.

Standard 4 - Professional Responsibilities for Self-Renewal
The teacher engages in professional development that guides continuous examination and improvement of professional practice.
The teacher actively engages in collaborative learning opportunities with colleagues.

Standard 5 - Professional Responsibilities for School and Community
The teacher participates in school-wide collaborative efforts to support the success of all students.
The teacher works with parents, guardians, families, and community entities to support student learning and well-being.
The teacher promotes practices and policies that improve the school environment and student learning.

Standard 6 – Student Learning
The work of the teacher results in measurable progress of student learning of state-approved curricula.

Standard 7 – Professional Conduct
The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.

Defining Roles

Resident Teacher - pre-service professionals who play active roles in their evaluation process. They assume responsibility for presenting evidence to document their performance. Resident teachers also set goals and monitor progress within the Student Learning component. As reflective practitioners, resident teachers respond to feedback while also identifying resources necessary for continued growth.

Evaluators - those who oversee the supervision of the Resident Teacher and take responsibility for performance appraisal. Evaluators offer constructive feedback in tandem with recommendations for continued professional growth. (Cooperating Teacher, EPP/University Supervisor)

Evidence Collection

Student Learning

Resident Teachers must present specific evidence of their students' progress in learning through multiple measures as part of the Student Learning performance standard. Resident Teachers must develop two student learning goals and collect evidence from multiple measures to validate student learning progress. The goals shall be related to improving student achievement. The determination of the goals shall be based on the identified needs of the students, which shall include a consideration of gaps in performance. All resident teachers in grades Kindergarten through Grade 3 shall include a goal to address increasing students' reading and math proficiency. Evaluators verify that the goals are rigorous, measurable, and comparable across classrooms All evidence for the Student Learning performance standard must meet the following three criteria:

Measurable;
Rigorous;
Comparable across classrooms.

Measurable refers to the need to create a SMART Goal.
　　　(Specific, Measurable, Achievable, Realistic, Time-bound)
Goals shall span the time frame according to the adopted teacher performance assessment (TPA) per each institution.

Rigorous assessments must be aligned with the current West Virginia College and Career Readiness Standards and challenge all learners.

Comparable across classrooms means the assessments used to validate progress are equivalent forms of assessments that can be consistently applied in a variety of contexts. Measures with the greatest degree of comparability are those that can be used in all classrooms for a specific grade or content area. An example of a measure that is comparable across classrooms would be a third-grade mathematics assessment that could

be used in all third-grade classrooms within a school where one would expect all third-grade students to achieve similar results in every classroom.

Observations (Formative)

Observation provides a view of teacher practice and the opportunity to collect formative data to evaluate Resident Teacher performance. Evidence collected during an observation helps Resident Teachers clarify strengths and identify areas for growth.

Evaluators conduct a minimum of three observations during Residency I and a minimum of five observations for Residency II Resident Teachers. Observations in Residency II are usually scheduled unless otherwise noted. Observations last the length of a lesson but not less than 30 minutes. Focus areas and areas of concern need to be shared with both University Supervisors/evaluators and Cooperating Teachers.

University Supervisors/evaluators record data using the **WEST VIRGINIA OBSERVATIONAL RUBRICS FOR CLINICAL EDUCATORS**. Evaluators should schedule and conduct a conference with residents within 5 days of the observation. Resident Teachers and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference. Evidence accumulated as part of the observation is included in the summative performance rating.

Evaluations (Summative)

Evaluators should conduct a mid-term during Residency I and a midterm and final during Residency II. All evaluations during both Residency I and Residency II are to be conducted collaboratively with the Cooperating Teacher.

Evaluators record evaluations using the **WEST VIRGINIA EVALUATION RUBRICS FOR CLINICAL EDUCATORS**. Evaluators schedule a time to review the mid-term and final evaluation with the Resident Teachers and the Cooperating Teacher.

Levels of Performance

Five levels of performance are used to describe the quality of teaching within West Virginia classrooms for Resident Teachers. Rubrics guide the determination of specific performance levels. The five levels are Distinguished, Accomplished, Emerging, Novice and Unsatisfactory.

The goal for a Resident Teacher at the end of Residency I would fall at a minimum of the Novice level or beyond. Resident Teachers are beginning to emerge as the teacher in the classroom and are taking on more responsibilities. The goal for Resident Teachers at the conclusion of Residency II would be at minimum of the Emerging level or beyond.

Performance and Student Growth indicators:
Distinguished- performance is consistently exceptional
Accomplished - performance demonstrates mastery of the standards
Emerging- performance meets basic standard and has an opportunity for professional growth
Novice- performance meets basic standards
Unsatisfactory- performance does not meet basic standards

Programmatic Assessment Overview

The WVSU Education Department collects programmatic assessment data beginning in EDU 200 and continues data collection throughout the program. Instructors for each respective course are required to enter their class data into LiveText each semester. These data are used for departmental, university and national accreditation purposes.

Course	Assessment (LiveText Entry)
Education 200	- Philosophy of Education - EDA Rubric (self-assessment) - Speaking Assessment
Education 201	- Gen Ed- Ethical Reasoning - FEX Evaluation - Speaking Assessment
Education 202	- FEX Evaluation - Speaking Assessment - Admission to Teacher Education*
Education 227	- Differentiated Instruction Assignment - Universal Design for Learning Assignment
Education 300	Lesson Plan
Education 316	- Lesson Plan - EDA Rubric (instructor completed) - CAPT
Education 319	- Gen Ed: Diversity Lesson - FEX Evaluation - Speaking Assessment - Lesson Plan rubric
Education 320	- FEX Evaluation - Speaking Assessment - Lesson Plan rubric
Education 321	Gen Ed: International Perspectives
Education 324	FEX Evaluation
Education 331	- FEX Evaluation - Final IEP Simulation
Education 423	FEX Evaluation
Education 426	- Lesson Plan - SCOPE* - CAPT)* - Disposition Rubric (instructor completed) - RTO (in semesters where supervision is possible)
Education 480 courses: Student teaching (multiple content area sections)	- EDA rubric (candidate self-assessment AND supervisor completed)** - RTE

Section IV: Resident Teaching

The Teacher Residency

The Teacher Residency is a full-year placement in a host school that promotes a theory to practice model for teaching and learning in an environment framed around a constructivist, inquiry approach based on the tenets of Dewey and Piaget. WVSU's Department of Education works with the state, district, and school stakeholders to collaboratively provide comprehensive teacher induction in an effort to increase teacher retention and improved practice. Candidates prepare for their Residency/Clinical experience through the pre-professional and professional phases of the Teacher Education Program. A continuous focus on rigorous instruction, assessment, planning, data-driven decision making, and content and pedagogical knowledge learned through extensive mentoring and coaching of these skills during their residency program prepares candidates for the real-world of teaching.

Placement of Resident Teachers

The Director of the Teacher Residency Partnership at West Virginia State University places teacher candidates for Resident Teaching. The Director of the Teacher Residency Partnership matches teacher candidates with Cooperating Teachers who are fully certified, have at least three years successful teaching and a five-year certificate in the certification area, have completed a state-approved online Cooperating Teacher training module, and have been highly recommended by their principals with Distinguished or above in their last two yearly evaluations. Resident teaching placements are a continuation of the EDUC 426 clinical placement, creating a full-year Residency experience. All resident teaching placements are completed in a TRP School when possible. (see p. 30). *__Effective Fall 2024, all candidates who enter the program as a new student or a transfer student must complete Residency I and II.__*

Duration of Resident Teaching

Residency I consists of one semester of a minimum of 250 hours of field experience and Residency II consists of a minimum of 500 hours, or 15 weeks, of full-time co-teaching the following semester in one placement. Due to snow days and unforeseen events, a practicum may be extended beyond 15 weeks. If a teacher candidate fails to complete the 15-week minimum, then he or she may have to repeat the practicum experience.

Attendance

Dress Code Policy

Procedures Related to Changes, Difficulties, Appeals, and Termination

Expectations of the Resident Teaching Experience
Guidelines regarding the role of Co-Teaching for Resident Teaching:

Resident teaching will be a co-teaching experience between the Resident Teacher and Cooperating Teacher. Examples of co-teaching strategies will be discussed in a co-teaching training, and copies of strategies and examples will be included in the information packets for Resident Teachers, Cooperating Teachers, and University Supervisors.

Co-teaching is an attitude of sharing and is comprised of the following four components:
- Co-Planning
- Co-Teaching
- Co-Assessing
- Co-Reflecting

Requirements Related to the Yearlong Residency

Resident Teachers Are Required to Perform the Following:
1. Work cooperatively and productively with the assigned University Supervisor and Cooperating Teacher.
2. Meet all assigned responsibilities, tasks, and schedules punctually and consistently.
3. Participate in a full-day school routine, which at times includes late afternoon or evening responsibilities. Resident Teachers will not be excused from these responsibilities to attend classes, work, or for other personal events and needs.
4. **DRESS**: Resident teachers must adhere to the requirements of the dress code adopted by the WVSU Department of Education (see p. 34).
5. **ABSENCES**: Resident Teachers are not allowed absences from the 15-week residency. Resident Teachers are required to make up days missed. If a Resident Teacher must be absent for any reason, the Resident Teacher is to notify the Cooperating Teacher, the University Supervisor, and the Director of the Teacher Residency Partnership.
6. Become familiar with school and classroom discipline policies and related sanctions. Resident Teachers are to manage students in accordance with these policies. In the absence of such policies, Resident Teachers are to follow the lead of the Cooperating Teacher in disciplining individuals or groups. A Resident Teacher can be held liable for damage related to neglect of duty or abuse. **Always ask before you act if you don't know or are unsure**.
7. The Cooperating Teacher is also legally responsible for students assigned to his/her classroom. Resident Teachers should discuss instructional plans and any specific teaching and evaluative strategies with the Cooperating Teacher. A vehicle for such discussion is the **comprehensive written lesson plans** developed by the Resident Teacher in collaboration with the Cooperating Teacher.
8. **LIABILITY INSURANCE**: Resident Teachers may carry appropriate liability insurance during resident teaching. Policies affording such coverage are available. Check with the company that carries your homeowner's insurance or one of the national teacher organizations or Kappa Delta Pi if you are a member.

9. **LEGAL RIGHTS AND RESPONSIBILITIES FOR RESIDENT TEACHERS**: West Virginia law indicates that the Resident Teacher has the same general rights and responsibilities as that of a substitute teacher. ***However, the use of a Resident Teacher as a substitute teacher is not legal without a verified residency permit and current MOU with the county school system***. (See section on the Clinical Teacher of Record.)

10. **LESSON PLANS**: Resident Teachers are expected to make detailed lesson plans and/or unit plans following the WVSU lesson plan format. A Resident Teacher may move to a shortened version of the lesson plan when a collaborative decision is made by the University Supervisor and the Cooperating Teacher based on the readiness of the Resident Teacher.

11. **WVTPA**   P-12 student learning is assessed and reflected upon as part of the WVTPA. The WVTPA formalizes the assessment procedures used in the instructional unit.

12. **PROFESSIONAL NOTEBOOK AND REFLECTIONS:** Candidates are expected to keep a professional notebook with all lesson and unit plans, assessment plans, and reflections based on the weekly reflection prompts provided to all Resident Teachers. Candidates will justify their plans for the instructional unit by reflecting on diverse students' strengths and needs and principles of learning theory related to the unit. Candidates will reflect on the lessons taught in the two-week unit with respect to the effectiveness of instruction. Candidates will analyze the results of their assessment activities for the unit, reflect on student achievement results, and use results to justify decisions about instructional next steps.

13. **DURATION:** The most valuable experience for the development of the Resident Teacher is actual teaching experience. It is the goal that the Resident Teacher and Cooperating Teacher co-teach the K-12 classroom as much as possible and in accordance with what is reasonable. In order to prepare for assuming the role of the classroom teacher upon graduation, the Resident Teacher should spend the last couple of weeks of their placement fully responsible for teaching all lessons by themselves. This will enable them to be better prepared to step into the role of classroom teacher on day one of employment.

14. **UPDATE E-PORTFOLIO** to reflect resident teaching clinical experience.

Role of the University Supervisor

In general, the University Supervisor is the liaison between the University and the school setting. The University Supervisor is responsible for monitoring the overall progress of the Resident Teacher by conferring with the Cooperating Teacher and by conducting regular observations and evaluation of the Resident Teacher**. The University Supervisor will conduct a minimum of 4 observations of the Residency II Resident Teacher.**

1. Explain and clarify the requirements and expectations for Resident Teachers as prescribed in the syllabus for Resident Teaching.
2. Before or during the first week of the assignment period, jointly confer with the

Cooperating Teacher and the Resident Teacher to discuss and clarify related responsibilities and expectations, including lesson planning, evaluation, and instruction.

3. Participate in program orientation and in-service meetings for Cooperating Teachers and University Supervisors and/or Resident Teachers.
4. Maintain a log of all observations and evaluations for each Resident Teacher.
5. Observe and evaluate classroom performance and provide summary feedback to Resident Teachers.
6. See that Cooperating Teacher conducts **formative** assessment of Resident Teacher performance. Decide on the preferred format for formative assessment with the Cooperating Teacher.
7. Confer regularly with Cooperating Teachers to discuss and monitor the progress of the Resident Teacher(s).
8. Have a "significant presence" in the assigned settings.
9. Complete a **joint** summative assessment of candidate performance using the **RTO**.
10. Assist the Resident Teacher in understanding the "norms" in the assigned setting and related professional expectations.
11. Meet with assigned Cooperating Teachers to monitor progress and address needs and concerns.
12. Conduct an "exit" conference with the Cooperating Teacher to finalize **the RTE** assessments and translation of grade.

Role of the Cooperating Teacher

The Cooperating Teacher has a vital role in the preparation of Resident Teachers because he/she provides the day-to-day management and guidance during the resident teaching experience. By flexibly following the suggestions for working with the Resident Teacher and University Supervisor, the collaborative group will eventually grow into an effective instructional team.

Suggestions for working with the Resident Teacher and the University Supervisor:
1. Confer with the Resident Teacher and the University Supervisor about expectations of the experience, including potential teaching assignments, induction schedule, and requirements of the program at WVSU, such as:
   a. **Lesson Planning**: Resident Teachers are required to use the WVSU lesson plan format until "released" from that format by the University Supervisor. They are then required to use the format that the Cooperating Teacher uses as well as meet the submission deadlines of the administration.
   b. **Professional Notebook and Reflections**: Resident Teachers are expected to keep a professional notebook with all lesson and unit plans including assessments, instructional plans and reflection using the Reflection Prompts provided during the Clinical Seminar class. These are submitted weekly to the Director of the TRP.
   c. **West Virginia Teacher Performance Assessment**: The WVTPA involves

researching contextual factors that affect student success, pre- and post-testing of students, teaching a unit of at least 3-5 days, assessing student learning, making instructional decisions based on assessment data and completing an in depth reflection of the implementation of the unit.

2. Early in the semester, review the RTO and the RTE with the Resident Teacher and University Supervisor so that everyone has clear expectations of the manner in which the evaluation will be conducted.

3. Review the Co-Teaching Strategies and examples with the Resident Teacher and plan on incorporating in the daily classroom instruction.

4. Provide opportunities for Resident Teachers to use a range of appropriate instructional skills, methods, or strategies.

5. Teach the Resident Teacher about significant school policies and routines, especially related to student behavior management and professional expectations.

6. Consult with the Resident Teacher and University Supervisor as needed to monitor progress or to resolve problems.

7. Provide opportunities for the Resident Teacher to develop awareness of the "school culture" context (i.e., meet with counselors, librarians, nurses, administrators, specialists, observe other teachers).

8. Teach a demonstration lesson for the Resident Teacher (e.g., introduction of new or difficult material).

9. Formatively assess planning, teaching and evaluation performance on a routine basis and provide summary comments identifying strengths and areas for improvement.

10. Complete the WVSU Teacher Education Dispositions Rubric by the end of the residency. The University Supervisor and Cooperating Teacher will collaboratively complete a rubric for the Resident Teacher.

11. With the University Supervisor, complete two joint summative assessments (mid-term and final) using the RTE. Share the results with the Resident Teacher.

12. Involve the Resident Teacher as much as possible in the classroom and provide a brief orientation on classroom and school routines. Introduce the Resident Teacher accordingly e.g., "Education Candidate from WVSU."

13. Inform and prepare students in the class for the arrival of the Resident Teacher.

14. Confer with the Resident Teacher on his/her expectations of the experience, including potential teaching assignments, induction schedule, and specific requirements for lesson planning, bulletin boards, and related products/tasks.

15. Familiarize the Resident Teacher or candidates about significant school policies and routines, especially related to student behavior management and professional expectations.

16. Provide opportunities for Resident Teachers to use a range of appropriate instructional skills, methods, or strategies.

17. Provide opportunities for Resident Teachers to develop awareness of the "school culture" context (i.e., meet with counselors, librarians, nurses, administrators, and specialists, observe other teachers).

18. Observe teaching performance and provide summary comments identifying strengths and areas for improvement.

19. Become familiar with the field or clinical requirements and cooperate with

Resident Teachers or candidates to fulfill them.

20. Sign the Resident Teacher or candidate's log sheet to verify contact hours.
21. At completion of a field experience, provide evaluation of the performance of the candidate.
22. Contact the WVSU Professor or the Director of the Teacher Residency Program to monitor progress or to resolve problems.

Role of the Teacher Residency Partnership (TRP) Coordinator

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

Role of the University Professor

1. Follow the "General Guidelines for Field Experiences."
2. Contact the Director of Teacher Residency Partnership Program when a candidate drops his or her course so that the school can be notified.
3. Coordinate the field experience with course content so that the candidate receives maximum benefits from the field experience.
4. Submit all log sheets and documents of Resident Teachers to the Director of the Teacher Residency Partnership at the end of the semester.

Graduation and Certification Requirements

1. Successfully complete an appropriate teaching specialization with a minimum of 120 semester hours. Candidates must successfully complete all courses and other requirements checked on their senior evaluation to qualify for graduation. Earn a minimum grade of C in all classes and have a 3.0 cumulative grade point average.
2. Successfully complete a state-required standardized proficiency test (Praxis II Content test(s)) in each content specialization for which certification is sought. These assessments must be completed prior to resident teaching. Candidates are

obligated to pay for testing costs. Passing scores required by the West Virginia Board of Education must be documented prior to issuance of resident teaching permit.

3. Successfully complete a supervised residency at the programmatic levels and in each content specialization for which certification is being sought. All candidates will complete a minimum of 500 clock hours of resident teaching over 15 weeks and register for a total of 15 semester hours of credits, numbered from Education 480-487. Candidates will be assessed using an instrument jointly administered by the Cooperating Teacher and the University Supervisor to verify the achievement of teaching skills. These skills have to be satisfactorily demonstrated and verified to meet certification and graduation requirements.

4. Candidates must file an online application for graduation through the Registrar's Office.

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

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

Section V: Resources

Dispositions for the Candidates (Adopted June 2018)

The Council for Accreditation of Teacher Preparation (CAEP) defines dispositions as "professional action and moral commitments that underlie an educator's performance." According to the National Council for Accreditation of Teacher Education (NCATE) glossary, teacher dispositions are "professional attitudes, values, and beliefs demonstrated

through both verbal and non-verbal behaviors as educators interact with candidates, families, colleagues, and communities."

West Virginia State University Professional Education Unit (PEU) understands that a teacher candidate must display behaviors and values that are consistently displayed throughout the candidacy experience. These behaviors and professional practices are provided in Teacher Residency documents and various Field Experience Evaluation forms.

<div align="center">WVSU Candidate Dispositions</div>

The WVSU Teacher Education Program endeavors to develop and enhance the following attributes and **dispositions**, natural or prevailing qualities, in teacher education candidates, that, when practiced in the classroom, results in effective teaching and student learning.

1. **Creates a Positive Learning Environment**

   ● Candidate uses and develops instructional materials that demonstrate an understanding of student learning and developmental stages.

   ●

   ● Candidate uses and develops instructional materials that demonstrate an understanding of teaching and managing diverse learning environment.

   ● Candidate uses and develops instructional materials that demonstrate an understanding of student learning in distinct content areas aligned with national and state standards.

   ● Candidate models and applies scholarship and professionalism to advance and enhance pedagogical knowledge and skills in order to support essential student learning.

   ● Candidate models and applies scholarship and professionalism to advance and enhance philosophy that all students can learn.

   ● Candidate models and applies technology materials as they design, implement and assess course content and learning experiences that engage and improve learning and enhance personal skills.

   ● Candidate is professional in expressing personal experiences, beliefs and opinions to students, candidates, staff, and WVSU community members.

2. **Demonstrates Professionalism**

- Candidate knows and follows WVSU Education Department, WVSU Board of Governors and WV state laws and policies including, but not limited to, cyber-safety, mandatory reporting of suspected child abuse, weapon possession, sexual harassment, (BOG policy 114), usage of tobacco products, e-cigarettes and other banned materials, social media, and dress codes.

- Candidate models and applies understanding of scholarship and professionalism including, but not limited to, attendance, punctuality, completing assignments, communicating with instructors and supervisors, requesting assistance as needed and retaining and documenting professional preparation of materials.

- Candidate uses appropriate oral language skills and practices to communicate effectively with other students, candidates, staff, and other WVSU community members.

3. Self-Regulates Personal Learning

- Candidate uses appropriate study methods and class participation to advance and enhance their knowledge and skills.

- Candidate is open to constructive criticism and reacts in a professional and positive manner to challenging situations with students, candidates, staff, and WVSU community members.

- Candidate uses and understands research practices and development of data to measure academic progress.

4. Communicates Effectively

- Candidate uses appropriate oral and written language skills and practices to communicate effectively with other students, candidates, staff, and other WVSU community members.

- Candidate is open to constructive criticism and reacts in a professional and positive manner to challenging situations with students, candidates, staff, and WVSU community members.

- Candidate models and applies scholarship and professionalism to advance and enhance   pedagogical knowledge and skills in order to support essential student learning.

5. Respects Diversity

- Candidate understands the CAEP definition of diversity: Diversity is "Difference among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live." (NCATE glossary of Professional Standards: http://www.ncate.org).

- Demonstrates acceptance of all areas of diversity and diverse communities.

West Virginia State University Department of Education Disposition Statement

Teacher as Human Developer

Student outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program, and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multimodal methods, including the Senior Capstone e-Portfolio Assessment and Interview (SCOPE), grade point requirements, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Candidates who do not exhibit the professional and/or academic dispositions of the THD model may be referred to the Candidate Assistance Team and/or dismissal from the Education Program.

The WVSU Department of Education has developed a Teacher Education Dispositions Rubric that will be administered through the candidate's time in the program. The teacher education candidate will complete a self-evaluation using the Teacher Education Dispositions Rubric in the Education 200 course. In Education 316, the professor will complete the dispositions rubric. In Education 426, the field placement Cooperating Teacher will complete the rubric. And in Resident Teaching, the Cooperating Teacher and University Supervisor will each complete rubrics for the candidate.

Criminal Background Advice

Pre-Professional Phase

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

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

Senior Capstone Phase

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

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

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

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

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

Academic Dishonesty

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

Policy may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.

Students with Disabilities

No qualified individual with a disability shall be denied access to, or participation in services, programs and activities of WVSU. The Office of Disability Services is located at 123 Sullivan Hall, East. It is the policy and practice of WVSU to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. The Disability Services Office provides individualized services for students with *documented* disabilities. Students shall be provided appropriate services and accommodations based on the recommendations made by a licensed healthcare professional who is qualified to diagnose the impairment.

IMPORTANT UPDATES

This information is provided to facilitate the completion of degree requirements. Follow these steps to ensure a successful advising session.
- Bring these documents to each advising session:
  - Academic Course Sequence
  - Curriculum Checklist
  - Current Copy of Transcript
  - Course Rotation obtained from Content Advisor
- Secondary candidates must meet with the content advisor and the education advisor to finalize the schedule each semester.
- Adhere to Financial Aid procedures.
  - You are only eligible to receive financial aid for courses which are degree-pursuant or part of their course program of study. To be eligible for federal and state financial aid and have the courses counted towards enrollment requirements for aid eligibility, the following must occur:
    - Your courses must be required for your degree completion. Courses for elective minors and concentration may not be included.
    - You need to check your MYSTATE and WVSU email regularly to view any notifications of additional requirements from the Office of Financial Aid. Any questions concerning financial aid requirements should be directed to 105 Ferrell Hall, fadocs@wvstateu.edu or (304) 204-4369.
    - If you desire to pursue Dual Majors, you must notify the Office of Financial Aid and the Registrar's Office for approval.
    - You must be making satisfactory academic progress (SAP), which is calculated each semester to verify you have met all standards. Regulations

require that academic progress be evaluated both quantitatively and qualitatively.

▪ You must complete your current degree program within 150% of the published credit length of your degree program. You will not be eligible for financial aid once you have **attempted** more than 150% of the published credit length.

Hours Attempted	Cumulative GPA	Completion Ratio	Maximum Hours
0-29	1.75	67%	180
30-59	1.75	67%	180
60-89	2.0	67%	180
90+	2.0	67%	180

▪ All credit hours throughout your academic history, even from periods in which you may not have received financial aid, will be included in the calculation. Attempted hours are considered all credit hours in which you were enrolled. All credit hours attempted at WVSU, including repeated courses with a grade of "F", "W", "I" or "IP" and all transfer hours, accepted by WVSU, that were pursued at a previous institution, will be counted in the determination of hours attempted.

APPENDIX

Instructions are included in this appendix for utilization
of the following forms:

Transient Request

Overload Request

FREQUENTLY USED FORMS

FILLABLE PDF'S: THE TRANSIENT COURSE REQUEST AND THE COURSE OVERLOAD REQUEST ARE FILLABLE PDF'S. INSTRUCTIONS FOR THEIR UTILIZATION ARE CITED BELOW:

1. Both forms are electronic fillable PDF's and require an electronic signature. These forms are available on the WVSU Registration site.
2. The forms must be downloaded and opened from your File Explorer/Manager to complete and sign.
3. The completed forms can be submitted via email to: **Registration@wvstateu.edu**
4. These forms are Multi-Signature Electronic PDF Forms.
5. REQUIRED STEP: Meet and discuss your needs with your adviser to complete the form.
6. REQUIRED DOCUMENT FOR **TRANSIENT FORMS**. A copy of the course description from the catalog of the University from which you will take the transient course must be copied and presented to the adviser who is completing the request. The Education Department Chair will verify that the course is an equivalent course and will approve the Transient Request.
7. The maximum credit hours that can be earned as a transient student are 15 hours.
8. The overload request requirements are:
   - Minimum of 3.25 GPA for the two semesters preceding the request
   - Maximum load is 21 hours

*Transient Course Request

WEST VIRGINIA STATE UNIVERSITY

Request to earn transferable credit at another institution.

Please submit to the Office of the Registrar in 128 Ferrell Hall or via email at Registration@wvstateu.edu

Student Data

Name		ID – A#	
Email		Phone	

Academic Data

Major		Minor	
Earned Credit Hours		Current GPA	

Transient Institution Information

Name of Institution:

Term & Year Visiting:

Approved Courses

Transient Course (subj/course#/title)	Cr hrs.	Required WVSU (subj/course#/title)	Cr. hrs.	*Course Equivalent

*Courses deemed equivalent will be noted for future use for transfer equivalencies.

Approval Statement

I certify the above "Approved Courses" will fulfill the complete requirement(s) noted above

(Comments):

*It is the Responsibility of the Student to provide the official transcript upon successful completion of the transient course(s), to be counted for credit.

Authorization of Approval

Department Chair- Signature		Date		
College Dean- Signature		Date		

Overload Request

Once complete and validated by all signees, please submit to:
Registration@wvstateu.edu

	Student Data

Name

ID   Phone

Email

	Term/Program Data

Semester/Yr.   Current GPA   Graduation Term

Major

	Eligibility
	Student has maintained a minimum 3.25 GPA in the previous 2 semesters
	Total hours below including the including overload, do not exceed 21 hours (Summer cannot exceed 11 hrs.)

			Current Schedule

Subject/Dept.	Course#	Credit Hours		Subject/Dept.	Course#	Credit Hours

	Overload Course Information

CRN		Subject/Dept.		Course#		Section#		Cr. Hrs.	
CRN		Subject/Dept.		Course#		Section#		Cr. Hrs.	

	Total Term Credits

Current Schedule Hours   Overload Hours   Total Hours

Explanation (Please provide specific information for each overload course requested.)

I approve the above requested Overload		
Student:	Date	
Advisor/ Chair:	Date	

Dean:	Date	
Provost:	Date	