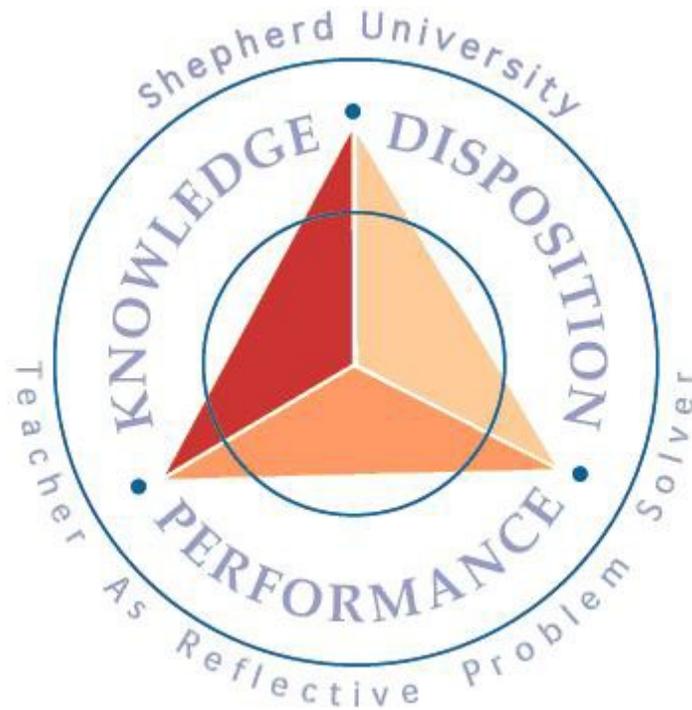


# SHEPHERD UNIVERSITY TEACHER EDUCATION PROGRAM



# PRACTICUM MANUAL

*(For students entering January 2017 and later)*

## FOREWORD

This manual introduces the conceptual framework, policies, and procedures governing the practicum components of the Shepherd University Teacher Education Program. It is a comprehensive guide to all field experiences associated with courses in all specializations. It lists responsibilities of teachers, supervisors, and teacher candidates.

It is designed to provide teacher candidates, public school personnel and university employees with information needed to examine coherence across overall practicum experiences or to closely examine the policies, procedures, and expectations for a particular practicum.

Questions about practicum components should be sent to the Director of Teacher Education.

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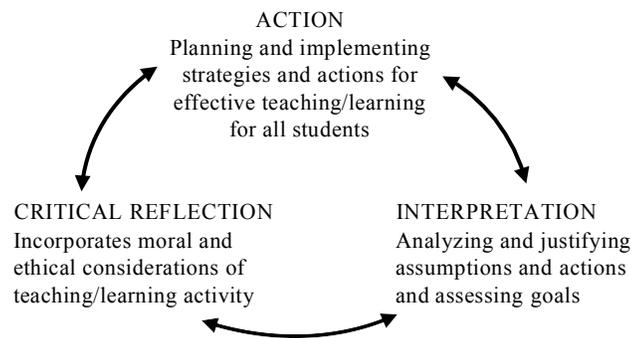
## PHILOSOPHY AND THEME OF EDUCATOR PREPARATION AT SHEPHERD UNIVERSITY

TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS), the conceptual framework providing both the philosophical and practical compass for the Teacher Education Program at Shepherd University, embodies our belief that the complexity of teaching and learning precludes a formulaic approach.

Education should empower all students to make informed choices, actively participate in the shaping of one's own life and the shaping of the social, cultural, political, and economic structures of a democratic society. Teachers facilitate this empowerment. Our purpose in providing practicum experiences is to facilitate the development of teacher candidates who demonstrate the willingness and capacity for a pedagogy that truly empowers all students in our diverse classrooms.

To be reflective, teacher candidates need to deeply understand and be able to articulate their own definitions of teaching as well as reflect on their own learning needs. In order to effectively respond to the range of concerns found in the classroom, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection.

The teacher examines her/his Action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every student. This action is subject to Interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie her/his teaching/learning activity. During the process of Critical Reflection, the teacher assesses the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the objective outcomes of teaching/learning activities.



In the interplay between coursework and practicum experiences, practicum experiences provide teacher candidates with opportunities to approach teaching by identifying problems, framing them in meaningful contexts, considering alternative solutions, choosing and implementing courses of action, and reflectively analyzing evidence collected to improve outcomes in the ongoing cycle of teaching and learning.

Programmatically, this is accomplished by the interplay between coursework and practicum experiences. Most of the courses in our Professional Education sequence are characterized by a cyclic pattern of attendance in campus-based course/experiences and performance in a field-based site. This campus-practicum-campus-practicum pattern ensures that each episode of action is followed by a systematic opportunity to reflect on practical experience and the theoretical frameworks that guide practical activity. Practicums are not just opportunities for application, but are occasions for critical reflection on the connection between practice and theory/research.

## THE ROLE OF PRACTICUMS IN TARPS

During the first years at Shepherd, candidates take foundational Professional Studies courses that provide them with experiences examining the roles and responsibilities of teachers (EDUC 150/MUSC 100), working with diverse learners in a tutoring-type setting (EDUC 200), and establishing foundational knowledge critical to future pedagogy depending on specialization area (EDUC 333, 360, 361, ARED 180 and PHED 401).

Teacher candidates then embark upon a sequence of courses linked to practicums that focus on the Action-Reflection-Action Cycle. All teacher candidates take EDUC 320 Social and Psychological Conditions of Learning. The Early Education, Elementary, and Secondary experiences then diverge to accommodate specific programmatic needs while maintaining the integrity of the Action Reflection-Action Cycle. While engaged in these practicum-linked courses, they also take program specific courses that focus on increasing specialty area knowledge as it relates to teaching, curriculum development, technology and meeting the needs of diverse learners.

The concluding practicum experience is a fourteen-week full-time student teaching experience. Depending on specialty area and potential added areas of endorsement, student teaching may take place in a single classroom or be broken into two 7-week experiences.

<b>Courses with Practicum Components</b>			
<b>Foundations Courses - All Teacher Candidates</b>			<b>Level</b>
EDUC 150 or MUSC 100 (Teacher Shadow-8 hours) <i>Seminar in Education or First Year Seminar for Music Majors</i>			Awareness
EDUC 200 (Tutoring-10 hours) <i>Foundations of American Education</i>			Awareness
EDUC 320 (Theory/Research Focused Observations-20 hours) <i>Social and Psychological Conditions of Learning</i>			Awareness - Initiative
<b>Sequence of Methods Coursework by Program</b>			
<b>Early Education</b>	<b>Elementary Education</b>	<b>Secondary Education</b>	
EDUC 315 - 30 hours <i>Overview of Early Education</i>	EDUC 351 and 352 - 50 hrs <i>Integrated Reading and Language Arts Pedagogy I</i>	EDUC 370 - 37 hrs <i>Creating Learning Environments</i> or	Awareness - Initiative
	and <i>Integrated Math, Science and Social Studies Pedagogy I</i>	MUSC 322/325/326 - 45 hrs <i>Instrument/Choral/General Music Pedagogy</i>	Awareness - Initiative
EDUC 334 - 50 hours <i>Early Language &amp; Literacy</i>	EDUC 353 and 354 - 70 hrs <i>Integrated Reading and Language Arts Pedagogy II</i>	EDUC 443 - 50 hrs <i>Reading in the Content Areas</i>	Initiative - Development
EDUC 335 - 50 hours <i>Young Children with Exceptionalities</i>	and <i>Integrated Math, Science and Social Studies Pedagogy II</i>	Methods of Teaching X <i>Hours vary depending on specialty area and/or integrated with EDUC 370/443</i>	Initiative - Development
Student Teaching - 600 hrs	Student Teaching - 600 hrs	Student Teaching - 600 hrs	Dev./Integration

## LEVELS DEFINITIONS

1. Awareness - the condition of being cognizant without necessarily acting upon the knowledge; an “awareness” directed by others; information about.
2. Initiative - the condition of acting upon one’s cognizance or awareness in order to create one’s own knowledge.
3. Development - the condition of purposeful application of one’s knowledge in order to create practical and useful outcomes.
4. Integration - the condition of unselfconscious practice; action based on synthesized knowledge; habits of mind.

As teacher candidates advance from awareness to integration, university supervisors provide increasingly intensive supervision to support changes in expectations regarding quality and complexity of performance. These increasingly complex levels of knowledge, performance, and dispositions are also supported by the Action-Reflection-Action Cycle built into courses.

## POLICIES AND PROCEDURES FOR PRACTICUM PLACEMENT

As per state policy, teacher candidates must experience placements in schools with various diversity characteristics for exceptionalities (E), minorities (M), or both (EM). To this end, school system data is used to determine the system-wide average percentages of Exceptional and Minority students. Individual schools with averages higher than the system-wide average percentages for exceptionalities and/or minorities are coded accordingly. A record of placements is maintained by the Department of Education for each teacher candidate with attention to individual school coding. This process ensures that teacher candidates meet experiential requirements for state certification by having at least two distinct experiences in schools coded E, M or EM.

The University Placement Coordinator is responsible for contacting counties to set up practicum placements that are conducive to meeting the requirements for each course while accommodating the needs of participating schools and teachers.

Because each practicum-based course has unique requirements, during the process of identifying appropriate placements, administrators and prospective cooperating teachers will be provided with details regarding the number of hours, expectations for both teacher candidate and facilitating teacher, contact information for the designated university supervisor and necessary literature and forms.

**In no case should a teacher candidate contact a school directly to set up his or her own placement. Upon receipt of field placement information, the candidate is responsible for identifying any conflicts of interest with that school (ie. has been employed by, attended, or has a family member working at or attending the school) and reporting such conflicts of interest to the field placement coordinator.**

All teacher candidates must adhere to county requirements for a current negative TB test and follow both school system and university policies as to professional dress and behavior while in the school (See [Shepherd University Code of Conduct for Teacher Candidates in the Field](#)).

Designated university supervisors are responsible for overseeing the teacher candidate’s fieldwork, observing and evaluating the candidate’s performance, and collaborating with the facilitating teacher to ensure a positive experience for all. Inquiries that cannot be addressed by the designated university supervisor should be directed to the Director of Teacher Education.

## PARTICIPATING SCHOOL SYSTEMS

### Maryland:

Frederick County  
Washington County  
Anne Arundel County (Art Only)

### Pennsylvania:

Antrim-Greencastle

### Virginia

Clarke County  
Frederick County  
Loudoun County  
Winchester City

### West Virginia

Berkeley County  
Grant County  
Hampshire County  
Jefferson County  
Morgan County

## TERMINOLOGY

**TEACHER CANDIDATE:** A Teacher Candidate is a Shepherd University Student who is in training to become a teacher. During initial experiences the teacher candidate is expected to have adequate time as defined by program requirements to observe educational activity in a classroom and dialogue with the facilitating teacher and other professionals in the school building. In later experiences, the teacher candidate will have varying responsibilities for planning, teaching, assessing, and reflecting on student learning. During student teaching, the teacher candidate assumes all duties and teaching responsibilities of the facilitating teacher. When in a practicum setting, the teacher candidate should uphold all professional standards for dress and behavior expected of certified teachers.

**REFLECTIVE PAIRS:** Two teacher candidates may be placed in the same classroom at the same time to promote reflection and collaboration.

**FACILITATING TEACHER:** The Facilitating Teacher is a classroom teacher in a public school to whom a candidate is assigned and who meets state policy requirements for mentoring a teacher candidate in their classroom, and has been approved for this responsibility by the school principal and the university Director of Teacher Education. Facilitating Teachers work may with teacher candidates in all phases of their field-based experiences and student teaching. Because the facilitating teacher represents a primary influence on quality candidate training, he/she must be selected because he/she possesses special competencies and an interest in guiding the growth of prospective teachers.

UNIVERSITY SUPERVISOR: The University Supervisor is the person designated by Shepherd University to be responsible for field supervision of the teacher candidate and for coordinating the relationship of the university, the student, and the facilitating teacher. This person is responsible to the University Director of Teacher Education. The supervisor's concern is that the candidates make appropriate progress toward making "habits of mind" of the elements of Shepherd's teacher education program. General responsibilities of the university supervisor include:

- Developing and maintaining a professional working relationship among facilitating teachers, school administrators, school staff, and students.
- Observing the learning conditions present in placements.
- Conferring with the teacher candidate and facilitating teacher on pertinent observation and performance topics.
- Engaging the teacher candidate in and directing reflective dialog regarding the practicum experience in whatever form it may take.
- Ensuring the Facilitating Teacher has received appropriate literature and forms.
- Assisting with problems that may arise during the placement. Removal of a teacher candidate from a practicum should adhere to procedures set out in this manual.
- Visiting the practicum site to observe and, as appropriate, to evaluate the teacher candidate.
- Documenting supervisory visits by completing appropriate forms for submission to the university during and at the end of each semester.

### PREJUNCTURE I WITHDRAWAL PROCEDURES

The following procedures pertain to withdrawals from a field placement by teacher candidates who have declared education as a major or minor, but who have not been formally admitted to the teacher education program through the juncture process.

#### Voluntary Withdrawal

The teacher candidate has the right to terminate her/his field placement. Teacher Candidate responsibilities:

- Provide written notification to the public school and university personnel of the decision and reason(s) for withdrawal
- Withdraw from applicable university course
- Return any borrowed materials, records, and/or keys to rightful owner

#### Involuntary Withdrawal

Teacher candidates may be removed from practicum placement under any of the following circumstances:

1. Formal request by public school administrator or facilitating teacher to terminate placement.

ACTION:

- Termination is immediate
- Teacher candidate shall be informed of decision of public school personnel by the university personnel

2. Teacher candidate does not demonstrate an acceptable level of competence or behavior as evidenced by:

- a. Negative evaluations by university personnel, and/or Facilitating Teacher
- b. Requests by public school personnel for additional support and/or re-evaluation of teacher candidate's ability

ACTION:

- Teacher candidate shall be informed of inadequate performance by facilitating teacher and/or university personnel
- Teacher candidate shall be given an opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
- Teacher candidate will be re-evaluated for adequate progress.

- Candidate will be removed from the field if adequate progress is not demonstrated in the identified areas. Removal from the field will result in failure of the course if the candidate does not withdraw.

## POST JUNCTURE I WITHDRAWAL PROCEDURES

The following procedures pertain to withdrawals from a field placement by students who have been formally admitted to the teacher education through the juncture process but are not yet student teachers.

### Voluntary Withdrawal

The teacher candidate has the right to terminate her/his field placement. Teacher Candidate responsibilities:

- Provide written notification to the public school and university personnel of the decision and reason(s) for withdrawal
- Withdraw from applicable university course.
- Return any borrowed materials, records, and/or keys to rightful owner
- Upon their request, the teacher candidate shall be evaluated by the Educator Preparation Program Council for retention to the Teacher Education Program

### Involuntary Withdrawal

Teacher candidates may be removed from practicum placement under any of the following circumstances:

1. Formal request by public school administrator or facilitating teacher to terminate placement.

ACTION:

- Termination is immediate
- Teacher candidate shall be informed of decision of public school personnel by the university personnel
- Upon their request, the teacher candidate shall be evaluated by the Educator Preparation Program Council for retention to the Teacher Education Program

2. Teacher candidate does not demonstrate an acceptable level of competence or behavior as evidenced by:

- a. Negative evaluations by public school and/or University personnel, and/or
- b. Requests by public school personnel for additional support and/or re-evaluation of teacher candidate's ability

ACTION:

- Teacher candidate shall be informed of inadequate performance in writing by facilitating teacher and/or university personnel
- Teacher candidate shall be given an opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided
- Teacher candidate will be re-evaluated for retention or removal
- Removal requires written notification and justification by the Director of Teacher Education
- Upon their request, the teacher candidate shall be evaluated by the Educator Preparation Program Council for retention to the Teacher Education Program

PRE-STUDENT TEACHING EDUCATION COURSES  
With  
PRACTICUM COMPONENTS

## **EDUC 150: Seminar in Education: Awareness Level**

WHO: All education majors except Music

PRE-JUNCTURE

### Description:

Introduces the prospective teacher to the study of education. Focuses on the self as learner, the nature of education, and the practical issues in the work of teaching. Based on readings and field experiences the candidate will develop a philosophical, historical, and practical understanding of learning and teaching. Also introduces the candidate to the characteristics of the teacher education program's philosophy and theme: Teacher as Reflective Problem Solver. This is a prerequisite to all other education courses.

EDUC 150 requires a 1 day job shadow (8 hours) to allow teacher candidates to explore the roles and responsibilities of a teacher. Teacher candidates are assigned to a facilitating teacher in the type of classroom they intend to specialize, i.e. Early Education Teacher Candidate will be placed with a PreK or Kindergarten Teacher. Teacher candidates shadow this teacher for the full contracted working day taking note of the roles and responsibilities of the teacher.

### Supervisor Responsibilities:

- The EDUC 150 course instructor acts as the supervisor for this practicum.
- Work with the placement coordinator to identify the number and type of classrooms needed.
- Provide candidates with the name of the teacher and school to which he/she has been assigned.
- Introduce candidates to the Shepherd University Code of Conduct and collect agreement forms.
- Review expectations and responsibilities expected of teacher candidates in the field.
- Ensure that teacher candidates complete the full-day job shadow in a professional manner.
- Answer any questions raised by school administrators, facilitating teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Arrive at the assigned school on the designated day at the time that the teacher-contracted day begins. Stay through the end of the teacher-contracted day.
- Provide any required documentation for TB tests or other requirements required by the school.
- Observe, taking notes throughout the day regarding the roles and responsibilities of the facilitating teacher.
- Ask clarifying questions of the facilitating teacher being sensitive to the teacher's time and obligations to students.
- Conduct her- or himself in a professional manner throughout the day.
- Fulfill any other expectations and responsibilities as introduced in the syllabus or by the course instructor.
- Complete follow up assignments related to the job shadow.
- Notify the school AND supervisor in the event of illness or other unavoidable circumstance that make it impossible to be at the school at the time and day assigned. Follow supervisor direction regarding scheduling a makeup day.

### Facilitating Teacher Responsibilities

- Welcome the teacher candidate to the school and include him or her in viewing all aspects of being a teacher both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.

- Verify that the teacher candidate attended for the full “teacher” day.

**EDUC 200: Foundations of Education: Awareness Level**

WHO: All education majors

PRE-JUNCTURE

**Description:**

An examination of the relationship between the school as a social institution and the larger society. This is accomplished through a variety of ways, but mainly through a combination of philosophical, historical, and problem-oriented inquiry into that relationship. The assumption is that a teacher who has developed an understanding of the vital relationships between school and society is in a position to see his or her professional roles beyond the narrow confines of the classroom, and, out of such a perspective, will emerge a more sensitive and effective teacher.

Candidates complete a 10-hour service learning field experience working one on one with assigned students in the Harpers Ferry Job Corps. Content to be addressed in these sessions with students will be assigned depending on student needs.

**Supervisor Responsibilities:**

- The EDUC 200 course instructor acts as the supervisor for this practicum.
- Work with the Shepherd University Office of Community Service and Service Learning to place students in the Harpers Ferry Job Corps.
- Introduce students to the Shepherd University Code of Conduct and collect agreement forms.
- Provide teacher candidates with information pertaining to expectations on-site and problem-solve issues that may arise during field hours

**Teacher Candidate Responsibilities:**

- Arrive on the assigned days and times.
- Work with assigned students as directed by the site supervisor.
- Conduct her- or himself in a professional manner.
- Notify both university AND site supervisors in the event of illness or other unavoidable circumstance that make it impossible to fulfill expected hours. Follow supervisor direction regarding scheduling a makeup day.

**Site Supervisor Responsibilities:**

- Welcome the teacher candidate and provide direction as to the assigned student the candidate will be working with and what content needs to be covered.
- Answer questions that arise during work with students.
- Verify teacher candidate attendance/hours.

## **EDUC 320: Social and Psychological Conditions of Learning: Awareness-Initiative Level**

WHO: All education majors

PRE-JUNCTURE

### Course Description:

A reflective exploration of the knower (the learner), knowing (learning), the known (knowledge), and the contexts in which knowledge is constructed through teaching/learning

The goal of this course is to help the teacher candidate acquire a critical introduction to the understanding of the learner, learning, and the nature of knowledge. Course content focuses on issues of mental, physical, and emotional development that include an investigation of cognition and the processes and conditions that appear to make positive contributions to empowering children with the knowledge to act effectively in our world. This course is required for all pre-service teachers.

The practicum associated with this course is designed to provide opportunities for the Teacher Candidate to achieve the level of awareness/initiative in the gradual process of making the elements of our program “habits of mind.” The class is so structured that starting about the seventh week of the semester the candidate should be spending at least two hours a week in the practicum site identified by the university. Alternating between campus and practicum for seven weeks, the teacher candidate is required to spend at least twenty (20) hours in the field classroom. The arrangement accommodates the Action-Reflection-Action Cycle. Teacher candidates are placed in classrooms commensurate with their specialization (Early Ed: PreK/K; Elementary: K to 6; Secondary: 6-8).

The teacher candidates in this practicum experience have several issues to account for while they are there:

- 1) **Observation.** Many of us believe that observation (“kid watching”) is a lost art of teaching. Observing takes time from other activities and concerns and is somewhat in conflict with our stereotypical image of what a teacher does as a teacher. We want our teacher candidates to understand the efficacy of deliberate observation of learners and learning. They will observe general activity, frames of activity, and the demonstrated learning behavior of learners. A frame in our class means a definable episode of classroom activity, e.g., opening a lesson, seat work, transition from one activity to another, dismissal, etc.
- 2) **Reflection.** The reflective pair of Teacher Candidates placed in the public school classroom are required to consistently reflect on their experience through an interactive journal or written analysis. We encourage Facilitating Teachers to participate in discussions with candidates to share insights. Such insights can make significant contribute to life at school.
- 3) **Working with students.** It is important that teacher candidates be given opportunities to work with students under the Facilitating Teacher’s direction. Individual tutoring and working with small groups are appropriate. Teacher Candidates can be of service in this regard. During their stay in the classroom, we hope that they will also assist in various tasks assigned to them.

### University Supervisor Responsibilities:

- Develop and maintain a professional working relationship among facilitating teachers, school administrators, school staff, and teacher candidates.
- Observe the learning conditions present in the teacher candidates’ placements.
- Confer with teacher candidates and facilitating teacher on pertinent observation and performance topics.
- Engage the teacher candidate in reflective dialog regarding the practicum experience.
- Ensure that the facilitating teacher has received appropriate literature and forms

### Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom upholding Shepherd University and school system expectations for professional behavior and dress.

- Dialogue with the facilitating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating teacher.
- Notify the facilitating teacher prior to scheduled appearance if illness or other unavoidable circumstances make it impossible for him or her to go to the school.
- Be accountable to the university at all times.
- Fulfill additional responsibilities as indicated in the course syllabus.

Facilitating Teacher Responsibilities:

- Welcome the teacher candidate and orient her/him to the classroom.
- Dialogue with the candidate regarding observations.
- Assign and support candidate work with individuals and/or small groups and other teacher-related tasks.
- Answer questions that arise during work with students.
- Verify teacher candidate attendance/hours.

## **EDUC 315/EDUC 315L Overview of Early Education--Practicum**

WHO: Early Education Majors or Endorsement Candidates

PRE-JUNCTURE

### Course Description:

This course is designed to acquaint pre-juncture candidates in early education or carrying an early education endorsement with the historic background and modern-day trends relative to the aims and content of the curriculum of early education. This course meets weekly and is designed to be taken concurrently with a field placement (EDUC 315L) in an early education classroom where field-based assignments will be carried out.

### Practicum Description:

The EDUC 315L practicum course is the companion section to the EDUC 315 seminar. The practicum course provides clinical experiences necessary to the practical application of those approaches unique to early education. Under the supervision of qualified professionals, candidates will observe in a variety of settings in which young children birth through eight are enrolled. Candidates will complete a total of 30 hours of observation in two early education (PreK/K) settings, one private and one public.

### Supervisor Responsibilities:

- The EDUC 315L course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, facilitating teachers, or teacher candidates
- Work with the field placement coordinator to identify the number and type of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before candidates begin
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct collecting agreement forms.
- Review course expectations and responsibilities.
- Visit each classroom to observe and highlight with the candidate the teaching and learning conditions present to promote reflective dialog regarding the practicum experience.

### Teacher Candidate Responsibilities:

- Contact the facilitating teacher within the time frame provided to set up an initial meeting where a schedule of field hours will be determined
- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the agreed upon schedule.
- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Observe and assist with individuals and small groups under the direction of the facilitating teacher.
- Complete reflections and other field-based course assignments as designated by the course instructor.
- Notify the teacher AND supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

### Facilitating Teacher Responsibilities

- Welcome the teacher candidate to the class and include him or her in viewing all aspects of being an early education teacher.

- Answer questions about early education and provide direction for the candidate to work with individuals and small groups in activities planned by the teacher.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.

## **EDUC 334 Early Language and Literacy—Practicum**

WHO: Early Education Majors or Endorsement Candidates

PRE or POST JUNCTURE

### Course Description:

This course builds on the knowledge of the five pillars of reading by introducing research and developmentally appropriate methods for promoting language development and emergent reading, writing, speaking and listening skills in early education. This course meets weekly and is designed to be taken concurrently with a field placement, EDUC 334L, in an early education classroom where field based assignments will be carried out.

### Practicum Description:

The EDUC 334L practicum course is the companion section to the EDUC 334 seminar. The practicum course provides clinical experiences necessary to the practical application of language and literacy approaches unique to early education. Students enroll in 1 credit of practicum and complete 25 field hours for the Early Education Endorsement. Students enroll in 2 credits of practicum and complete 50 field hours for the Early Education Major. Under the supervision of qualified facilitating teachers, candidates will plan and carry out instructional activities in a PreK/K classroom.

### Supervisor Responsibilities:

- The EDUC 334L course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, facilitating teachers, or teacher candidates
- Work with the field placement coordinator to identify the number and type of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before candidates begin
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct, and collect agreement forms.
- Review course expectations and responsibilities for the course.
- Formally observe the candidate teaching at least two activities the candidate has planned and conduct follow-up reflective discussions of each observation.

### Teacher Candidate Responsibilities:

- Contact the facilitating teacher within the time frame provided to set up an initial meeting where a schedule of field hours will be determined
- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the agreed upon schedule.
- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Engage actively in working with students in a variety of activities planned by the facilitating teacher, planned collaboratively with the facilitating teacher, and/or planned independently.
- Use procedures set up by the supervisor to schedule at least two formal observations of independently planned activities.
- Complete reflections and other field-based course assignments as designated by the course instructor.
- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

#### Facilitating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include him or her in all aspects of being an early education teacher.
- Answer questions about early education and provide direction for the candidate to work with individuals, small groups, and whole class in activities planned by the facilitating teacher, planned collaboratively, and planned by the candidate.
- Question the candidate to promote reflective dialog and provide regular feedback regarding emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.

## **EDUC 335 Young Children with Exceptionalities—Practicum**

WHO: Early Education and Endorsement Candidates

PRE or POST JUNCTURE

### Course Description:

This course focuses on the etiologies and characteristics of various disabilities; various approaches to intervention; and the skills to integrate this knowledge with child development in order to work in interdisciplinary environments to develop effective programming for infants and young children with special needs. This course meets weekly and is designed to be taken concurrently with a field placement, EDUC 335L, in an early education classroom where field based assignments will be carried out.

### Practicum Description:

The EDUC 335L practicum course is the companion section to the EDUC 335 seminar. The practicum course provides clinical experiences necessary to the practical application of approaches to meet the needs of students with exceptionalities. Under the supervision of professionals, candidates will teach individuals, small groups, and whole class activities planned by the facilitating teacher, planned in collaboration with the facilitating teacher, and planned independently in a preK or K classroom in which children with exceptionalities are enrolled. Students enroll in 1 credit of practicum and complete 25 hours in the field for the Early Education Endorsement. Students enroll in 2 credits of practicum and complete 50 hours in the field for the Early Education Major.

### Supervisor Responsibilities:

- The EDUC 335L course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, facilitating teachers, or teacher candidates
- Work with the field placement coordinator to identify the number and type of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct, and collect agreement forms.
- Review course expectations and responsibilities for the course.
- Formally observe the candidate teaching at least two activities the candidate has planned and conduct follow-up reflective discussion after each observation.

### Teacher Candidate Responsibilities:

- Contact the facilitating teacher within the time frame provided to set up an initial meeting where a schedule of field hours will be determined
- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the agreed upon schedule.
- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Engage actively in working with students in a variety of activities planned by the facilitating teacher, planned collaboratively with the facilitating teacher, and/or planned independently.
- Use procedures set up by the supervisor to schedule at least two formal observations of independently planned activities.
- Complete reflections and other field-based course assignments as designated by the course instructor.

- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

Facilitating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include him or her in all aspects of being an early education teacher.
- Answer questions about early education and provide direction for the candidate to work with individuals, small groups and whole class in activities planned by the facilitating teacher, planned collaboratively, and planned by the candidate.
- Question the candidate to promote reflective dialog and provide regular feedback regarding emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.

**EDUC 351 Integrated Reading & Language Arts Pedagogy I**  
**EDUC 352 Integrated Math, Science, & Social Studies Pedagogy I**

WHO: Elementary Education Majors

POST JUNCTURE

**Course Description:**

Integrated Reading & Language Arts Pedagogy I and Integrated Math, Science, & Social Studies Pedagogy I are co-requisite courses that comprise the first semester of a two-semester experience designed to promote the development of teachers who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for children. This course block has both classroom experiences and a shared field component which are founded on the philosophy and theme TEACHER AS REFLECTIVE PROBLEM SOLVER. Because of this shared field component these two courses must be taken together.

**Practicum Description:**

This is the first practicum in which Elementary teacher candidates design and teach lessons. This practicum builds upon the course and fieldwork from EDUC 320 and allows candidates to teach content (reading, writing, math, science, social studies) using lessons they have designed. Teacher Candidates are expected to observe learning behaviors of children and the teaching behavior/practices of the Facilitating Teacher. Candidates are to assist the facilitating teacher with papers, teaching, room environment, etc. At this point in their development, teacher candidates are expected to achieve the level of initiative/development in the gradual process of making the elements of our program “habits of mind.” Starting during approximately the fourth week of the semester and extending in periodic blocks through the fifteenth week, teacher candidates spend a minimum of fifty hours in the practicum site. In order to realize the Action-Reflection-Action Cycle, the semester is divided into blocks during which the candidate either meets on campus three times a week or in the practicum site daily for approximately two hours in the morning five days a week. Candidates will complete a minimum of 50 hours in their field placement.

**Supervisor Responsibilities:**

- The EDUC 351 or 352 course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, facilitating teachers, or teacher candidates
- Work with the field placement coordinator to identify the number of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct, and collect agreement forms.
- Review course expectations and responsibilities for the course.
- Formally observe the candidate teaching at least one integrated lesson the candidate has independently planned and conduct follow-up reflective discussion after the observation.

**Teacher Candidate Responsibilities:**

- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the field schedule.
- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.

- Engage actively in working with students in a variety of activities planned by the facilitating teacher, planned collaboratively with the facilitating teacher or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructors.
- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

#### Facilitating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include him or her in all aspects of being an elementary teacher.
- Answer questions about the classroom and provide direction for the candidate to work with individuals, small groups and whole class in activities planned by the facilitating teacher, planned collaboratively, and planned by the candidate.
- Question the candidate to promote reflective dialog and provide regular feedback regarding emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.

**EDUC 353 Integrated Reading & Language Arts Pedagogy II**  
**EDUC 354 Integrated Math, Science, & Social Studies Pedagogy II**

WHO: Elementary Education Majors

POST JUNCTURE

**Course Description:**

Integrated Reading & Language Arts Pedagogy I and Integrated Math, Science, & Social Studies Pedagogy II are co-requisite courses that comprise the first semester of a two-semester experience designed to promote the development of teachers who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for children. This course block has both classroom experiences and a shared field component which are founded on the philosophy and theme TEACHER AS REFLECTIVE PROBLEM SOLVER. Because of this shared field component these two courses must be taken together.

**Practicum Description:**

This practicum extends the work done in the previous course sequence (EDUC 351/352) and allows the Elementary Teacher Candidate to gain experience planning, teaching and assessing students. This practicum provides a forum for the Candidates to design an integrated unit (either a lesson or a series of lessons) and then to teach that unit. Teacher Candidates are expected to fully master the level of initiative/development in the process of making the elements of our program “habits of mind.” The practicum starts during approximately the fourth week of the semester and extends in periodic blocks through the fifteenth week. Teacher Candidates spend a minimum of 70 hours in the practicum site. In order to realize the Action-Reflection-Action Cycle, the semester is divided into blocks during which the candidate either meets on campus three times a week or daily in the practicum site for approximately two hours in the morning, five days a week. Students will complete at least 70 hours in their field placement.

**Supervisor Responsibilities:**

- The EDUC 353 or 354 course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, teachers, or teacher candidates
- Work with the field placement coordinator to identify the number of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct, and collect agreement forms.
- Review course expectations and responsibilities for the course.
- Formally observe the candidate teaching at least two lessons the candidate has planned and conduct follow-up reflective discussion after each observation.

**Teacher Candidate Responsibilities:**

- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the field schedule.
- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Engage actively in working with students in a variety of activities planned by the teacher, planned collaboratively with the teacher or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructors.

- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

Facilitating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include him or her in all aspects of being an elementary teacher.
- Answer questions about the classroom and provide direction for the candidate to work with individuals, small groups and whole class in activities planned by the facilitating teacher, planned collaboratively, and planned by the candidate.
- Question the candidate to promote reflective dialog and provide regular feedback regarding emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.

## **EDUC 370 Creating Learning Environments**

WHO: All Secondary Education Majors with the exception of Music

POST JUNCTURE

### Course Description:

This is a secondary methods course designed to implement educational theory into practice. The purpose is to provide knowledge and appreciation of variables affecting positive and negative learning environments, including but not limited to the following: goals and stated expectations, decisions regarding appropriate content, planning methods, understanding of developmental characteristics of students, consideration of learning styles and various ability levels, controls of classroom climate, selection of teaching strategies, selection and creation of instructional resources, adaptation to changes in the school programs and school personnel, collaboration with colleagues, programming for exceptional children, multicultural education and issues of equity, and meaningfulness in assessment.

### Practicum Description:

This practicum lays the basic foundations of general theory into practice for secondary teacher candidates. It deals with fundamental practices, which provide a context to build upon for the secondary student's content area methods course and the subsequent Reading in the Content Area course. Building upon the course and practicum from EDUC 320, Social and Psychological Conditions of Learning, Teacher Candidates observe and analyze the workings of classrooms and design and execute two lessons in their practicum sites. At this point in their development, Teacher Candidates are expected to achieve the level of initiative/development in the gradual process of making the elements of our program "habits of mind." Starting approximately the third week of our semester and extending through the fifteenth week, Teacher Candidates are expected to spend the specified number of hours per week as outlined in the syllabus. Teacher Candidates also meet scheduled classes on campus thus realizing the Action-Reflection-Action Cycle. All placements are in the content area in which the candidate is seeking certification.

### Supervisor Responsibilities:

- The EDUC 370 course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, facilitating teachers, or teacher candidates.
- Work with the field placement coordinator to identify the type and number of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct, and collect agreement forms.
- Review course expectations and responsibilities for the practicum.
- Formally observe the candidate teaching two lessons the candidate has independently planned and conduct follow-up reflective discussion after each observation.

### Teacher Candidate Responsibilities:

- Contact the facilitating teacher within the time frame provided to set up an initial meeting where a schedule of field hours will be determined
- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the agreed upon schedule.
- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.

- Engage actively in working with students in a variety of activities planned by the teacher, planned collaboratively with the teacher or reflective partner, and/or planned independently.
- Complete all field-based course assignments as designated by the course instructor.
- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

Facilitating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include him or her in all aspects of being a secondary content teacher.
- Answer questions about the classroom and provide direction for the candidate to work with individuals, small groups and whole class in activities planned by the facilitating teacher, planned collaboratively, and planned independently by the candidate.
- Question the candidate to promote reflective dialog and provide regular feedback regarding emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.

## **EDUC 443 Reading in Content Areas**

WHO: All Secondary Education Majors

POST JUNCTURE

### Course Description:

This course examines both the expressive and receptive aspects of language required for effective teaching, learning, and assessment in different content areas. Emphasis is placed on analyzing language demands placed on diverse students during instruction and identifying research-supported content-appropriate methods to support language use in reading, writing, listening, speaking and viewing tasks. Candidates apply these methods in the development of individual content lessons and a content unit designed to meet the language needs of all students. Success in teaching is measured through student data of impact on learning and video analysis as candidates learn to handle the complexities of teaching and managing a content classroom. A minimum of 50 hours in a public school is required.

Prerequisites: EDUC 370 or for Music Education Students, Admission to Teacher Education. This course is taken concurrently with a special methods course (if that special methods course was not taken with EDUC 370).

### Practicum Description:

The practicum components of this class are designed to prepare candidates for the language-integrated pedagogical requirements necessary for successful student teaching. Initial content regarding literacy-based (reading, writing, listening, speaking and viewing) pedagogy is frontloaded in the course with the practicum beginning after the third week of the semester and extending through the fifteenth week.

Candidates are expected to spend about 4 hours each week (minimum of 50 hours) in the assigned classroom actively involved in all aspects of planning, assessing and teaching. Throughout the course, candidates continue to meet on campus and/or online to engage in the action, interpretation, critical reflection cycle in relationship to various instructional methods. If not taken previously, the special methods course for the candidate's content area is taken concurrently with this course.

### Supervisor Responsibilities:

- The EDUC 443 course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, facilitating teachers, or teacher candidates.
- Work with the field placement coordinator to identify the type and number of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct, and collect agreement forms.
- Review course expectations and responsibilities for the practicum.
- Formally observe the candidate teaching at least two lessons the candidate has independently planned and conduct follow-up reflective discussion after each observation.
- Conduct conferences in which candidates view self-selected video clips to reflect on instructional strengths and weaknesses.

### Teacher Candidate Responsibilities:

- Contact the teacher within the time frame provided to set up an initial meeting where a schedule of field hours will be determined
- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the agreed upon schedule.

- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Engage actively in working with students in a variety of activities planned by the teacher, planned collaboratively with the teacher or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by respective course instructors.
- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

#### Facilitating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include him or her in all aspects of being a content teacher.
- Answer questions about the classroom and provide direction for the candidate to work daily with individuals, small groups and the whole class in activities planned by the teacher, planned collaboratively, and planned by the candidate.
- Question the candidate to promote reflective dialog and provide regular feedback regarding emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.

**COURSES WITH PRACTICUM COMPONENTS  
TAUGHT BY OTHER DEPARTMENTS  
FOR EDUCATION MAJORS**

## **MUSC 100: First Year Seminar for Music Majors: Awareness Level**

WHO: All Music Education Majors

PRE-JUNCTURE

### Description:

First year music majors will explore a variety of topics in this seminar, including a survey of music literature, effective music performance skills, practice techniques, careers in music, as well as presentations and discussions by the music faculty in areas of their expertise. This course will include general University survival skills for music majors to assist students in their transition from high school to University. Prerequisites: Admission to the music department as a music major or minor.

### Practicum:

For one working day, the student will shadow a teacher from the time the teacher arrives at school until after the students leave and will interview that teacher about the teaching profession.

### Supervisor Responsibilities:

- The MUSC 100 course instructor acts as the supervisor for this practicum.
- Identify the number and type of classrooms needed for the experience.
- Provide teacher candidates with the name of the teacher and school to which he or she has been assigned.
- Introduce students to the Shepherd University Code of Conduct, and collect agreement forms.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the job shadow in a professional manner.
- Answer any questions raised by school administrators, facilitating teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Arrive at the assigned school on the designated day at the time that the teacher-contracted day begins. Stay through the end of the teacher-contracted day.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Take notes throughout the day regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher being sensitive to the teacher's time and obligations to students.
- Conduct her- or himself in a professional manner throughout the day.
- Fulfill any other expectations and responsibilities as introduced in the syllabus or by the course instructor.
- Complete any follow up assignments related to the job shadow.
- Notify the school AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to be at the school at the time and day assigned. Follow supervisor direction regarding scheduling a makeup day.

### Facilitating Teacher Responsibilities

- Welcome the teacher candidate to the school and include him or her in viewing all aspects of being a teacher both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Verify that the teacher candidate attended for the full "teacher" day.

## Music 322 Instrumental Pedagogy

WHO: All Music Education Majors

PRE-JUNCTURE

### Description:

This course is designed to acquaint the music education student with the various aspects of managing a public school instrumental music program. Philosophy, teaching methods, administration, grading, and scheduling are included. All instrumental tech classes are reviewed; therefore, it is preferable that the student has completed all instrumental tech classes prior to enrollment.

### Practicum:

The candidate will be assigned an instrumental practicum at an area school with a facilitating teacher. Practicum consists of observing and beginning teaching for a minimum of 15 hours, writing reports on the experience, in partial fulfillment of state requirements.

### University Supervisor Responsibilities:

- The MUSC 322 course instructor will act as the supervisor for this practicum.
- Identify the number and type of classrooms needed for the experience.
- Provide teacher candidates with the name of the teacher and school to which he or she has been assigned.
- Introduce students to the Shepherd University Code of Conduct, and collect agreement forms.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the practicum in a professional manner.
- Answer any questions raised by school administrators, facilitating teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Observe and teach for a minimum of 15 hours, writing reports on the experience.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Fulfill any other expectations and responsibilities as indicated in the syllabus or by the course instructor.

### Facilitating Teacher Responsibilities

- Allow the candidate to observe teaching and to teach at a beginning level at appropriate times.
- Give the candidate feedback as the syllabus indicates.
- Verify that the teacher candidate attended for a total of 15 hours.

## MUSC 325 Choral Pedagogy

WHO: All Music Education Majors

PRE-JUNCTURE

### Description:

This course is designed to acquaint the music education student with the various aspects of managing a public school choral music program. Also included is the construction of skill-building exercise materials for singers of differing ages and abilities. Applications of modern learning theory are emphasized. The basics of choral diction encompassing English, Latin, Italian, German, and French are covered as well as fundamental choral literature.

### Practicum:

The student will be assigned a choral practicum at an area school with a facilitating teacher. Practicum consists of observing and beginning teaching for a minimum of 15 hours, writing reports on the experience, in partial fulfillment of State requirements.

### Supervisor Responsibilities:

- The MUSC 325 course instructor will act as the supervisor for this practicum.
- Identify the number and type of classrooms needed for the experience.
- Provide teacher candidates with the name of the teacher and school to which he or she has been assigned.
- Introduce students to the Shepherd University Code of Conduct, and collect agreement forms.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the practicum in a professional manner.
- Answer any questions raised by school administrators, facilitating teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Observe and teach for a minimum of 15 hours, writing reports on the experience.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Fulfill any other expectations and responsibilities as indicated in the syllabus or by the course instructor.

### Facilitating Teacher Responsibilities

- Allow the candidate to observe teaching and to teach at a beginning level at appropriate times.
- Give the candidate feedback as the syllabus indicates.
- Verify that the teacher candidate attended for a total of 15 hours.

## **MUSC 326 General Music Pedagogy and 21<sup>st</sup> Century Technology**

WHO: All Music Education Majors

PRE-JUNCTURE

### Description:

This course covers methods and materials of teaching general music P-12, including music education philosophy, poetry, song (especially folk song), music literacy, the classroom instrumentarium, movement and folk dance, music listening, beginning choral music, improvisation, composition, curriculum, assessment, and special learners, through current approaches, including Kodály, Orff Schulwerk, 21st-century technology and also includes a field component.

### Practicum:

The candidate will be assigned a general music practicum at an area school with a facilitating teacher. Practicum consists of observing and beginning teaching for a minimum of 15 hours, writing reports on the experience, in partial fulfillment of State requirements.

### Supervisor Responsibilities:

- The MUSC 326 course instructor will act as the supervisor for this practicum.
- Identify the number and type of classrooms needed for the experience.
- Provide teacher candidates with the name of the facilitating teacher and school to which he or she has been assigned.
- Introduce students to the Shepherd University Code of Conduct, and collect agreement forms.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the practicum in a professional manner.
- Answer any questions raised by school administrators, teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Observe and teach for a minimum of 15 hours, writing reports on the experience.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Fulfill any other expectations and responsibilities as indicated in the syllabus or by the course instructor.

### Facilitating Teacher Responsibilities

- Allow the candidate to observe teaching and to teach at a beginning level at appropriate times.
- Give the candidate feedback as the syllabus indicates.
- Verify that the teacher candidate attended for a total of 15 hours.

**PHED 215: Fundamental Movement, Gymnastics, and Dance**

WHO: All Physical Education Majors

PRE-JUNCTURE

Course Description:

This course is designed to provide physical education teacher education candidates with the content knowledge, skills, and dispositions necessary to teach developmentally appropriate progressions for fundamental skills/concepts, dance, and gymnastics.

Practicum:

Candidates work with groups of children under the direction of the PHED 215 course instructor.

Supervisor Responsibilities:

- The PHED 215 course instructor acts as the supervisor for this practicum.
- Coordinate the start-up of teacher candidates.
- Provide teacher candidates with information pertaining to expectations on site and problem-solve issues that may arise during field hours

Teacher Candidate Responsibilities:

- Abide by all requirements within the Shepherd University Code of Conduct for Teacher Candidates in the Field.

## **PHED 301: Elementary Physical Education Methods**

WHO: All Physical Education Majors

PRE-JUNCTURE

### Course Description:

Teacher candidates will learn and utilize physical education teaching models to develop and implement a specific unit of instruction in an elementary school setting. Pre-Requisites: EDUC 320 or current enrollment in EDUC 320

### Practicum:

Teacher Candidates teach two units of instruction in a Pk-Elementary Grade school. Teacher Candidates observe the facilitating teacher and peer teacher candidates and administer an assessment of student learning.

### Supervisor Responsibilities:

- Coordinates field placement logistics
- Observes and evaluates teacher candidates teaching
- Addresses areas of teacher candidates' growth and development
- Communicate regularly with the Facilitating Teacher on teacher candidates' performances
- Ensure teacher candidates' understanding of the Shepherd University Code of Conduct for Teacher Candidates in the Field and collect the Letter of Agreement

### Teacher Candidate Responsibilities:

- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Observe and assist with individuals and small groups under the direction of the facilitating teacher.
- Complete reflections and other practical course assignments as designated by the course instructor.
- Notify the course supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled.

### Facilitating Teacher Responsibilities

- Provide teacher candidates with feedback and guidance as needed
- Communicate regularly with the course instructor on teacher candidates' performances
- Notify course instructor and teacher candidates of any changes in school schedules, policies, and availability of educational resources

## PHED 401 Teaching Adapted Physical Education

WHO: All Physical Education Majors

POST-JUNCTURE

### Course Description:

This introductory course consists of a weekly classroom lecture focusing on theory and a weekly practical session in the pool teaching children with disabilities aquatic skills. It introduces the basic concepts and techniques of adapted physical education and how they relate to aquatic learning activities and assessment. Emphasis is placed on candidates' understanding of the IEP process.

### Practicum Description:

The practicum provides candidates with teaching experiences and opportunities necessary to the practical application of teaching strategies within an adaptive Physical Education environment. Under the supervision of qualified professionals, candidates will work with individuals or groups of students with special needs in an aquatic setting. Candidates will complete a total of 10, 60-minute classes within the course time frame.

### Course Objectives:

As a result of participating in course lectures, assignments, and activities, students will be able to:

- Identify and define basic terminology associated with various disabilities needed to write and speak as an informed and competent professional in adaptive physical education (LEAP: 1, 2,)
- Identify and describe the disabilities defined in Public Law 105-17 (most recent reauthorization of PL 94-142). (LEAP: 1, 3,)
- Describe federal and state legislation pertaining to children with disabilities and specifically to their participation in physical education, recreation, and sport. (LEAP: 2, 3, 4,)
- Identify and implement various aquatic activities which are potentially safe and successful for specific disabilities and their level of motor development. (LEAP: 1, 4,)
- Write lesson plans that include adaptations and modifications intended to individualize instruction to include children with disabilities in aquatic physical education environments. (LEAP, 2, 4,)
- Apply principles and strategies learned in classroom theory lectures.

### University Supervisor Responsibilities:

- The PHED 401 course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, teachers, or teacher candidates
- Work with local teachers to identify and place student teachers with candidate teachers
- Contact facilitating teachers to clarify expectations and answer questions before the first session in the pool. Review course expectations and responsibilities for the course.

### Teacher Candidate Responsibilities:

- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Observe and assist with individuals and small groups under the direction of the teacher.
- Complete reflections and other practical course assignments as designated by the course instructor.
- Notify the course supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled.

## PHED 431: Secondary Physical Education Methods (3 cr)

WHO: All Physical Education Majors

POST JUNCTURE

### Course Description:

This course focuses on contemporary approaches to teaching secondary physical education with an emphasis on management of the learning environment, planning and implementation of effective instruction for student learning, and secondary curriculum development. *Previously numbered EDUC 431. Previously titled Special Methods of Teaching Physical Education in the Elementary and Secondary Schools.* Prerequisites: [EDUC 320](#).

### Practicum Description:

The practicum component of this class is designed to provide candidates with the pedagogical skills necessary for successful student teaching in a secondary physical education setting. Candidates apply best practices in the development of an extensive unit of instruction designed to meet the developmental needs of secondary level students. The practicum experience provides candidates with teaching experiences and opportunities necessary to the practical application of teaching strategies within a secondary (6<sup>th</sup>-12<sup>th</sup> grades) physical education school environment. Under the supervision of qualified mentor teacher, candidates will work with individuals &/or groups of students to implement developmentally appropriate lessons. A minimum of 50 hours in a public school is required.

### University Supervisor Responsibilities:

- The PHED 431 course instructor acts as the supervisor overseeing the practicum, answering questions raised by school administrators, teachers, and/or teacher candidates.
- Work with local teachers to identify and place teacher candidates.
- Contact facilitating teachers to clarify expectations and answer questions before the Teacher Candidate begins.
- Communicate regularly with the mentor teacher
- Ensure teacher candidates' understanding of the Shepherd University Code of Conduct for Teacher Candidates in the Field and collect the Letter of Agreement

### Teacher Candidate Responsibilities:

- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Observe and assist with individuals and small groups under the direction of the teacher.
- Complete reflections and other practical course assignments as designated by the course instructor.
- Notify the course supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled.

### Facilitating Teacher Responsibilities:

- Demonstrate best practices and quality teaching
- Provide teacher candidates with feedback and guidance as needed
- Communicate regularly with the course instructor on teacher candidates' performances
- Notify course instructor and teacher candidates of any changes in school schedules, policies, and availability of educational resources

## **ARED 180: Inclusive Approaches to Art Education: Awareness Level**

WHO: All Art Education Majors

PRE-JUNCTURE

### Description:

ARED 180 provides art education majors with an overview of practices used in teaching visual art to exceptional children. The course will examine current legislative policies and ethical issues associated with teaching special needs and special abilities students through art. In addition, this course will model teaching and classroom management strategies useful for teaching art through multicultural perspectives and to special populations.

### Practicum:

For one half of a school day the teacher candidate will engage in an observation visit of an art teacher, interview that art teacher about the teaching profession and complete observation documents (verification form, ST-11 and reflective essay).

### Supervisor Responsibilities:

- The ARED 180 course instructor acts as the supervisor for this practicum.
- Provide teacher candidates with the name of eligible counties in West Virginia, Virginia and Maryland where the observation visit can be completed.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the observation visit in a professional manner.
- Answer any questions raised by school administrators, facilitating teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Arrive at the selected school on the designated day at the time that has been arranged between the art teacher and the student.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Take notes throughout the visit regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher being sensitive to the teacher's time and obligations to students.
- Conduct her/ himself in a professional manner throughout the visit.
- Fulfill any other expectations and responsibilities as introduced in the syllabus or by the course instructor.
- Complete any follow up assignments related to the observation visit.

### Facilitating Teacher Responsibilities

- Welcome the teacher candidate to the school and include him or her in viewing all aspects of being a teacher both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Verify that the teacher candidate conducted the observation visit.

## **ARED 325 Aesthetic Inquiry: Awareness Level**

WHO: All Art Education Majors

PRE-JUNCTURE

### Description:

The purpose of this course is to acquaint education majors with the broad range of themes and issues considered in the visual arts and in effective teaching of art in P-12 grades. Students will study the philosophy of art and the history of aesthetic arguments concerning the nature, definition, purpose, and value of art. Course content will present a variety of pedagogical strategies including, among others, methods to teach studio art, art history, art criticism, aesthetics, psychology, the interdisciplinary approach, the multicultural approach, and technology. Moreover, students will explore historic and recent trends in curriculum development and regional and national instructional standards. Students will employ critical reading, writing and discussion skills. Prerequisites: ART 103.

### Practicum:

For one half of a school day the teacher candidate will engage in an observation visit of an art teacher, interview that art teacher about the teaching profession and complete observation documents (verification form, ST-11 and reflective essay).

### Supervisor Responsibilities:

- The ARED 325 course instructor acts as the supervisor for this practicum.
- Provide teacher candidates with the name of eligible counties in West Virginia, Virginia and Maryland where the observation visit can be completed.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the observation visit in a professional manner.
- Answer any questions raised by school administrators, facilitating teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Arrive at the selected school on the designated day at the time that has been arranged between the art teacher and the student.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Take notes throughout the visit regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher being sensitive to the teacher's time and obligations to students.
- Conduct her/ himself in a professional manner throughout the visit.
- Fulfill any other expectations and responsibilities as introduced in the syllabus or by the course instructor.
- Complete any follow up assignments related to the observation visit.

### Facilitating Teacher Responsibilities

- Welcome the teacher candidate to the school and include him or her in viewing all aspects of being a teacher both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Verify that the teacher candidate conducted the observation visit.

## **ARED 345: Curriculum and Instruction in Art Education**

WHO: All Art Education Majors

PRE-JUNCTURE

### Description:

A comprehensive study of the psychology of art intended for art education majors. This course surveys methods of critical, analytical, and evaluative thinking associated with creative problem solving. Visual communication principles, social issues, group dynamics, and research methods are stressed.

Prerequisites: ART103, ART 140 and ARED 180.

### Practicum:

Teacher candidates will have a teaching experience with students in a K-12 art studio classroom setting for 10 contact hours. Planning and implementation of art instruction will take place under the direction of the ARED 345 course instructor.

### Supervisor Responsibilities:

- The ARED 345 course instructor acts as the supervisor for this practicum.
- Provide teacher candidates with the name of eligible counties in West Virginia, Virginia and Maryland where the observation visit can be completed.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the observation visit and teaching experience in a professional manner.
- Answer any questions raised by school administrators, teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Arrive at the selected school for teaching experience on the designated days at the times that have been arranged between the art teacher and the ARED 345 course instructor.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Take notes throughout the observation visit regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher being sensitive to the teacher's time and obligations to students.
- Conduct her/ himself in a professional manner throughout the observation visit and teaching experience.
- Fulfill any other expectations and responsibilities as introduced in the syllabus or by the course instructor.
- Complete any pre-practicum and/or follow up assignments related to the observation visit and teaching experience.

### Facilitating Teacher Responsibilities

- Welcome the teacher candidate to the school and include him or her in viewing all aspects of being a teacher both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Give the teacher candidate feedback on art instruction.
- Verify that the teacher candidate conducted the observation visit.

## **EDUC 427: Special Methods for Teaching Art**

WHO: All Art Education Majors

POST-JUNCTURE

### Description:

This course is designed to provide a synthesis of course work in art, education, and art education for advanced art education majors. Students will explore the nature of teaching visual art in contemporary P-12 grade classrooms including, for example, methods to teach art studio, art criticism, aesthetics, and art history; devices to evaluate student progress; inclusive instructional practices; and instruction in the use of technology. In addition, students will construct and critique a complete nine-month art curriculum useful for teaching in a West Virginia or nearby local public school system. This course is not taught every semester. Students should check in advance with department chair. Prerequisites: ART 103, ART 170, ARED 345, ART 403, and admission to Teacher Education Program. Corequisite: EDUC 370 or 443.

### Practicum:

Teacher candidates will be assigned a teaching practicum in a P-12 art studio classroom setting for 20 contact hours. Teacher candidates will engage in an observation and interview of the facilitating teacher about the teaching profession and complete observation documents (verification form, ST-11 and reflective essay). The teacher candidate will also be involved in planning and implementation of art instruction that will take place under the direction of the facilitating teacher.

### University Supervisor Responsibilities:

- The EDUC 427 course instructor acts as the supervisor for this practicum.
- Identify the number and type of classrooms needed for the experience.
- Provide teacher candidates with the name of the teacher and school to which he or she has been assigned.
- Review expectations and responsibilities expected of teacher candidates for the course.
- Ensure that teacher candidates complete the observation visit and teaching experience in a professional manner.
- Answer any questions raised by school administrators, facilitating teachers, or teacher candidates.

### Teacher Candidate Responsibilities:

- Arrive at the assigned school for the teaching practicum on the designated days at the times that have been arranged between the art teacher and the student.
- Provide any required documentation for TB tests or other requirements indicated by the school system.
- Take notes throughout the observation visit regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher being sensitive to the teacher's time and obligations to students.
- Conduct her/himself in a professional manner throughout the teaching practicum.
- Fulfill any other expectations and responsibilities as introduced in the syllabus or by the course instructor.
- Complete any pre-practicum and/or follow up assignments related to the observation visit and teaching experience.

- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to be at the school at the time and day assigned. Follow university supervisor's directions regarding scheduling a makeup day.

#### Facilitating Teacher Responsibilities

- Welcome the teacher candidate to the school and include him or her in viewing all aspects of being a teacher both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Give the teacher candidate feedback on art instruction.
- Verify that the teacher candidate participated in the teacher practicum for a total of 20 hours.

POST JUNCTURE 2  
STUDENT TEACHING

One of the most significant events for the teacher candidate is student teaching. For approximately 14 weeks, student teachers, guided by facilitating teachers and university supervisors, learn to carry out the responsibilities of a professional teacher. Successful student teaching (WHICH INCLUDES PASSING THE edTPA) will lead to graduation and a recommendation for teacher certification. Students will not be allowed to graduate/nor walk without passing the edTPA (See APPENDIX below for WVDE Policy Excerpts regarding the teacher performance assessment requirement).

As candidates participate in student teaching, they should demonstrate the willingness and capacity for continuous reflection on their performance so that their professional development becomes increasingly self-motivated. When the candidates entering the program are successful, the teacher education program at Shepherd University is successful. This success can be achieved only when candidates, facilitating teachers, and school and university personnel collaborate to achieve the goal of preparing competent teachers.

For the student teaching semester, candidates seeking early education certification enroll in EDUC 449 (PreK/K). Candidates seeking elementary certification enroll in EDUC 450/600 (K-6). Secondary candidates, depending on the level of certification sought, enroll in one of the following: EDUC 455/603 (PreK-Adult), EDUC 456/601 (5-Adult), or EDUC 457/602 (9-Adult).

Each student teacher has completed courses/experiences in general studies, foundations of education, pedagogy, content areas, and practicums. These practicums prior to student teaching are designed to achieve program elements through our graduated infusion model at the learning levels of Awareness, Initiative, and Development. The final level of learning, Integration, is the focus of achievement during Student Teaching.

### **BEGINNING TEACHERS: PROGRAM GOALS AND CANDIDATE OUTCOMES**

Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, faculty, and facilitating teachers agree that to be effective in a multicultural global society, a beginning teacher should possess the willingness and capacity to:

1. Ascertain and articulate personal, professionally held philosophical and theoretical viewpoints about schooling, teaching/learning.
2. Commit to continuous, reflective self-examination for personal/professional development.
3. Function as a change agent who can influence and improve the education of PreK-Adult students.
4. Undertake the professional responsibility for the development of PreK-Adult students' critical-mindedness, problem-solving skills, self-motivation, cooperative social interaction, and commitment to excellent performance.
5. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities, and developmental characteristics of PreK-Adult students.
  - a. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of PreK-Adult students consonant with the nature of a pluralistic and democratic society.
6. Develop learning experiences that promote acquisition of the knowledge, skills, and dispositions PreK-Adult students need to function productively and to become critical participants in a democratic, pluralistic social and economic world.
7. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.

8. Develop a critical understanding of the central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) s/he teaches including the use of educational multimedia technology.
9. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support PreK-Adult students' learning and well-being.
10. Develop a coherent, integrated view of the world of theory and practice.
11. Consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.

First-year teachers will not be effective unless they have previously conducted a serious inquiry into life in classrooms. Only when that inquiry is completed and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.

### **PROGRESS OF STUDENT TEACHING**

There is a progression in student teaching from limited responsibility to full, independent responsibility. Prior to or on the first day of the student teaching placement, the facilitating teacher and student teacher are encouraged to negotiate the progressive assumption of classroom responsibility by the student teacher. The pace and amount of responsibility will depend upon the strength of the student teacher and the complexity of the classroom situation. Listed below are comments that may be helpful in planning the student teaching experience.

1. **OBSERVATION.** Spending a sufficient amount of time observing life in the classroom at the beginning of the experience and then periodically throughout the placement can be beneficial for several reasons: it helps student teachers become familiar with the particular classroom to which they are assigned; an initial understanding of established classroom procedures can be acquired; knowledge of students' behavioral characteristics including how they interact with each other and with the classroom teacher can be observed; elements of the classroom teacher's pedagogy will reveal themselves through careful observation; etc. Student teachers are encouraged to make these observations part of their investigation of classroom life. They should take observation notes and share them with the facilitating teacher for discussion and further insight.

It is equally important that the facilitating teacher make careful and systematic observations of the student teacher. Notes from these observations should be shared in such a way that the student teacher is encouraged to reflect on her or his performance.

2. **ASSUMING RESPONSIBILITY.** There is no prescribed schedule for the student teacher to assume responsibilities in the classroom. As indicated above it will depend on the strength of the student teacher and the complexity of the classroom situation.

Student teachers vary greatly in their rate of learning and the amount of feedback needed during this time. The Shepherd University Teacher Education Program expects the student teacher to demonstrate the willingness and capacity to assume responsibility for learning by seeking feedback, searching for adequate resources, revising planning strategies, etc. While some may benefit from specific directions, we encourage student teachers to take the initiative and present their ideas for the facilitating teacher's reaction and judgment. We encourage the facilitating teacher to share professional knowledge and experience with the student teacher. We hope that a continuous reflective conversation will take place between the student teacher, the facilitating teacher and others involved in the professional development of the prospective teacher. During this time the student teacher should also be assuming responsibility for all of the other duties that are part of the

teacher's regular load.

During the final phase of each placement, the student teacher, the facilitating teacher, the university supervisor(s) and the building principal should feel confident that the student teacher is sufficiently competent to teach the full schedule and handle, without supervision, all regular duties assigned to the facilitating teacher. This is a minimum requirement for the successful completion of student teaching. However, this expectation is greater during the second of the two student teaching placements, if there are two placements. Much planning is required for this to be successful, and conferences during it are appropriate, although at this point, the initiative should be taken by the student teacher.

**3. EVALUATION.** Throughout the student teaching experience, it is important that student teachers receive frequent constructive and formative feedback from all those directly involved in their professional development. The STOT is the only evaluation form that will be completed at the end of student teaching. The facilitating teacher will indicate whether the candidate has or has not achieved an acceptable level of performance in areas defined by the West Virginia Board of Education. The facilitating teacher will be required to rate areas of teacher performance on a scale of “Distinguished,” “Proficient,” “Emerging”, and “Underdeveloped,” and recommend a grade on the STOT. The evaluation must be shared with the student teacher. The judgment of an experienced, successful professional is valuable and the facilitating teacher should not hesitate to make it. The university determines the overall and final grade for the student teaching experience. **The facilitating teacher should notify the university supervisor when it first becomes apparent that the student teacher’s performance is less than acceptable and that a grade of “D” or “F” might be warranted.**

## STUDENT TEACHING ASSIGNMENTS

All student teaching assignments are coordinated by the field placement coordinator using procedures outlined in memorandums of understanding with each of our partner school systems.

In order to avoid unnecessary problems, the student teacher will not student teach in a secondary school from which he/she has graduated or attended, a school in which the student teacher has family members on staff or in attendance, or a school in which the student is employed. Student teachers who have family members who work at the Board Office or are on the Board of Education will not be placed in that district. The student teacher is responsible for reporting all potential conflicts of interest and notifying the field placement coordinator in the event that a proposed placement needs to be reviewed because of this policy.

### **Out of Area Student Teaching Policy**

Student teaching placements will be considered only for counties in which there is a signed MOU as indicated in the current practicum manual. Requests for teaching in counties outside the geographical area covered by on-campus university supervisors or for counties where no MOU exists will not be granted. (Approved 4/18/2018)

### **Early Education:**

1. Early Education Student Teachers (PreK/K Certification): The early education student teacher will be assigned a 14-week Student Teaching Experience at two programmatic levels: a Pre-K placement and a Kindergarten placement.

### **Elementary:**

1. Elementary Education Student Teachers K-6 Certification (in Multi-Subjects): The elementary education student teacher will complete a 14-week Student Teaching experience at two programmatic levels: a primary grade (K, 1, 2) classroom and an

2. Elementary Education Student Teachers with 5-9 Endorsements: The student teacher seeking elementary certification with a 5-9 endorsement will be assigned to a 14-week student teaching experience. Seven weeks will be in a K-5 grade setting and seven weeks will be in an approved middle school with an assignment in the subject area of the 5-9 program.
3. Elementary Education Student Teaching with Pre K-K Endorsement: The student teacher seeking elementary certification with a Pre K-K endorsement will be assigned to a 14-week student teaching experience. Seven weeks will be in a pre-kindergarten classroom and seven weeks will be in a 3-5 classroom.

### **Secondary:**

Secondary education student teachers are in various fields each with a specified grade range. Student teachers must complete a student teaching assignment in the content areas for which they are seeking certification and in the various grade ranges included in their certification program as follows:

PreK-Adult Certification: 7 weeks elementary and 7 weeks secondary 5-

Adult: 7 weeks middle school and 7 weeks high school

9-Adult: 14 weeks high school

## **STUDENT TEACHING SUPERVISORS**

There are two types of student teaching supervisors, education supervisors and subject supervisors. Education supervisors are individuals who are experienced teachers. Subject supervisors are content area experts. Whenever possible a university supervisor will be assigned who can double as both an education and subject-matter expert.

The education supervisor is assigned by the university to oversee and evaluate the student teaching experience, to answer field-based inquiries from facilitating teachers and student teachers, and acts as a mediator in addressing any performance based-questions related to the student teacher's performance.

During the student teaching experience, the university supervisor(s) will conduct a minimum of five (5) formal observations on separate days, three from the education supervisor and two from the subject supervisor. In cases where a student is carrying an additional endorsement [ie, health education, early education, math (5-9), social studies (5-9)], the student teacher will be observed and evaluated by both a subject supervisor and education supervisor. Supervisory visits will be spaced periodically throughout the semester according to the published schedule.

### **Personnel Descriptions**

#### **A. Student Teachers**

This is at least the fourth practicum experience for most teacher candidates at Shepherd University. During this type of experience, the teacher candidate is assigned to a public school classroom on an all-day basis for the purpose of practicing pedagogical strategies and the development and implementation of educational programs for students. Student teachers should also have the opportunity to dialogue with other professionals in the school building. This type of field experience is designed to occur in the final phase of a candidate's program of studies in teacher education. The student teacher has expanded responsibilities that include:

- a. Notifying the facilitating teacher prior to scheduled appearance if illness or other

- unavoidable circumstances make it impossible for him or her to go to school. If it is impossible to call the night before, the call should be made before the start of the school day. Lesson plans should be sent to the facilitating teacher. If the facilitating teacher cannot be contacted, notify the principal. Submit the student teacher absence request form to Knutti 108 within one week prior to a scheduled absence or one week after the absence for illness.
- b. Notifying the university supervisor in advance when he/she will not be at the cooperating school or if the regular school schedule is altered, thus allowing other plans to be made if a visit had been planned. Student teachers are accountable to the university at all times.
  - c. Attending faculty meetings, participating in extra duties, including ordinary after school activities, and attending PTA meetings.
  - d. Following the schedule and calendar of the cooperating school and teacher.
  - e. Teaching plans must be submitted in written form to the facilitating teacher for final approval, suggestions and criticisms in ample time to permit needed revisions before teaching the lesson in question. All plans should be stored in a location also available to the university supervisor for review and evaluation.
  - f. Seeking additional assistance as needed.
  - g. Being responsible for meeting other requirements as specified in the *Student Teacher Checklist*.

A successful teaching career doesn't just happen. It is evident that some student teachers possess abilities that aid them considerably in teaching and our knowledge about effective abilities is growing. A list of desired abilities would probably include the following: academic competency, reflectiveness, maturity, seriousness of purpose, ability to plan work, ability to communicate, ability to work effectively as a team member, a sincere interest in all children and youth, and a wide range of teaching skills. This list indicates the major areas that are recognized as major contributors to successful teaching.

## **B. Facilitating Teachers**

The Facilitating Teacher plays a vital role in the preparation of a new teacher. It is recognized that the student teaching experience strongly influences the success of a beginning teacher. Facilitating teachers are recommended for this role by the school district. Through the experience of mentoring a prospective teacher, many classroom teachers find that the challenge contributes to their own professional growth.

We at Shepherd University are appreciative of facilitating teachers taking on this responsibility and hope the experience will be a personally and professionally enriching one. Because a facilitating teacher represents one of the primary influences on the quality of the future of our education program; he/she must be selected because he/she possesses special competencies and an interest in guiding the growth of prospective teachers. This teacher must meet the requirements established by state policy, the school district and the Shepherd University Teacher Education Program that include:

- a) Expressing an interest and active participation in professional organizations and associations.
- b) Expressing concern for the educational process and a willingness to share knowledge, skills, talents and classroom activities with others.
- c) Receiving a current recommendation by the building principal and/or appropriate school official.
- d) Willingness to become familiar with and supportive of the philosophy, theme, and practices of the Shepherd University Teacher Education Program provided through the university's Facilitating Teacher Resources.
- e) Possessing a minimum of a Bachelor's Degree and a professional level license in the area they are teaching.
  - Holding a valid WV five-year teaching credential in the content area of the candidate placed in his/her classroom with a minimum of five years teaching

- experience.
- Holding “Accomplished” or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment.
  - Completion of a WVBE-approved mentor/induction coaching course or hold or be eligible for the Master Mentor Advanced Credential or hold certification through the National Board for Professional Teaching Standards (NBPTS).
  - Out-of-state cooperating teachers must hold a valid teaching credential beyond the initial license and in the content area of the candidate placed in his/her classroom and in the state of placement and have a minimum of five years of teaching experience with evidence of successful performance (such as educator evaluations) during the last two years of employment or hold certification through the National Board for Professional Teaching Standards (NBPTS).

Once the student teacher begins the placement, the role of the facilitating teacher includes:

- a) Orienting the teacher candidate to the classroom, resources and students providing explicit instruction regarding expectations specific to the classroom.
- b) Establishing a relationship with the teacher candidate based on mutual respect.
- c) Using the schedule guidelines provided to ensure that the teacher candidate is assuming the responsibilities needed to demonstrate competence in all areas of professional development.
- d) Making resources available, but encouraging the teacher candidate to create her/his own unique lesson plans, and reviewing plans prior to their implementation to offer feedback as needed to ensure the greatest chance for teaching to be effective.
- e) Providing daily verbal feedback and using questioning to support reflection and problem-solving to improve areas of weakness. Providing informal written feedback at least weekly.
- f) Facilitating the teacher candidate in setting specific measurable goals for development in areas of need and reviewing progress each week.
- g) Completing a formal performance reviews according to the published schedule and meeting with the teacher candidate to discuss each review.
- h) Contacting the student teaching coordinator and university supervisor in the event that a tardy, early departure or absence occurs.
- i) Contacting the university supervisor if at any point the teacher candidate’s performance is less than acceptable. Teacher candidates should be informed in writing if there are concerns. Therefore, working with the university supervisor and teacher candidate to outline appropriate remediation for concerns and reviewing progress regularly is important so that the final evaluation does not come as a surprise. Removal of a student teacher from a particular assignment should adhere to the procedures set out in the practicum manual.
- j) Completing the final evaluation and conferencing with the teacher candidate comparing cooperating teacher rating of performance to the self-evaluation. Following this conference posting the evaluation as directed by the clinical education coordinator by the Wednesday prior to the last scheduled day of student teaching.

### **C. Building Principal**

The building principal is the person who has responsibility for the administration of the educational programs in a school. This includes oversight for the field experiences occurring in their school building. This person is expected to assist in the selection of qualified and willing facilitating teachers to work with student teachers. In addition, the building principal has the responsibility to ensure that student teachers will not serve in the capacity of a substitute teacher.

#### **D. Public School Board and Administration**

This includes both the elected school board and the appointed administrative officials who are concerned with the district's total school program. As such, they have a responsibility to ensure that the field experience program enhances both the teacher education program and the educational activities of the school programs.

#### **E. Director of Teacher Education**

The person designated by Shepherd University to have administrative responsibility for the Teacher Education Program and who ensures that the collaborative relations with the public schools result in the professional enhancement of teacher education students and the practicing professionals involved in the field experience program.

#### **F. Field Placement Coordinator**

The field placement coordinator is responsible for making appropriate student teaching assignments. It is important to note that all placement-related requests are made by the field placement coordinator (or another Shepherd University faculty member) as candidates are not permitted to arrange student teaching placements. The field placement coordinator will communicate with student teachers, facilitating teachers, and university supervisors throughout the student teaching experience to ensure that all evaluation material is accurate and complete.

#### **G. University Education Supervisor**

The university education supervisor is a professional approved by the Shepherd University Director of Teacher Education whose concern is to see that every successful student teacher is ready to be a first-year teacher. To that end, the supervisor must seek evidence that the candidate possesses the disposition, knowledge, and the performance characteristics expected of a teacher education student in the Shepherd University program. The university supervisor has responsibilities that include:

- a) Establishing and maintaining a relationship with the cooperating teachers, school administrators, and school staff. This should involve contacting each cooperating teacher before the student teaching experience begins and reviewing the responsibilities the teacher candidate should fulfill during the placement, reviewing the expectations the cooperating teacher needs to fulfill in order to support a successful student teaching experience, and ensuring that the teacher feels free to contact the university supervisor at any point during the placement when questions or concerns arise.
- b) Establishing a supportive relationship with the teacher candidate. Student teaching is stressful, since teacher candidates are expected to assume the full-time responsibilities and duties of teaching while completing the requirements for the state-required teacher performance assessment and corresponding class they take. It is challenging, but sometimes necessary for a supervisor to have hard conversations, providing appropriate levels of support that will help candidates negotiate the many demands they must meet.
- c) Scheduling regular observations on separate days according to the dates provided for the semester (minimum 3 visits for education supervisor). During each visit to the classroom, supervisors should do the following:
  - i. Review the lesson plans the teacher candidate has designed since the

- previous observation and offer feedback.
- ii. Confer with the facilitating teacher to ensure that all expectations are being met by the candidate and address any difficulties that may be developing. In the event that difficulties might become significant, alert the student teaching coordinator so that appropriate remedial actions can take place as needed.
  - iii. Observe the scheduled lesson, taking notes relevant to the evaluation form.
  - iv. Meet with the teacher candidate, and facilitating teacher where possible, to promote reflection, give guidance designed to improve effectiveness, and discuss topics pertinent to the student teacher's performance. In the event that the facilitating teacher is unable to meet at this time, follow up with the facilitating teacher outlining the main points discussed with the teacher candidate and soliciting additional comments.
- d) Completing the STOT observation form following each observation and posting it as directed by the clinical education coordinator within 48 hours of the observation.
  - e) Checking that formal performance reviews took place according to the published schedule. As needed, help the teacher candidate and facilitating teacher lay out a plan for improving areas of weakness. Removal of a student from a particular assignment should adhere to procedures as defined in this manual.
  - f) Throughout the placement, monitoring progress and problem solving with both facilitating teacher and teacher candidate as needed to ensure successful completion of the experience. At any time that serious concerns are raised, notify the student teaching coordinator of those concerns. We have multiple supervisors working with teacher candidates in each student teaching class. It is important that everybody implement expectations in the same way.
  - g) Complete summative STOT evaluation and submit a grade no later than two days after the last day scheduled for the student teaching to ensure that grades are turned in on time and graduation is not delayed.

## **H. University Subject Area Supervisor**

The University subject area supervisor is a professional approved by the Shepherd University Director of Teacher Education whose concern is to see that the student teacher demonstrates appropriate and accurate content knowledge. Inasmuch as possible, university supervisors will also act as the subject area supervisor. When this is not possible and two supervisors are assigned, subject area supervisors have same responsibilities, as the university supervisor.

## **CLASSROOM ORDER AND ORGANIZATION**

Student teachers should have developed an understanding of the principles underlying wholesome classroom organization. During student teaching, the task is to learn to apply those principles to establish and maintain an orderly learning environment. The key to an orderly classroom is to keep students profitably engaged in meaningful learning. Discipline will result from positive, constructive, and reasonable treatment of students.

The facilitating teacher should talk with the student teacher about maintaining an orderly classroom. During the observation period the student teacher should make notes on various actions of students and plan a course of action for handling a problem if it should develop. **THE STUDENT TEACHER MUST NOT ADMINISTER PHYSICAL PUNISHMENT OR BE A WITNESS TO PHYSICAL PUNISHMENT.** If a problem becomes so serious as to require this course of action, the facilitating teacher or principal will deal with the offender.

## **EVALUATION OF STUDENT TEACHING**

Evaluation of student teachers should focus on their demonstration of a willingness and capacity to function<sup>54</sup> as a Teacher As Reflective Problem Solver (TARPS) and other abilities that are recognized as being related to student learning. In addition, qualities needed to function effectively as a member of a school community should be evaluated. These might include cooperativeness, demeanor and general appearance, reliability, trustworthiness, neatness, diligence, and so on. It is important to keep in mind that strength in only one dimension does not compensate for weakness in the other.

All student teachers are not equally strong and the grade for student teaching should reflect the quality of performance of the student teacher, not the effort or the anticipation of what the student teacher will become in the future. Shepherd University uses the following grades for student teaching.

### Standards for Grading

The marks assigned in student teaching on the STOT may be interpreted as follows:

1. The student teacher receiving an "A" grade must have **three or more** standards at the **"Distinguished" and ALL other Standards at "Proficient"** level.
2. The student teacher receiving a "B" grade has **one or two** standards at the **"Distinguished"** level **and ALL other standards at "Proficient" level.**
3. The student teacher receiving a "C" grade must have **all ten** standards at **"Proficient"** level.
4. The student teacher receiving a "D" grade has **one or more** standards at the **"Emerging"** level and **NO standards at "Underdeveloped."** Candidates receiving a "D" are not eligible for state licensure. The candidate's opportunity to repeat student teaching will be decided by the supervisor in consultation with the Director of Teacher Education.
5. A student teacher may receive a grade of "F" in two ways.
  - a) **One or more** standards were at the **"Underdeveloped"** Level. This candidate has not met the expectations for student teaching.
  - b) Removal from a student teaching placement and not subsequently withdrawing from the course. Candidates may be removed from a school prior to completion of student teaching at the request of school or district personnel for issues including but not limited to (a) failing to prepare satisfactory lesson plans, (b) chronic tardiness or absence, (c) general unreliability or untrustworthiness, (d) unethical behavior resulting in being an inappropriate or undesirable model for students, or (e) clearly inadequate knowledge of the curriculum of the certification area.

If readmission to student teaching is requested, the candidate's request will be reviewed by the Educator Preparation Program Council.
6. Apart from the letter grades already specified, the following action could also be taken: If the student teacher has shown improvement, has made use of feedback, has the potential for continued improvement, but has not met the expectations for a recommendation for certification, a grade of "I" (Incomplete) may be recommended. This will only be awarded when there is compelling evidence for success in a subsequent student teaching experience. This student will have the opportunity to request an additional assignment the following semester.

A student teacher is not well served when the grade awarded does not match the performance demonstrated.

A student teacher that earns a high grade for student teaching ought to be one who has performed strongly as a student teacher. Final grades for student teaching should be submitted as directed by the university supervisor within two days of the last scheduled day of student teaching.

The university determines the final grade for the student teacher. The facilitating teacher submits a recommended grade on the STOT at the conclusion of the student teaching placement. These grades along with those submitted by the university supervisor are considered in determining the final student teaching course grade.

Note: If a student teacher does not receive a minimum overall rating of “Proficient” on all 10 sections of the STOT assessment tool, the student teacher shall receive a grade of Incomplete, D, or F, in Student Teaching, after a discussion with the classroom teacher.

### **TEACHER MISCONDUCT**

As per Section 18A-3-6 of the West Virginia Code, regarding teacher misconduct, serious teacher misconduct must be reported to the State Superintendent. This code equally applies to serious misconduct of student teachers who must receive a permit from the Office of Educator Effectiveness and Licensure in order to obtain clinical experience. When such misconduct occurs, Shepherd University does not have an independent reporting duty. Shepherd University does have a duty to document the misconduct in its records and make appropriate disclosure should it be asked to attest to the accuracy of the student teachers’ background information disclosure or to the student teachers’ good moral character on a licensure application form.

### **CERTIFICATION PROCEDURES**

Graduation from Shepherd University and application for teacher certification are separate processes. To assist the teacher candidate in obtaining West Virginia Teacher Certification, personnel from the Department of Education will provide instruction for completing necessary applications. However, it is the responsibility of the teacher candidate to complete the application process online along with additional requirements such as fingerprints and required test scores.

After successful completion of student teaching and when all additional state requirements have been submitted, university officials will “approve” the submitted state application. The State Department of Education is the certifying body for West Virginia. It will then review the approved application for issuance of a teaching license.

Please be aware that state requirements for certification periodically change. Shepherd University will do its best to alert teacher candidates of any changes that occur during their time at Shepherd, but it is ultimately the candidate’s responsibility to know and meet state requirements. The state will require all applicants to meet any requirements that are in place at the time of application. West Virginia Policy states that candidates who do not successfully complete teaching licensure within 12 months of graduation will be required to meet any additional requirements that may go into effect following graduation. Therefore, it is recommended that candidates apply for state certification as soon after program completion as possible.

### **CAREER DEVELOPMENT SERVICES**

Shepherd University’s Advising Assistance Center--Career Services offers a variety of career-related services to Shepherd students and alumni. The office provides resources on resume development; cover letter writing, interviewing skills, job search strategies, graduate schools etc. All graduating seniors in the teacher education program are encouraged to utilize career services even if they do not plan to teach immediately.

## **STUDENT TEACHER ABSENCE POLICY**

The Teacher Education Program considers three days of absence due to personal illness, illness of an immediate family member, or death of a family member during your total period of student teaching to be excusable without extending your student teaching assignment. Additional days of absence will extend student teaching.

Approval of absences for reasons other than those listed above will be considered on an individual basis. All absences for reasons other than those listed must be made up and will extend your student teaching assignment. A STUDENT SHOULD NOT EXPECT ABSENCES TO BE APPROVED UNLESS THEY ARE UNAVOIDABLE. Substantiation documents should be attached to the request form.

The student teacher must complete a "Student Teacher Absence Request" form for every absence from the student teaching assignment. Forms may be obtained from the Department of Education office and are also available on the Department of Education website. Further directions concerning the completion of the form may be found printed on the form.

Upon completion of the form, the Director of Teacher Education will indicate the extended student teaching date on item number five of the form and copies of the completed form will be sent to all parties concerned.

## **PRACTICUM WITHDRAWAL PROCEDURES**

### **Voluntary Withdrawal**

The student teacher has the right to terminate her/his student teaching assignment. Student teacher responsibilities:

- Provide written notification to public school and university personnel of decision and reason(s) for withdrawal
- Withdraw from university courses
- Return any borrowed materials, records, and/or keys to rightful owner
- Upon request, the student teacher shall be evaluated by the Educator Preparation Program Council for retention in the Teacher Education Program

### **Involuntary Withdrawal**

Student teachers may be removed from placement under any of the following circumstances: 1.

Formal request by public school administrator or appropriate facilitating teacher to terminate placement.

**ACTION:** Termination is immediate

- Student teacher shall be informed of decision of public school personnel
- Upon request, the student teacher shall be evaluated by the Educator Preparation Program Council for retention to the Teacher Education Program

2. Student teacher does not demonstrate an acceptable level of competence or behavior as evidenced by:

- a) Negative evaluations by public school and/or university personnel, and/or

- b) Requests by public school personnel for additional support and/or re-evaluation of student teacher's ability

**ACTION:**

- Student teacher shall be informed of inadequate performance by public school and/or university personnel
- Student teacher is given an opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
- Student teacher will be re-evaluated for retention or removal
- Removal requires written notification and justification by the Director of Teacher Education
- Upon request, the student teacher shall be evaluated by the Educator Preparation Program Council for retention to the Teacher Education Program

**PROCEDURES TO FOLLOW FOR ASSISTING A STUDENT TEACHER  
HAVING SERIOUS PERFORMANCE PROBLEMS**

The university supervisor should be contacted at the earliest indication when a recommended grade of “D” or “F” may be warranted.” Pursuant to this, the following procedure is set forth:

1. With appropriate documentation, the facilitating teacher, university supervisor, subject area supervisor, or building principal indicates that in their judgment the student teacher is having serious performance problems.
2. Within five school instructional days after the indication in step 1 is communicated, the university supervisor arranges for at least two supplemental observation visits to be conducted by another classroom teacher, the building principal, or university faculty as a supplemental supervisor.
3. Upon completion of these two additional visits, a conference will be held between the student teacher, the facilitating teacher, university supervisor, and the supplemental supervisor, if applicable, to establish whether or not a specific improvement action plan should be written and implemented.
4. If a decision to enact an improvement action plan is made, a conference between the student teacher, the facilitating teacher, and the university supervisor will be arranged to discuss the specifics of such a plan.
5. The university supervisor will finalize the plan within two school instructional days and present it to the facilitating teacher and student teacher. A reasonable time period will be set in which the student teacher must demonstrate adequate improvement.
6. A conference will be held between the student teacher, the facilitating teacher, and the university supervisor at the conclusion of this period to determine whether the student teacher should be retained or withdrawn from the experience. Form ST 90 will be used to document this procedure.

The above procedures do not apply if the school has requested a withdrawal from the placement.

**FREQUENTLY ASKED QUESTIONS BY FACILITATING TEACHERS**

**Are lesson plans required?**

Yes, student teachers should design plans that contain content, pedagogical, and logistical details for all lessons taught during student teaching. There is no specified planning format prescribed by the Teacher Education Program. However, individual supervisors or county systems may have particular requirements that should be addressed. New teachers need to develop the ability to plan for effective educational experiences for children.

**How often should student teacher/facilitating teacher conferences be held?**

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They should occur frequently. Mini-conferences may occur several times a day as the facilitating teacher and student teacher engage in an ongoing conversation about the experience. At least once a week, a formal systematic conference should be scheduled to review past performance and plan for the future. Such conferences are invaluable to the student teacher. They increase security, provide feedback, strengthen the relationship, enable analysis of student learning, and clarify the planning process. These conferences are best held privately to permit candid discussion.

**Who grades the student teacher?**

The university determines the final grade for the student teacher. The facilitating teacher submits a recommended grade on the STOT instrument as directed by the field experience coordinator at the conclusion of the student teaching placement. These grades along with those submitted by the university supervisor are considered in determining the final grade.

**When should the facilitating teacher's evaluation take place?**

The final evaluation should take place during the final days of the student teaching assignment in that teacher's class. A preliminary evaluation should be held as part of the scheduled performance review(s) to enable the student teacher to make a formative analysis of performance and set specific professional goals for strengthening areas of weakness. Informal evaluations should be held frequently.

**On what criteria should student teachers be evaluated?**

The STOT rubric provides the descriptors used for evaluating student teachers using the STOT summative evaluation at Shepherd University. It is aligned to the performance and dispositional indicators for teachers as defined by the West Virginia Department of Education for which student teachers are required to demonstrate competency before being recommended for licensure.

**Should the student teacher be responsible for special duties?**

Yes. The student teacher is responsible for assuming all regular duties assigned to the facilitating teacher. For example, if handling bus duty is part of a facilitating teacher's assignment, the student teacher should learn how to perform that role. Judgment should be exercised, however, as to when the student teacher is able to handle such responsibilities alone.

**Should student teachers attend after-school meetings such as those with faculty or parents?**

Definitely. Such meetings are an integral part of the teaching experience.

**What can I do if a student teacher is clearly inadequate and/or does not respond to suggestions or other feedback?**

Confer with the student teacher's university supervisor. Do this as early in the placement as is warranted. Additional supervision will be provided. As a last measure the university will remove a student teacher at the joint request of the facilitating teacher, building administrator, and university supervisor.

**Are the students familiar with the curricula of the schools where they will student teach?**

Not necessarily. Since there are no nationally determined curricula for American schools and since many districts develop their own, student teachers must learn these just as new teachers do.

**APPENDIX: WVDE POLICY 5100 EXCERPTS REGARDING THE edTPA REQUIREMENT FOR GRADUATION AND A RECOMMENDATION FOR CERTIFICATION**

5.18. Field-based and Clinical Experiences. Field-based experiences as described in §6.7.b.3 and §6.7.3.4, organized by EPPs to occur across the preparation program. They provide opportunities for candidates to apply knowledge, skill, and dispositions in a variety of settings appropriate to the content and level of each program of

study. Both field-based and clinical experiences as described in §6.7.b.3-5 are structured to ensure significant opportunities to engage with diverse (multi-cultural, at-risk, and special needs) learners. Clinical experiences are completed under the direction of the IHE and cooperating educator(s). The experiences are arranged by the EPP with the cooperating educators such that they have a thorough understanding of the EPP's expectations for the candidates during the experiences. During both field-based and clinical experiences, teacher candidates should observe the instruction of other teachers and gain experience working directly with students (i.e., plan and teach lessons). Clinical experiences should link theory and coursework to practice and provide candidates with extensive, scaffolded experiences with increasing responsibilities to further develop their content knowledge and pedagogical skills in authentic practice. Formative feedback sessions should occur within the clinical experience as well as evaluative performance assessments that demonstrate and measure the proficiencies in the professional roles and in the programmatic levels for which candidates are preparing.

5.21. Performance-based Assessment. An assessment of a prospective educator's ability to integrate content, basic professional knowledge and pedagogical skills in an appropriate educational setting in which the prospective educator anticipates licensure. Teacher candidates graduating from West Virginia EPPs are required to achieve acceptable performance levels on a teacher performance assessment.

9.4.b. Component Assessment. The component shall be assessed as part of the program review process.

9.4.b.1. Performance assessment instruments and procedures shall be developed at the institutional level or adopted as specified in §6.7.b.2 and procedures for their administration shall be based on the professional education standards in Appendix A-4 of this policy and those performance indicators that are implied in the content specialization standards.

9.4.b.2. The acceptable proficiency level on the professional performance assessment shall be established collaboratively by public school administrators, student support personnel or administrators, and teacher education faculty or an adopted teacher performance assessment instrument proficiency level and/or cut score must be set at or above the national average adopted score/proficiency level or instrument developer recommended score/proficiency level.