

THE STUDENT TEACHING SEMESTER

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 intermediate grade (3, 4, 5, 6) classroom (approved 2/21/2018).

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 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. Feel free to contact Career Services at 304.876.5317, email jobweb@shepherd.edu, or visit www.shepherd.edu/jobweb for more information.

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?

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.