

POST JUNCTURE II

THE CULMINATING PRACTICUM EXPERIENCE: STUDENT TEACHING AND/OR THE YEARLONG RESIDENCY

One of the most significant events for the pre-service teacher is the final practicum experience. During the student teaching and/or yearlong residency experience, facilitating/cooperating and mentor teachers along with the University Supervisors guide teacher candidates as they learn to carry out the responsibilities of a full-time professional P-12 classroom teacher within their chosen field of specialization. The successful practicum experience will lead to recommendation for teacher certification within the State of West Virginia.

As candidates participate in the final practicum experience, they should demonstrate the willingness and capacity for continuous reflection on their performance so their professional development becomes increasingly self-motivated. When candidates entering the profession are successful, the EPP at Shepherd University is successful. This success can be achieved only when candidates, facilitating/cooperating and mentor teachers, and P-12 / university personnel collaborate to achieve the goal of preparing competent teachers.

Prior to the final practicum experience, all teacher candidates enroll in EDUC 400/EDUC 527 Inclusion in the Regular Classroom. During the final practicum experience, all undergraduate candidates enroll in EDUC 461 Student Teaching Seminar. Depending on their date of entry and/or program level (BA/MAT), candidates seeking certification in Elementary Education enroll in EDUC 450/451/600. Secondary candidates, depending on the level of certification sought, enroll in one of the following: EDUC 455/603 (for PK-Adult), EDUC 456/601 (for 5-Adult), or EDUC 457/602 (for 9-Adult). The concurrent enrollment in the Student Teaching Seminar (EDUC 461) and the immersive final practicum experience, coupled with the more elaborate and intense supervision, culminates the Action-Reflection-Action Cycle that characterizes the various practicums throughout the EPP.

To this point, each teacher candidate has completed courses/experiences in general studies, foundations of education, pedagogy, content areas, and practicums. The practicums prior to this point 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 the culminating Student Teaching / Yearlong Residency experience.

BEGINNING TEACHERS: PROGRAM GOALS AND TEACHER CANDIDATE OUTCOMES

Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, faculty and facilitating/cooperating 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, and 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 PK-Adult students;
4. Undertake the professional responsibility for the development of PK-Adult students' critical-mindedness, problem-solving skills, self-motivation, cooperative social interaction, and a 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 PK-Adult students;
6. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and pedagogy that:
 - promotes and honors individual dignity and rights of PK-Adult students and
 - is consonant with the nature of a pluralistic and democratic society;
7. Develop learning experiences that promote acquisition of the knowledge, skills, and dispositions that PK-Adult students need to function productively and to become critical participants in a democratic, pluralistic, social, and economic world;
8. Access current research findings regarding schooling and teaching/learning, and use these findings in educational programs;

9. Develop a critical understanding of the central concepts, tools of inquiry, structures of representation, and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) they teach, including the use of educational multimedia technology;
10. Foster relationships between school and higher education colleagues, parents/families, governmental agencies, and individuals and groups in the larger community to support PK-Adult students' learning and well-being;
11. Develop a coherent, integrated view of the world of theory and practice; and
12. 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 today's P-12 classrooms. Only when that inquiry is complete and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.

UNIVERSITY SUPERVISORS

There are two types of University Supervisors: education supervisors and subject-area supervisors. Education supervisors are individuals who are experienced teachers. Subject-area supervisors are content area experts. Whenever possible, a University Supervisor will be assigned who can double as both education supervisor (referred to throughout simply as University Supervisors) and subject-area expert.

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

Before the start of student teaching/the yearlong residency, the University Supervisor contacts the facilitating/cooperating or mentor teacher(s) to clarify field expectations for the student teaching/yearlong residency experience and answer any questions the teacher may have in order to establish the lines of communication critical to an effective student teaching/residency experience. When a subject-area supervisor is also assigned to a teacher candidate, the University Supervisor collaborates with the subject-area supervisor to facilitate communication between the two supervisors, the facilitating/cooperating or mentor teacher, and the teacher candidate.

University Supervisors meet with the teacher candidate before the start of student teaching/residency to review performance expectations and clarify any logistical expectations related to observations and evaluation.

During the student teaching/residency experience, the University Supervisors will conduct a minimum of five (5) formal observations on separate days, three from the education supervisor and two from the subject-matter supervisor as applicable. In cases where a teacher candidate is carrying an additional endorsement [e.g., health education, math (5-9), social studies (5-9), etc.], the teacher candidate will be observed and evaluated by both a subject-area supervisor and an education supervisor. Supervisory visits will be spaced periodically throughout the semester according to the published schedule. Student teacher supervision will be part of the faculty member's full-time teaching load. Teaching load adjustment will be based on the formula of .667 credit hour per student teacher.

# Student Teachers	Teaching Load Adjustment [Credit Hour(s)]
1	.667
2	1.334
3	2.001
4	2.668
5	3.335
6	4.002

ORGANIZATION AND REGULATIONS GUIDING THE FINAL PRACTICUM

The organization and regulation of the student teaching/yearlong residency experience is guided in part by the “Memorandum of Understanding” [MOU] established with each individual school/district/Board of Education. The MOU agreement is the official policy and procedure for conducting the student teaching/yearlong residency program within each partner school/district/organization. Please note that in some instances minor changes have been negotiated with individual school systems/districts/Boards of Education; such individualized agreements supersede any information contained herein and may be located in the office of the CEPAC, the building principal, and/or local school/district or Board of Education office(s).

Personnel Descriptions

A. Teacher Candidates [Residents]

This is at least the fourth practicum experience for most teacher candidates at Shepherd University. During this final practicum, teacher candidates practice their pedagogical skills under the supervision of the master teacher(s) and University Supervisor(s) in one or more placements for a period of 7-8 hours per day five days per week for a minimum of fifteen weeks for a total of 600 hours [or more for the yearlong residency]. Teacher candidates are responsible to observe, plan, and execute lessons daily and to assess student learning. Teacher candidates, in collaboration with their mentor teachers, must complete assigned responsibilities in the classroom. The teacher candidate has expanded responsibilities that include:

- Adhering to the mandated attendance policy as outlined herein and as presented during Student Teaching Orientation each semester.
- Notifying the Cooperating Teacher and University Supervisor in advance of an unavoidable absence or if the regular school schedule is altered, thus allowing other plans to be made if an observational visit had been planned. Teacher candidates are accountable to the University at all times.
- Attending faculty meetings, participating in extra duties, including ordinary after school activities, and attending PTA meetings and/or other meetings and events in which the teacher’s presence is required.
- Following the schedule and calendar of the assigned school and facilitating/cooperating or mentor teacher.
- Submitting lesson/teaching plans to the facilitating/cooperating or mentor teacher for final approval, suggestions, and feedback in ample time to permit needed revisions before teaching the lesson(s) in question. *Lesson plans must also be uploaded to the candidate’s individual OneDrive folder on Monday of each week using the assigned format as required.*
- Seeking additional assistance as needed.
- Meeting all requirements as specified in the *Teacher Candidate Checklist* and/or *Outline of Responsibilities*.
- Developing the requisite abilities, skills, dispositions, and knowledge necessary to succeed in the PK-Adult classrooms of today and tomorrow. These include but are not limited to 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.
- Adhering to and maintaining Teacher Candidate Boundaries as presented during Orientation and upholding the professional Code of Ethics throughout the Student Teaching/Residency experience. [See Teacher Candidate Misconduct below.]

B. Facilitating/Cooperating and Mentor Teachers [See FAQ Section at the end of this manual for more guidance.]

Classroom teachers serve as mentors to teacher candidates in one of the types of field experience described above. Teachers serving as mentors should have the disposition and expertise to facilitate each candidate’s development as an effective classroom teacher. The facilitating/cooperating or mentor teacher must meet the requirements established by the state, school district, and SU Educator Preparation Program [EPP]. These requirements include:

- Possessing both a bachelor’s degree and a professional license in the associated specialization area.
- Successful completion of a minimum of five years’ professional teaching in the field and at the level for which they are assigned.
- Evidence of successful performance with a summative rating of “Accomplished” or better during the previous two years of employment [or local district equivalent, if outside the State of WV].
- An expressed interest in mentoring teacher candidates / prospective future educators.
- Willingness to participate in the educational process and to share knowledge, skills, talents, and activities with the teacher candidate.

- Expressing an interest and active participation in professional organizations and associations.
- Recommendation to participate from the building principal or other appropriate school district official.
- Willingness to become familiar with and supportive of the philosophy, theme, and practices of the SU EPP.
- Commitment to provide the teacher candidate with guidance in the use of confidential materials concerning individual P-12 students.
- Successful completion of a WVDE-approved mentor/induction coaching course at no cost, OR hold and/or be eligible for the Master Mentor Advanced Credential, OR hold certification through the National Board for Professional Teaching Standards (NBPTS).
 - a. Out-of-state mentor teachers must hold a valid teaching credential beyond the initial license and in the content area of the candidate placed in their classroom(s) in the state of placement and have a minimum of five (5) years' 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).
- Commitment to discussing problem situations that arise with the teacher candidate's work with the candidate, the University Supervisor, and building principal. *NOTE: Removal of the teacher candidate from a placement must adhere to the Withdrawal Procedures described below.*
- Commitment to completing formal evaluation(s) of the teacher candidate's performance as required.

Once the teacher candidate begins the placement, the role of the facilitating/cooperating or mentor teacher includes:

- Orienting the teacher candidate to the classroom, resources, and students; providing explicit instruction regarding expectations specific to their classroom.
- Establishing a relationship with the teacher candidate based on mutual respect.
- Using the schedule guidelines to insure the teacher candidate is assuming the responsibilities needed to demonstrate competence in all areas of professional development.
- Making resources available but encouraging the teacher candidate to create their own unique lesson plans and reviewing these plans prior to their implementation to offer feedback as needed to ensure the greatest chance for teaching to be effective before approving the plan.
- 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.
- Facilitating the teacher candidate in setting specific measureable goals for development in areas of need and reviewing progress toward those goals each week.
- Completing formal performance reviews according to the published schedule and meeting with the teacher candidate to discuss each review.
- Contacting the Field Placement Coordinator and/or University Supervisor in the event that a tardy, early departure, or absence occurs.
- Contacting the University Supervisor if at any point the teacher candidate's performance or dispositions are less than acceptable. *NOTE: University policy requires that teacher candidates 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 the final evaluation does not come as a surprise. Removal of a teacher candidate from a particular assignment should adhere to the procedures set out herein.*
- Completing the required evaluations and conferencing with the teacher candidate to compare facilitating/cooperating or mentor teacher ratings of performance to the candidate's self-evaluations; posting the evaluations as directed and per the schedule as required.

C. Building Principal

The principal is responsible for the administration of the educational programs in the school, including the supervision of the field experiences occurring in the school building. The principal assists in the selection of master teachers/mentors working with teacher candidates and ensures that candidates will not serve in the capacity of substitute teachers. (*See exceptions below for candidates in the Yearlong Residency.*)

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 educator preparation program and the educational activities of the school programs

E. Coordinator of Educator Preparation Program, Accreditation, & Compliance [CEPAC]

The person designated by the School of Education at Shepherd University to have administrative responsibility for the Educator Preparation Program who strives to ensure that collaborative relations with the public schools result in the professional enhancement of teacher candidates and the practicing professionals involved in both field placement and practicum experiences.

F. Field Placement Coordinator

The Field Placement Coordinator (FPC) is responsible for making appropriate student teaching assignments. Once a student teaching placement has been confirmed, the Field Placement Coordinator will notify the candidate. Candidates may not contact any district or school for a placement. The Field Placement Coordinator will communicate with the facilitating/cooperating and mentor teachers and University Supervisors throughout the student teaching/residency assignment to ensure that all evaluation material is complete. Candidates must complete and submit their Placement Information Packet (PIP), which includes an outline(s) of responsibilities as well as both classroom and school schedules prior to the beginning of each student teaching/residency assignment; the PIP is submitted to the Field Placement Coordinator as well as the University Supervisor and the Subject Area Supervisor, as applicable. Candidates must also submit their mid-term and final STOT Self-Evaluations to the FPC, who also serves as the Instructor of Record for all associated student teaching and yearlong residency (EDUC) courses.

G. University Supervisor

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

- Establishing and maintaining a relationship with the facilitating/cooperating teachers, school administrators, and school staff. This should involve the following: contacting each facilitating/cooperating teacher before the student teaching experience begins and reviewing the responsibilities the teacher candidate should fulfill during the placement; reviewing the expectations the facilitating/cooperating teacher needs to fulfill in order to support the candidate's successful student teaching experience; and ensuring that the facilitating/cooperating teacher feels free to contact the university supervisor at any point during the semester when questions or concerns arise.
- 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 simultaneously completing the requirements for the state-required teacher performance assessment and corresponding class(es). 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.
- Scheduling regular observations on separate days according to the dates provided for the semester (as outlined below). Observations must be scheduled at least 48 hours in advance of each visit. During each visit to the classroom, supervisors should do the following:
 - Review the lesson plans the teacher candidate has designed since the previous observation and offer feedback.
 - Confer with the facilitating/cooperating 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 Field Placement Coordinator and/or CEPAC so that appropriate remedial actions can take place as needed.
 - Observe the scheduled lesson(s), taking notes relevant to the applicable evaluation form(s) (e.g., STOT, TCDA).
 - Meet with the teacher candidate (and facilitating/cooperating teacher as possible) to facilitate reflection, give guidance designed to improve effectiveness, and discuss topics pertinent to the teacher candidate's performance. In the event that the facilitating/cooperating teacher is unable to meet at this time, follow up with the teacher outlining the main points discussed with the teacher candidate and soliciting additional comments to include in the evaluation.
- Completing the STOT evaluation form following each observation and posting it as directed within 48 hours of the observation; completing the TCDA evaluation at mid-term and posting it as directed within 48 hours of the observation

- Checking that formal performance and dispositional reviews take place according to the published schedule. As needed, help the teacher candidate and facilitating/cooperating teacher lay out a plan for improving areas of weakness. Removal of a teacher candidate from a particular assignment should adhere to procedures as defined herein.
- Monitoring progress and problem solving throughout the practicum with both facilitating/cooperating teacher(s) and teacher candidate(s) as needed to ensure successful completion of the experience. If at any time serious concerns are raised, notify the Field Placement Coordinator and/or CEPAC of those concerns.
- Completing summative STOT and TCDA evaluation and submitting a final grade per stated deadlines to ensure that grades are turned in on time and the candidate's graduation is not delayed.

H. Subject Area Supervisor

The subject area supervisor is a professional approved by Shepherd University whose concern is ensure the teacher candidate demonstrates appropriate and accurate content knowledge. Whenever possible, University Supervisors will serve as the Subject Area Supervisor; if not possible, subject area supervisors have the same responsibilities as the University Supervisor, will conduct a minimum of two (2) observations, and complete both STOT and TCDA evaluations during the student teaching semester.

CLASSROOM ORDER AND ORGANIZATION

Throughout their respective preparation programs, teacher candidates should have developed an understanding of the principles underlying wholesome classroom organization. During the culminating student teaching/residency experience, the candidate's 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. Effective classroom management will result from positive, constructive, and reasonable treatment of students.

The facilitating/cooperating or mentor teachers should communicate with teacher candidates about maintaining an orderly classroom. During the observation period, teacher candidates should make notes on various actions of students in their classrooms and work with their facilitating/cooperating or mentor teachers to establish a course of action for handling problems if they should develop. **TEACHER CANDIDATES MUST NOT ADMINISTER PHYSICAL/CORPORAL PUNISHMENT OR BE WITNESS TO SUCH ACTIONS.** If a problem becomes serious enough to require such a course of action, the facilitating/cooperating or mentor teacher or building principal should address the situation accordingly and separately.

EVALUATION OF TEACHER CANDIDATES

All teacher candidates are not equally strong and the grade for student teaching / the yearlong residency should reflect the proven quality of performance of the individual teacher candidate, not the effort or the anticipation of what the candidate will become in the future. Dispositions of candidates will be assessed using the TCDA tool as previously outlined in this manual. The Skills of Teaching Observation Tool (STOT) is used throughout the student teaching/residency experience to evaluate teacher candidate performance on the ten (10) Interstate Teacher Assessment and Support Consortium [InTASC Model Core Teaching Standards](#). *[NOTE: The feedback provided by the Facilitating/Cooperating and Mentor Teacher evaluations as well as Teacher Candidate self-evaluations of performance as rated per the STOT will be considered when determining the final student teaching experience grade.]*

1. The student teacher receiving an "A" has a mean score above 3.26 on all indicators; no standards rated below 2.
2. The student teacher receiving a "B" has a mean score of 3.01 to 3.25 on all indicators; no standards rated below 2.
3. The student teacher receiving a "C" has a mean score of 2.75 to 3.0 on all indicators; no standards rated below 2.
4. The teacher candidate receiving a "D" has a mean score of 2.74 to 2.99 or has one or more standards rated below 2 but NO standards rated as 1. Candidates receiving a "D" are not eligible for state licensure. Any candidate's opportunity to repeat student teaching/residency will be decided by the University Supervisor in consultation with the CEPAC.

Note: If a teacher candidate does not receive a minimum rating of 2 on all ten standards of the STOT, the candidate shall receive a grade of Incomplete (I), D, or F for Student Teaching/Residency after discussion with the facilitating/cooperating teacher(s).

5. A teacher candidate may receive a grade of "F" for the student teaching/residency experience in one of two ways:

- a. One or more indicators were not demonstrated (unscored) or any standard was rated as 1. This candidate has not met the expectations for student teaching/residency.
- b. Removal from a student teaching/residency placement and not subsequently withdrawing from the course. Candidates may be removed from a school prior to completion for issues including but not limited to:
 - failing to prepare satisfactory lesson plans,
 - chronic tardiness or absence(s),
 - general unreliability or untrustworthiness,
 - unethical behavior resulting in being an inappropriate or undesirable model for students, or
 - clearly inadequate knowledge of the curriculum of the certification area.

If readmission to student teaching or the yearlong residency is requested, the candidate's request will be reviewed by the Educator Preparation Program Council [EPPC].

6. Apart from the letter grades already specified, the following action could also be taken:

If the teacher candidate 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 granted. An Incomplete grade will only be granted when there is compelling evidence for success in a subsequent student teaching or residency experience. The teacher candidate will have the opportunity to request an additional ST/YRL Residency placement the following semester.

The University Supervisor and each Facilitating/Cooperating or Mentor Teacher submits a summative assessment using the STOT to the Field Placement Coordinator within two days of the last scheduled day of student teaching/residency placement. Differences in ratings between the evaluations are taken into consideration when computing the mean performance rating for each candidate, and the University Supervisor may elect to adjust the candidate's final rating when there is evidence that an indicator was demonstrated outside the supervisor's observations.

Category	Criteria Used		Grade Recommendation
Exceeds Standards	Overall Average of 3.26 - 4	No standards below 2	A
Exceeds Standards	Overall Average of 3.01 - 3.25	No standards below 2	B
Meets Standards	Overall Average of 2.75 – 3.0	No standards below 2	C
Below Standard	Overall Average of 2.74 – 2.99	One or more standards below 2 or not scored	D
Unsatisfactory	Overall Average of 1.98 or lower		F

NOTE: The University determines the final grade for each teacher candidate.

TEACHER CANDIDATE MISCONDUCT

As per [§18A-3-6 of the West Virginia Code](#), regarding teacher misconduct, it is the duty to report serious teacher misconduct to the State Superintendent. This code equally applies to serious misconduct of teacher candidates who must receive a permit from the WV Office of Certification in order to obtain clinical experience. When such misconduct occurs, Shepherd University does not have an independent reporting duty; however, 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 teacher candidate's background information disclosure or to the teacher candidate's good moral character on a licensure application form.

CERTIFICATION PROCEDURES

Graduation from Shepherd University and application for teacher certification are two distinct and separate processes. To assist the teacher candidate in obtaining West Virginia Teacher Certification, personnel from the School of Education will provide instruction for completing the application process during the initial Student Teaching Orientation each semester. However, it is the responsibility of the teacher candidate to independently complete the [application process along with any additional requirements as mandated by the State of West Virginia](#) (e.g., fingerprinting, background check, 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 and recommend the candidate for certification. The WV State

Department of Education will then be able to process the application for issuance of the applicant's provisional teaching certification.

Please Note: State requirements for certification periodically change. The School of Education at 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. 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, applying to graduate school, and much more. We encourage all graduates from the School of Education to utilize Career Services even if you do not plan to teach immediately upon graduation. Feel free to contact Career Services at 304.876.5317, email jobweb@shepherd.edu, or visit www.shepherd.edu/career-center for more information.

TEACHER CANDIDATE ABSENCE POLICY

The Educator Preparation Program considers three (3) days of absence due to personal illness, illness of an immediate family member, or death of a family member during the traditional student teaching semester to be excusable without extending the student teaching assignment; additional days of absence will extend the experience accordingly. 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 above must be made up and will extend the student teaching assignment accordingly. A TEACHER CANDIDATE SHOULD NOT EXPECT ABSENCES TO BE APPROVED UNLESS THEY ARE UNAVOIDABLE. Documentation to support the exigency of such absences may be necessary and should accompany the absence form submission.

During the yearlong residency, the teacher candidate is allowed three (3) absences each semester (excused/unexcused) for a total of six (6) throughout the experience. Absences exceeding three (3) each semester could negatively impact the teacher candidate/resident's grade and result in involuntary withdrawal from the residency [see Withdrawal Procedures below]. Every absence will be considered unexcused unless the candidate presents the required documentation to receive an excused absence.

The teacher candidate must complete a "Student Teaching/Residency Absence Form" for every absence from the student teaching/residency assignment (including absences during the extended Residency calendar beyond the SU semester). Forms may be obtained from the Student Teaching/Residency Brightspace site, the [School of Education – Student Teaching website](#). Further directions regarding the completion of the form are located on the form itself.

Upon receipt of the form and all accompanying documentation, the Field Placement Coordinator will indicate the extended student teaching date (as applicable) on the form, and copies of the signed and completed form will be distributed to all concerned parties.

STUDENT TEACHING/RESIDENCY WITHDRAWAL PROCEDURES

Voluntary Withdrawal

Teacher Candidates have the right to terminate their practicum assignments. Their responsibilities include:

- Provide written notification to public school/district and SU personnel of decision and reason(s) for withdrawal;
- Withdraw from University course, if applicable; and
- Return any materials, records, and/or keys to school personnel.
- NOTE: Teacher candidate shall be evaluated by the Educator Preparation Program Committee (EPPC) for future retention in the Educator Preparation Program (EPP).

Involuntary Withdrawal

The teacher candidate may be removed from the student teaching and/or yearlong residency placement under any of the following circumstances:

1. Formal request by the public-school administrator or appropriate teacher to terminate placement because of inappropriate behavior that is subordinate to district standards.

ACTION:

- Termination is immediate.
 - Candidate shall be informed by the Coordinator of Educator Preparation and Accreditation/Compliance of decision by school personnel.
 - Candidate shall be evaluated by the EPPC for future retention in the Educator Preparation Program.
 - Requests by school/district personnel for additional support and/or reevaluation of the candidate's ability.
2. Candidate is not meeting student teaching expectations.

ACTION:

- Candidate shall be informed of inadequate performance by school/district personnel and/or SU faculty.
- Candidate is given opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
- Candidate is re-evaluated for retention or removal.
- Removal requires written notification and justification to the CEPAC.

PLEASE NOTE: Any candidate earning a grade of I (Incomplete), earning a D or F in any EDUC course, or F (Failing) any other course(s) during the Residency I experience must first resolve or rectify the I, D, or F grade before being allowed to enter the Residency II experience, which may result in the residency experience being placed “on hold” for a minimum of one-semester (e.g., a break between the Residency I and II semesters). The I, D, or F grade(s) may be resolved during the summer break, if possible and/or if the applicable course(s) is (are) offered during the summer between the Residency I and Residency II semesters.

PROCEDURES TO FOLLOW FOR ASSISTING A TEACHER CANDIDATE WITH SERIOUS PERFORMANCE ISSUES

As stated previously, “The University Supervisor should be contacted at the earliest indication when a recommended grade of “D” or “F” may be warranted.” Pursuant to this stipulation, the following procedure is set forth:

1. With appropriate documentation (e.g., STOT and/or TCDA evaluations, supporting documentation by SU and/or school personnel), the Facilitating/Cooperating or Mentor Teacher, University Supervisor, Subject Area Supervisor, and/or Building Principal/District Administrator indicate(s) their judgment that a teacher candidate is having serious performance or Dispositional problems.
2. Within five (5) instructional days after the indication in Step 1 is first communicated to the CEPAC and/or Field Placement Coordinator, the University Supervisor will arrange for at least two (2) supplemental observation visits to be conducted by another classroom teacher, the building principal, and/or SU faculty/personnel.
3. Upon completion of these two (2) supplemental visits, a conference will be held five (5) instructional days to include the Teacher Candidate, the Facilitating/Cooperating Teacher, University Supervisor, CEPAC, and the supplemental SU Faculty/Personnel to establish whether or not a specific Improvement Action Plan (IAP) should be written and implemented for the candidate.
 - If a decision to enact an IAP is made, a subsequent conference between the Teacher Candidate, the Facilitating/Cooperating or Mentor Teacher, and University Supervisor and Subject Area Supervisor (as applicable) will be arranged to discuss and develop the specifics of the IAP within two (2) instructional days. A reasonable time period will be set within the IAP in which the Teacher Candidate must demonstrate adequate improvement.
 - Based on feedback from the Facilitating/Cooperating or Mentor Teacher and Subject Area Supervisor (as applicable), the University Supervisor will finalize the IAP within two (2) instructional days and present it to the Facilitating/Cooperating Teacher and Teacher Candidate.

6. If adequate improvement has been made during the established timeframe, in the judgment of the Facilitating/Cooperating Teacher and University Supervisor (and/or Subject Area Supervisor), a conference will be held between the Teacher Candidate, the Facilitating/Cooperating Teacher, and University Supervisor to determine whether the Teacher Candidate should be retained or withdrawn from the student teaching experience. Documentation of this process will be maintained by the CEPAC and held by the School of Education (either via hard copy or digitally) for a period of three (3) years.

THE STUDENT TEACHING SEMESTER

PROGRESSION 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/cooperating teacher and teacher candidate are encouraged to negotiate the progressive assumption of classroom responsibility by the candidate. The pace and amount of responsibility will depend upon the strength of the candidate and the complexity of the classroom situation. Listed below are comments that may be helpful in planning the student teaching experience.

- **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 the teacher candidate 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.
- The teacher candidate is encouraged to make these observations part of their investigation of classroom life. They should take observational notes and share those with the facilitating/cooperating teacher for discussion and further insight.
- It is equally important that the facilitating/cooperating teacher make careful and systematic observations of the teacher candidate. Notes from these observations should be shared in such a way that the teacher candidate is encouraged to reflect on their performance.
- **ASSUMING RESPONSIBILITY:** There is no prescribed schedule for the teacher candidate assuming responsibilities in the classroom; doing so will depend on the strength of the teacher candidate and the complexity of the classroom situation.
 - Teacher candidates vary greatly in their rate of learning and the amount of feedback needed during this time. The Shepherd University Educator Preparation Program expects the teacher candidate to demonstrate the willingness and capacity to assume responsibility for their learning by seeking feedback, searching for adequate resources, revising planning strategies, etc. While some may benefit from specific direction, we encourage teacher candidates to take the initiative and present their ideas for the facilitating/cooperating teacher's reaction and judgment. We encourage the facilitating/cooperating teacher to share professional knowledge and experience with the teacher candidate. We hope that a continuous reflective conversation will take place between the teacher candidate, the facilitating/cooperating teacher, and others involved in the professional development of the prospective teacher. During this time, the teacher candidate should also be assuming responsibility for all the other duties that are part of the classroom teacher's regular load.
 - During the final phase of each placement, the teacher candidate, the facilitating/cooperating teacher, the university supervisor(s), and the building principal should feel confident in the teacher candidate's competency to teach the full schedule and handle all regular duties assigned to the facilitating/cooperating teacher without supervision. This is a minimum requirement for the successful completion of student teaching. However, this expectation is greater during the second half of the student teaching experience. Much planning is required for this to be successful, and conferences throughout the experience are both appropriate and required.
- **EVALUATION:** Throughout the student teaching experience, it is important that teacher candidates receive frequent constructive and formative feedback from everyone directly involved in their professional development. The STOT is the only evaluation form that will be completed throughout and at the conclusion

of the student teaching experience. The facilitating/cooperating teacher will indicate whether the candidates have / have not achieved an acceptable level of performance in areas defined by the West Virginia Board of Education. The facilitating/cooperating teacher will be required to rate areas of candidate performance on a rating scale of Distinguished, Proficient, Emerging, and Underdeveloped, and recommend a grade based on the candidate's performance on the STOT evaluation. The evaluations of teacher candidates must be shared with them. The judgment of experienced, successful professionals is valuable and the facilitating/cooperating teacher should not hesitate to make honest, subjective evaluations based on the guidelines provided. The university determines the overall and final grade for the student teaching experience. **The facilitating/cooperating teacher should notify the university supervisor immediately if/when a teacher candidate's performance is less than acceptable and/or when a grade of "D" or "F" might be warranted.**

STUDENT TEACHING ASSIGNMENTS

In order to avoid unnecessary problems, a teacher candidate will not student teach in a high school from which they have graduated or attended, a school in which the teacher candidate has family members on staff or in attendance, or a school in which the student is or has previously been employed (and/or as mandated [per current WVDE Policy](#)). Teacher candidates who have family members who work for and/or who serve on a Board of Education will not be placed in that district (and/or as mandated [per current WVDE Policy](#)).

Elementary:

1. Elementary Education Teacher candidates K-6 Certification (in Multi-Subjects):
 - Candidates entering prior to Fall 2021 will be assigned a 14-week Student Teaching experience.
 - Candidates entering after Fall 2021 will be assigned a yearlong residency experience (and/or as mandated [per current WVDE Policy](#)).
2. Elementary Education Teacher candidates with 5-9 Endorsements:
 - Candidates entering prior to Fall 2021 will be assigned a 14-week Student Teaching experience.
 - The teacher candidate 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.
 - Candidates entering after Fall 2021 will be assigned a yearlong residency experience (and/or as mandated [per current WVDE Policy](#)).

Secondary:

Secondary education teacher candidates are in various fields and grade ranges: PK-Adult, 5-Adult, and 9-Adult. Teacher candidates 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.

1. Candidates entering prior to Fall 2021 will be assigned a 14-week Student Teaching experience.
 - PK-Adult: 7 weeks elementary and 7 weeks secondary
 - 5-Adult: 7 weeks middle school and 7 weeks high school
 - 9-Adult: 14 weeks high school
2. Candidates entering Fall 2024 or later will be assigned a yearlong residency experience (and/or as mandated [per current WVDE Policy](#)).

THE YEARLONG RESIDENCY

One of the most significant events for the teacher candidate is yearlong residency. For an entire school year, residents, guided by mentor teachers and university supervisors, learn to carry out the responsibilities of a professional teacher. A successful yearlong residency (which includes passing the edTPA and all WVDE-approved Praxis II content tests) will lead to recommendation for teacher certification. Students will not be allowed to graduate nor walk at commencement without passing the edTPA. Students who pass the edTPA but do not pass all WVDE-approved Praxis II content tests are allowed to graduate but will not be eligible for certification.

As teacher candidates participate in the yearlong residency, they should demonstrate the willingness and capacity for

continuous reflection on their performance so that their professional development becomes increasingly self-motivated. When candidates entering the program are successful, the Educator Preparation Program at Shepherd University is successful. This success can be achieved only when candidates, mentor teachers, and school and university personnel collaborate to achieve the goal of preparing competent teachers.

Each resident has completed courses/experiences in general studies, foundations of education, pedagogy, content areas, and practicums. These practicums prior to the yearlong residency 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 the yearlong residency.

The yearlong residency of a teacher candidate is a mutually beneficial partnership between public schools and Shepherd University. The integration of a clinical experience and coursework is intended to strengthen teacher preparation and improve schools and learning in the public school system. It is intended that the yearlong residency expose teacher candidates to teaching realities and these experiences should be substantive enough to ensure that the teacher candidate is prepared for the realities of a classroom from the first day of school until the last day of school during a new teachers first year of teaching. In this sense, it is the duration of time a teacher candidate spends in the classroom with a highly-qualified mentor teacher and being exposed to all the things (pleasant and unpleasant) a teacher experiences every day. However, even more than duration is that teacher candidates have an opportunity to demonstrate their teaching knowledge and skills as well as dispositions while integrating theory and practice under the guidance and support of a master teacher who is a partner in the preparation of future teachers.

During the fall semester of the residency placement, teacher candidates will arrive to their assigned school on the first day the mentor teacher arrives. Teacher candidates will learn how to set-up the classroom; begin to review cumulative student files and determine a course of action to help each student progress academically and socially; and attend school-based staff meetings and any professional development meetings assigned to the staff or individual teachers. Teacher candidates will co-plan lessons with their mentor teachers and engage in meeting the students and/or parents and guardians if the district has a formal Meet-the-Teacher program. Mentor teachers and teacher candidates will decide upon any co-teaching strategies they will implement during the first week of school. Teacher candidates should not only learn about the beginning of the year assessments but also learn to analyze that data with their mentor teachers to determine the strengths and weaknesses of each student in their class. Together, they will co-plan instruction to meet those needs. Mentor teachers should act as facilitators of the knowledge and skills acquisition of the teacher candidates. In other words, instead of telling teacher candidates what should be done, they should ask questions like: "Since Billy, Jimmy, Sarah, Amayah and Tyrone scored at this level, what do you think we should do to help them move forward next week?" or "What would you include in your plans for that instruction?" Teacher candidates and their mentor teachers will then continue to co-plan and co-teach. As teacher candidates become more confident and competent, they will begin taking the lead during co-planning and co-teaching. Eventually, teacher candidates should be allowed two (2) weeks to plan and teach all subjects, having full control of the classroom with only daily feedback from their mentor teachers. Once each teacher candidate has completed the requisite two (2) weeks of independent planning and teaching under the supervision of their mentor teacher, they may be allowed to serve as a substitute teacher in other classrooms until the students and teachers leave for winter break.

During the spring semester of the residency placement, teacher candidates will arrive to their assigned school on the first day the mentor teachers arrive. Teacher candidates will begin co-planning and co-teaching with their mentor teachers no later than the second week (preferably sooner). During the first week, teacher candidates will participate in the One-Teach and One-Observe co-teaching model. Mentor teachers will spend time with their co-teachers (candidates) during the first week, discussing the latest assessment data on each child and act as a facilitator to co-plan instruction for the students based on their strengths and weaknesses. Additionally, mentor teachers will discuss the social and behavioral skills of each child. Teacher candidates and their mentor teachers will continue to co-plan and co-teach. As the teacher candidates become confident and competent, they will begin taking the lead during co-planning and co-teaching. Eventually, the teacher candidates should be allowed three (3) weeks to plan and teach all subjects, having full control of the classroom with only daily feedback from their mentor teachers. Once each teacher candidate has completed the requisite three (3) weeks of solo planning and teaching under supervision of their mentor teacher, they may be allowed to serve as a substitute teacher in other classrooms until the students leave for summer break. At that time, the teacher candidate should return to the classroom and learn how to close a classroom for the summer with their mentor teacher.

When a teacher candidate is not on a substitute assignment, they should return to the classroom of current residency and continue co-teaching with their mentor teacher. Teacher candidates should be required to complete recess and bus duty and/or any other duties that are required of classroom teachers at their assigned school. If tutoring, after school programs, and/or other duties are required, or if the candidate's assigned mentor teacher has volunteered for these duties, the teacher candidate should participate. During the yearlong residency, teacher candidates should learn to enter grades and prepare report cards, participate in parent-teacher conferences, attend all team planning and staff meetings, go on field trips, and participate in all data meetings

and IEP/504 meetings. Teacher candidates that wish to teach in the county after graduation should be given priority over other new applicants to interview for any open positions in the county.

Yearlong Teacher Candidate (Resident) Requirements

- Complete co-teaching training before entering the assigned classroom;
- Complete county-required training before entering the assigned classroom;
- Begin year-long residency on the first day teachers report to school;
- Follow assigned district calendar;
- Be immersed in assigned classroom 4 out of 5 days during the first semester of the yearlong residency;
- Be immersed in assigned classroom all 5 days of the week during the second semester of the yearlong residency with time for solo teaching;
- Take the lead in identifying specific days and times for observations collaboratively with the cooperating teacher. Communicate the proposed observation schedule with the university supervisor. Make sure that you consider the time needed following an observation to meet with your university supervisor for reflection and feedback;
- Co-teach with mentor teacher using strategies for co-teaching;
- Make time to co-plan with mentor teacher;
- Attend all meetings mentor teacher attends (e.g., faculty/staff meetings, team/grade-level/data meetings, IEP/504 conferences, etc.);
- Gradually assume full control of the classroom during Residency 2;
- Solo teach and have full control of the classroom for a minimum of 3 weeks during Residency 2;
- Commit to engaging in daily reflective practice and use feedback to improve teaching practice throughout the yearlong residency experience;
- Maintain Teacher Candidate Boundaries as presented during Orientation and uphold the professional Code of Ethics throughout the Student Teaching/Residency experience. [See Teacher Candidate Misconduct above.];
- Agree to receive a placement that meets state requirements and programmatic grade level and diversity requirements;
- May apply for/agree to substitute teach for assigned placement school during Residency 2 (only if permit has been converted to a Long-Term Residency permit);
- Complete edTPA during Residency 2;
- Attend all professional development opportunities offered during the school year; and
- Create a schedule with mentor teacher / follow that schedule for the entire residency assignment.

NOTE: All hours must be logged, and the Log of Hours must be signed / hours must be verified by your mentor teacher. You must follow this schedule and report to your assigned school every day. During Residency 1, you must report to school 4 days per week and during Residency 2, you must report to school every day school is in session (5 days per week).

PLEASE NOTE: Any candidate earning a grade of I (Incomplete), earning a D or F in any EDUC course, or F (Failing) any other course(s) during the Residency I experience must first resolve or rectify the I, D, or F grade before being allowed to enter the Residency II experience, which may result in the residency experience being placed “on hold” for a minimum of one-semester (e.g., a break between the Residency I and II semesters). The I, D, or F grade may be resolved during the summer break, if possible and/or if the applicable course(s) is (are) offered during the summer between the Residency I and Residency II semesters.

PROGRESSION OF THE YEARLONG RESIDENCY

Residency 1

There is a progression in yearlong residency from limited responsibility to full, independent responsibility. Prior to and/or on the first day of the yearlong residency placement, the mentor teacher and resident are encouraged to negotiate the progressive assumption of classroom responsibility by the candidate. The pace and amount of responsibility will depend upon the strength of the resident and the complexity of the classroom situation. Listed below are comments that may be helpful in planning the Residency 1 experience.

- **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.
 - ✓ Observation helps residents 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/mentor teacher can be observed.
 - ✓ Elements of the classroom/mentor teacher’s pedagogy will reveal themselves through careful observation.

- Residents are encouraged to make these observations part of their ongoing investigation of classroom life. They should take observation notes and share them with their mentor teachers for discussion and further insight.
- It is equally important that the mentor teacher make careful and systematic observations of their residents. Notes from these observations should be shared in such a way that the residents are encouraged to reflect on their own performance.
- **ASSUMING RESPONSIBILITY:** Co-teach, co-plan, co-assess, and co-reflect beginning on Day 1 and extending throughout the duration of Residency 1. A minimum of two (2) weeks during Residency 1 must also include solo teaching. As indicated above, the pace of this progression will depend on the strength of each individual resident and the complexity of the individual classroom situation.
 - **Residents vary greatly in their rate of learning and the amount of feedback needed during this time.** The Shepherd University Educator Preparation Program expects each resident to demonstrate their individual willingness and capacity to assume responsibility for learning by seeking feedback, searching for adequate resources, revising planning strategies, etc. While some residents may benefit from specific directions, we encourage residents to take the initiative and present their ideas for their mentor teacher's reaction and judgment. We encourage the mentor teacher to share professional knowledge and experience with their residents. We hope that a continuous reflective conversation will take place between the residents, their mentor teachers, and others involved in the professional development of the prospective teachers (residents). During this time, the residents should also be assuming responsibility for all other duties that are part of their mentor teacher's regular teaching load / responsibilities.
 - During the fall semester, Residency 1 begins on the first day the mentor teacher reports to school for the school year and ends on the final day for teachers before winter break; during the spring semester, Residency 1 begins on the first day the mentor teacher reports to school after winter break and ends on the final day for teachers before summer break. (NOTE: This date will be after the last day of the semester / graduation for Shepherd University.) **The resident must create a schedule with the mentor teacher and university supervisor that includes one day off per week during Residency 1. Because each candidate's Residency I experience will be different, the resident, mentor teacher, and university supervisor should work together to create a schedule that provides a realistic and manageable balance between the resident's courseload and the Residency I experience. The schedule must be submitted to the Field Placement Coordinator by the second week of the placement. This schedule must be followed for the duration of Residency 1.** The resident must submit a signed Log of Hours that includes all documented hours and the signature of the mentor teacher, verifying the resident has completed the minimum of 250 required hours. Residents must follow the schedule for the county school system and not Shepherd University throughout the Residency assignment. (NOTE: **The resident must report to the school following the assigned school's/teacher's schedule throughout the Residency 1 experience. For example, if the school year begins before the fall semester at Shepherd, the resident must report to the school in advance of the Shepherd semester start and must stay until school is dismissed for Winter Break, even if the number of hours extends beyond the 250 minimum required for Residency 1, regardless of the Shepherd University calendar. In the spring, the resident must remain at the school until teachers are dismissed for Summer Break, even if the number of hours extends beyond the 250 minimum required for Residency 1.**)
 - During the final phase of Residency 1, the resident, mentor teacher, university supervisor(s), and building principal should feel confident that the resident is sufficiently competent to teach the full schedule and handle, without supervision, all regular duties assigned to the mentor teacher. This is a minimum requirement for the successful completion of the yearlong residency. However, this expectation is greater during the second semester of the yearlong residency placements. Much planning is required for this to be successful, and conferences throughout both phases of the residency are appropriate, although at this point in the resident's program, the resident should effectively demonstrate the desire to initiate such conferences on their own.
- **EVALUATION:** Throughout the yearlong residency experience, it is important that residents receive frequent constructive and formative feedback from everyone directly involved in their professional development. The STOT is the evaluation form that will be completed in conjunction with yearlong residency to determine a resident's grade. The mentor teacher will indicate whether the resident has or has not achieved an acceptable level of performance in areas defined as essential by the West Virginia Board of Education. The mentor teacher will be required to rate areas of teacher performance on a scale of "distinguished, proficient, emerging, or underdeveloped" and then recommend a grade on the STOT based the grading scale as established by the EPP. The evaluation must be shared with the resident. The judgment of an experienced, successful professional is

valuable, and the mentor teacher should not hesitate to make such a qualified judgment. [NOTE: The university determines the overall and final grade for the yearlong residency experience.] University representatives will observe each resident two times during the Residency 1 semester and three times during the Residency 2 semester. **The mentor teacher should notify the University Supervisor immediately if/when it becomes apparent that a resident's performance is less than acceptable and if a grade of "D" or "F" might be warranted.**

Residency 2

As noted previously, there is a progression in yearlong residency from limited responsibility to full, independent responsibility. Prior to and/or on the first day of the yearlong residency placement, the mentor teacher and resident are encouraged to negotiate the progressive assumption of classroom responsibility by the candidate. **The pace and amount of responsibility will depend upon the strength of the resident and the complexity of the classroom situation.** Listed below are comments that may be helpful in planning the Residency 2 experience.

- **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.
 - ✓ Observation helps residents 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/mentor teacher can be observed.
 - ✓ Elements of the classroom/mentor teacher's pedagogy will reveal themselves through careful observation.
- Residents are encouraged to make these observations part of their ongoing investigation of classroom life. They should take observation notes and share them with their mentor teachers for discussion and further insight.
- It is equally important that the mentor teacher make careful and systematic observations of their residents. Notes from these observations should be shared in such a way that the residents are encouraged to reflect on their own performance.
- **ASSUMING RESPONSIBILITY:** Co-teach, co-plan, co-assess, and co-reflect beginning on Day 1 and extending throughout the duration of Residency 2. A minimum of three (3) weeks during Residency 2 must also include solo teaching. **As indicated above, the pace of this progression will depend on the strength of each individual resident and the complexity of the individual classroom situation.**
 - During the fall semester, Residency 2 begins on the first day the mentor teacher reports to school for the school year and ends on the final day for teachers before winter break; during the spring semester, Residency 2 begins on the first day the mentor teacher reports to school after winter break and ends on the final day for teachers before summer break. (NOTE: This date will be after the last day of the semester / graduation for Shepherd University.) The resident must create a schedule with the mentor teacher to include reporting to school every day of the school week during Residency 2. The schedule must be submitted to the Field Placement Coordinator by the second week of the placement. This schedule must be followed for the duration of Residency 2. The resident must submit a signed Log of Hours that includes all documented hours and the signature of the mentor teacher, verifying the resident has completed the **minimum** of 500 required hours. Residents must follow the schedule/calendar for their assigned school system for the duration of the residency assignment. **(NOTE: The resident must report to the school following the assigned school's/teacher's schedule throughout the Residency experience. If the school year begins before the fall semester at Shepherd, the resident must report to the school in advance of the Shepherd semester start; the resident must stay at the school in the spring until teachers are dismissed for summer, even if the number of hours extends beyond the 500 minimum.)**
 - During the final phase of Residency 2, the resident, mentor teacher, university supervisor(s), and building principal should feel confident that the resident is sufficiently competent to teach the full schedule and handle, without supervision, all regular duties assigned to the mentor teacher. This is a minimum requirement for the successful completion of the yearlong residency. However, this expectation is greater during the second semester of the yearlong residency placements. Much planning is required for this to be successful, and conferences throughout both phases of the residency are appropriate, although at this point in the resident's program, the resident should effectively demonstrate the desire to initiate such conferences on their own.
- **EVALUATION:** Throughout the yearlong residency experience, it is important that residents receive frequent constructive and formative feedback from everyone directly involved in their professional development. The STOT is the evaluation form that will be completed in conjunction with yearlong residency to determine a resident's grade. The mentor teacher will indicate whether the resident has or has not achieved an acceptable

level of performance in areas defined as essential by the West Virginia Board of Education. The mentor teacher will be required to rate areas of teacher performance on a scale of “distinguished, proficient, emerging, or underdeveloped” and then recommend a grade on the STOT based on the grading scale as established by the EPP. The evaluation must be shared with the resident. The judgment of an experienced, successful professional is valuable, and the mentor teacher should not hesitate to make such a qualified judgment. [NOTE: The university determines the overall and final grade for the yearlong residency experience.] University representatives will observe each resident two times during the Residency 1 semester and three times during the Residency 2 semester. **The mentor teacher should notify the University Supervisor immediately if/when it becomes apparent that a resident’s performance is less than acceptable and if a grade of “D” or “F” might be warranted.**

Substitute Teaching

Residents are permitted to substitute during the Yearlong Residency with county approval and if the resident meets the following criteria:

- Resident must hold a Long-Term Residency Permit (need to pass all WVDE-approved Praxis II content tests);
- Substitute days may not exceed one day per week;
- Residents may only substitute in the host school of their yearlong residency placement; and
- The resident and cooperating/mentor teacher must have advance notice of the requested day and both agree to permit the Resident from being away from the assigned classroom for the day.

YEARLONG RESIDENCY ASSIGNMENTS

The Field Placement Coordinator will establish all yearlong residency assignments using procedures outlined in Memorandums of Understanding currently in place with each of Shepherd’s P-12 Partner schools/districts. In order to avoid unnecessary problems, the resident will not be placed in a school from which they graduated/attended; a school in which the resident has family members on staff / in attendance; or a school in which the resident is currently / was previously employed. Residents 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 resident is responsible for reporting all potential conflicts of interest and notifying the Field Placement Coordinator in the event that a proposed placement should be reviewed due to this policy.

Out-of-Area Placement Policy

Residency placements will be considered only for counties in which there is a signed MOU as indicated in the current Practicum Manual. Requests for placements 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)*

Elementary:

- **Elementary Education Residents K-6 Certification (in Multi-Subjects):** The elementary education resident will complete a yearlong residency experience at one programmatic level within one classroom (Grades 1-5) [beginning Fall 2024].
- **Elementary Education Residents with 5-9 Endorsements:** The resident seeking elementary certification with a 5-9 Endorsement will be assigned to a yearlong residency experience. One semester will be in a K-5 setting and one semester will be in an approved middle school with an assignment in the relevant content area of the 5-9 Endorsement program.

NOTE: For the yearlong residency, candidates seeking elementary certification register for EDUC 359 (Reading & Language Arts II), EDUC 400 (Inclusion in the Regular Classroom), and EDUC 364 (Residency I) during the first semester and then EDUC 451 (Residency 2) and EDUC 461 (Student Teaching Seminar) during the second semester.

FREQUENTLY ASKED QUESTIONS FROM FACILITATING/COOPERATING/MENTOR TEACHERS

Are lesson plans required?

Yes, teacher candidates should design lesson plans that contain content, pedagogical, and logistical details for all lessons taught during student teaching/residency. There is no specified planning format prescribed by the Educator Preparation Program. However, individual supervisors and/or local schools or districts may have particular requirements that should be addressed by each candidate. New teachers should develop the ability to plan for effective educational experiences for all P-12 students.

How often should teacher candidate and facilitating/cooperating or mentor teacher conferences be held?

Conferences between teacher candidates and their facilitating/cooperating or mentor teachers should occur frequently. Mini-conferences may occur several times a day as the facilitating/cooperating or mentor teacher and teacher candidate 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 teacher candidate. 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 teacher candidate?

The University determines the final grade for the teacher candidate. The facilitating/cooperating teacher submits the STOT evaluations and provides invaluable feedback on the TCDA assessment at specific intervals during the practicum experience. These evaluations along with the candidate's self-summative STOT and TCDA evaluations plus those submitted by the University Supervisor are considered in determining the candidate's final student teaching grade.

When should the facilitating/cooperating or mentor teacher's evaluation(s) take place?

The Skills of Teaching Observation Tool (STOT) is due at weeks four and ten of the student teaching assignment. The summative STOT is due by the final day of the student teaching assignment (e.g., Weeks 7 and 14). For seven-week placements, TCDA should be completed in Week 7 (in the final week); for yearlong placements, the TCDA should be completed at the end of each semester. Informal evaluations of the candidate's performance should be held frequently.

On what criteria should teacher candidates be evaluated?

The STOT provides the descriptors used for evaluating teacher candidates at Shepherd University. It is aligned to the Interstate Teacher Assessment and Support Consortium [InTASC Model Core Teaching Standards](#). The TCDA tool provides descriptions of teacher behaviors that affect positive influence in the professional setting and promote gains in P-12 student learning.

Should the teacher candidate be responsible for special duties?

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

Should teacher candidates 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 candidate is clearly inadequate and does not respond to suggestions or other feedback?

Confer with the teacher candidate'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 teacher candidate at the joint request of the facilitating/cooperating/mentor teacher, building administrator, and University Supervisor (see withdrawal procedures, above).

Are teacher candidates familiar with the curricula of the schools where they will student teach?

Not necessarily. Teacher candidates must learn these just as new teachers do.