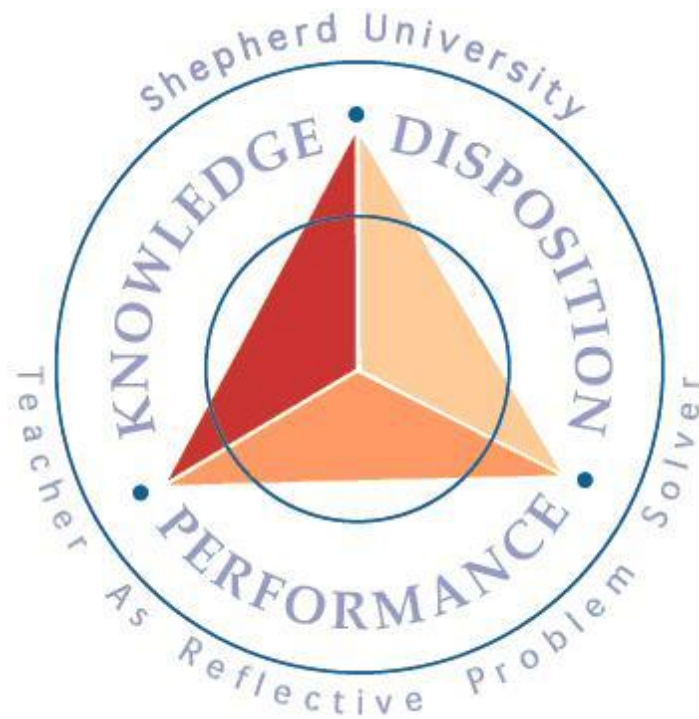


SHEPHERD UNIVERSITY

EDUCATOR PREPARATION PROGRAM



PRACTICUM MANUAL

(Effective January 2024)

FOREWORD

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

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

NOTE: As federal, state, and local policies change, this manual will be updated to reflect those changes accordingly. Consider this a “living document;” any updates/revisions will replace all previously published versions of this document as mandated by such changes at each and all levels respectively.

MAT Candidates: Please refer to the MAT Student Handbook for specific guidance regarding how these policies apply to your program.

Direct all questions about practicum components to the Coordinator of Educator Preparation, Accreditation, & Compliance [CEPAC].

Revised Fall 2023

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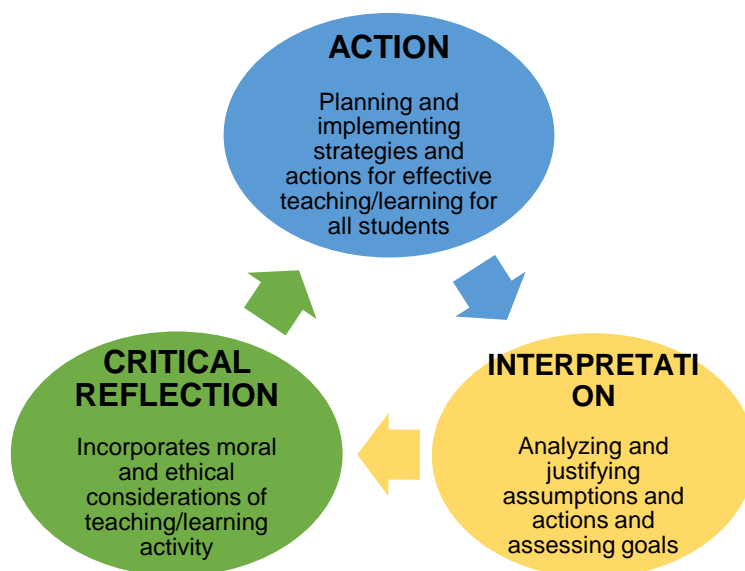
PHILOSOPHY AND THEME OF EDUCATOR PREPARATION AT SHEPHERD UNIVERSITY

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

Education should empower all students to make informed choices and to actively participate in the shaping of one's own life as well as the shaping of the social, cultural, political, and economic structures of a democratic society. Teachers facilitate this empowerment. Our purpose in providing practicum experiences throughout the EPP is to facilitate the development of teacher candidates who demonstrate the willingness and capacity for a pedagogy that truly empowers all students in today's diverse P-12 classrooms.

To be reflective, teacher candidates need to deeply understand and be able to articulate their own definitions of teaching as well as reflect on their own learning needs. To effectively respond to the range of concerns found in today's P-12 classroom, teachers need to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection.

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



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

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

THE ROLE OF THE PRACTICUM IN TARPS

During the freshman year, students take foundational Professional Studies courses that provide experiences to examine the roles and responsibilities of teachers (EDUC 150/MUSC 100); work with diverse learners in a tutoring-type setting (EDUC 200); and establish foundational knowledge critical to future pedagogy depending on their area of specialization (EDUC 333; EDUC 360; ARED 180; PHED 215).

During their sophomore year, teacher candidates embark upon a sequence of courses linked to practicums that focus on the Action-Reflection-Action Cycle. All teacher candidates take EDUC 320 Social and Psychological Conditions of Learning. The various programs then diverge to accommodate specific programmatic needs while maintaining the integrity of the Action-Reflection-Action Cycle. While engaged in these practicum-linked courses, candidates begin taking program-specific courses that focus on increasing specialty area knowledge as related to teaching, curriculum development, technology, as well as diversity and inclusion in the P-12 classroom.

The concluding practicum experience is a full-time student teaching experience. Depending on specialty area and potential added areas of endorsement, the final student teaching experience may take place in a single classroom or divided into two separate experiences. For candidates entering student teaching prior to July 1, 2021, student teaching will consist of a 14-week clinical experience (approximately 600 hours in the placement setting). For candidates entering after July 1, 2021, the student teaching experience may consist of a yearlong residency in which the first semester will include a minimum of 250 hours across a 14-week placement followed by a second semester that includes approximately 600 hours across a second 14-week placement. [For further clarification and current requirements, refer to West Virginia Policy 5100 (Section 6.8).]

Courses with Practicum Components		
Foundations Courses - All Teacher Candidates		Level
EDUC 150 or MUSC 100 (Teacher Job Shadow = 8 hours) <i>Seminar in Education or First Year Seminar for Music Majors</i>		Awareness
EDUC 200 (Service Learning = 10 hours) <i>Foundations of American Education</i>		Awareness
EDUC 320 (Theory/Research Focused Observations = 20 hours) <i>Social and Psychological Conditions of Learning</i>		Awareness - Initiative
Sequence of Methods Coursework by Program		Level
Elementary Education	Secondary Education	
EDUC 358 = 90 hours <i>Elementary Practicum I</i> Co-Requisites: <i>Math Methods for Elementary Teachers, Reading and Language Arts I, Elementary Science Methods, Elementary Social Studies Methods, Reading and Language Arts II</i>	EDUC 370 = 37 hours <i>Creating Learning Environments or</i>	Awareness - Initiative
	MUSC 322/325/326 = 45 hours <i>Instrument/Choral/General Music Pedagogy</i>	Awareness - Initiative
	EDUC 443 = 50 hours <i>Reading in the Content Area</i>	Initiative - Development
	Methods of Teaching <i>Hours vary depending on specialty area and/or integration with EDUC 370/443</i>	Initiative - Development
EDUC 400 <i>Inclusion in the Regular Classroom</i>		
EDUC 364 = 250 hours <i>Elementary Residency I</i> EDUC 451 = 500 hours <i>Elementary Residency II</i>	Student Teaching = 600 hours OR EDUC 375 = 250 hours <i>Secondary Residency I</i> EDUC 458/459/460 = 500 hours <i>Secondary Residency II</i>	Development - Integration

LEVELS DEFINED

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

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

POLICIES AND PROCEDURES FOR PRACTICUM PLACEMENT

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

Under the direction of the Coordinator of Educator Preparation Program, Accreditation, and Compliance [CEPAC], the Placement Coordinator is responsible for contacting partner schools and/or districts to setup practicum placements that are conducive to meeting the requirements for each course while accommodating the needs of participating schools and teachers.

Because each practicum-based course has unique requirements, during the process of identifying appropriate placements, administrators and prospective facilitating/cooperating teachers will be provided with details regarding the number of hours, expectations for both teacher candidate and facilitating/cooperating teacher, contact information for the designated university supervisor, and any relevant and/or necessary literature and forms. **In no case should teacher candidates contact any school directly to set up their own placements.** All teacher candidates within a field placement/practicum must adhere to district and/or school requirements for a current negative TB screening as well as current vaccination policies.

CODE OF CONDUCT: Candidates should follow both school system and university policies as to professional dress and ethical behavior while in the school. Candidates should refer to the dispositional characteristics presented throughout their professional studies courses and confer with their facilitating/cooperating teachers for guidance as needed. For further guidance, please refer to the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education’s [Conceptual Framework](#).

Designated faculty and/or university supervisors are responsible for overseeing the teacher candidates’ fieldwork, observing and evaluating each candidate’s performance, and collaborating with the facilitating/cooperating teacher(s) to insure a positive experience for all. Inquiries that cannot be addressed by the designated university supervisor/faculty should be directed to the CEPAC. **NOTE: All field-based coursework and placements prior to the final student teaching / residency placement will occur within the State of West Virginia.**

PARTICIPATING SCHOOLS / SYSTEMS

MARYLAND
Frederick County
Washington County

PENNSYLVANIA
Greencastle-Antrim

VIRGINIA
Clarke County
Frederick County
Loudoun County
Winchester City

WEST VIRGINIA
Berkeley County
Grant County
Hampshire County
Hardy County
Jefferson County
Morgan County

TERMINOLOGY

TEACHER CANDIDATE: A **teacher candidate** is a Shepherd University student who is in training to become a teacher. During initial experiences, the teacher candidate is expected to have adequate time as defined by program requirements to observe educational activity in a classroom and dialogue with the cooperating/facilitating teacher and other professionals in the P-12 school building. In later experiences, the teacher candidate will have varying responsibilities for planning, teaching, assessing, and reflecting on student learning. During the final student teaching experience, the teacher candidate assumes all duties and teaching responsibilities of the classroom teacher. When in a practicum setting, the teacher candidate should uphold all professional standards for dress and behavior expected of the P-12 classroom teachers.

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

FACILITATING / COOPERATING TEACHER: The **facilitating or cooperating teacher** is a classroom teacher in a public school (P-12) to whom a candidate is assigned and who has been approved for this responsibility by the school principal/district and the EPPC/CEPAC. Facilitating/cooperating teachers may work with teacher candidates in all phases of their field-based experiences and student teaching. Because facilitating/cooperating teachers represent a primary influence on quality candidate training, they must be carefully selected to ensure they possess special competencies and an interest in guiding the growth of prospective and future teachers.

UNIVERSITY SUPERVISOR: The **university supervisor** is a person designated by Shepherd University to be responsible for field supervision of the teacher candidate and for coordinating the relationship between the university, the teacher candidate, and the facilitating/cooperating teacher. This person is responsible to the CEPAC. The supervisor's concern is for the teacher candidate(s) to make appropriate progress toward making "habits of mind" of the elements of Shepherd's EPP. General responsibilities of the university supervisor include:

- Developing and maintaining a professional working relationship among and between facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.
- Observing the learning conditions present in field placements/practicum settings.
- Confering with the teacher candidate and facilitating/cooperating teacher on pertinent observation and performance topics.
- Engaging the teacher candidate in and directing reflective dialogue regarding the practicum experience in whatever form it may take.
- Ensuring the facilitating/cooperating teacher has received appropriate literature/forms to guide and inform their experience.
- Assisting with problems that may arise during the placement/practicum experience. NOTE: Removal of the teacher candidate from a practicum must adhere to procedures as established by the EPP/EPPC at Shepherd University / as outlined herein.
- Visiting the practicum site to observe and, as appropriate, to evaluate teacher candidate(s).
- Documenting supervisory visits by completing appropriate forms for submission to the university throughout and at the end of each practicum/field experience.

PRE-JUNCTURE I – WITHDRAWAL PROCEDURES

The following procedures pertain to withdrawals from a field placement by students who have declared education as a major or minor but who have not formally been admitted to the Educator Preparation Program [EPP] through the Juncture process.

Voluntary Withdrawal

Teacher candidates have the right to terminate their field placements at any time. The candidate's responsibilities:

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

Involuntary Withdrawal

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

1. **Formal request by public school administrator and/or facilitating/cooperating teacher to terminate placement.**

ACTION:

- Termination is immediate.
- Teacher candidate shall be informed of decision by university personnel.

NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

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

- Negative evaluations by public school and/or university personnel; and/or
- Requests by public school personnel for additional support and/or re-evaluation of candidate's ability; and/or
- Misrepresentation of time spent in the field/practicum classroom setting on submitted Log of Hours.

ACTION:

- Candidate shall be informed in writing of inadequate performance and/or inappropriate behavior by school/district and/or university personnel.
 - Candidate shall be given an opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
 - Candidate will be re-evaluated for retention or removal.
 - Removal requires written notification and justification by the CEPAC.
 - NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

POST JUNCTURE I WITHDRAWAL PROCEDURES

The following procedures pertain to withdrawals from a field placement by students who have been formally admitted to the EPP through the Juncture process but who have not yet entered the student-teaching experience.

Voluntary Withdrawal

Teacher candidates have the right to terminate their practicum placements at any time. The candidate's responsibilities include:

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

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

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

ACTION:

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- Teacher candidate shall be informed of decision by university personnel.
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- Negative evaluations by public school and/or university personnel, and/or
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- Misrepresentation of time spent in the field/practicum classroom setting on submitted Log of Hours.

ACTION:

- Candidate shall be informed in writing of inadequate performance and/or inappropriate behavior by school/district and/or university personnel.
 - Candidate shall be given an opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
 - Candidate will be re-evaluated for retention or removal.
 - Removal requires written notification and justification by the CEPAC.
 - NOTE: Teacher candidate may be evaluated by the Educator Preparation Program Committee [EPPC] for future retention in the Educator Preparation Program [EPP].

PROFESSIONAL DISPOSITIONS AND EVALUATION

Shepherd University School of Education and Educator Preparation Program Council [EPPC] Statement of Commitment Regarding Professional Educator Dispositions

The School of Education, in collaboration with all members of the Educator Preparation Program Council, as well as all stakeholders and P-12 partners within and without the University, are responsible for preparing teacher candidates who have acquired the requisite knowledge, skills, and dispositions to become effective educators. Therefore, your chosen program of study prepares you to demonstrate knowledge, skills, and dispositions expected of excellent education professionals. Faculty and/or school personnel will evaluate your demonstration of these dispositions and provide you with feedback about your progress throughout your chosen program of study within the EPP at Shepherd University.

Professional dispositions include the attitudes, values, commitments, and ethics expected of professional educators, such as the ideal of fairness and the belief that all students can learn. [The Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the [Teacher as Reflective Problem Solver \(TARPS\)](#) conceptual framework each and all clearly and specifically articulate the behaviors expected of all education professionals.

Each teacher candidate at Shepherd University will develop an understanding that the dispositions identified in the Teacher Candidate Disposition Assessment (TCDA) [outlined herein] apply to the university setting, university courses, pre-service and field-based practicum experiences, as well as the final student teaching and/or residency internship. Each candidate will further recognize that a strong correlation exists between the dispositions of teachers and the quality of their P-12 students' learning. Candidates will come to understand that teachers who care about their students and are willing to exert the effort needed to ensure their classroom become a productive learning environment also possess the professional dispositions outlined in the TCDA. Candidates will come to understand and value the assessment of their own professional dispositions throughout the Educator Preparation Program and acknowledge the impact of these evaluations on decisions made regarding their eligibility to successfully complete their respective educator preparation program at Shepherd University. As such, the following assessment applies and must be acknowledged as part of the Juncture application process.

Teacher Candidate Disposition Assessment (TCDA)

The Teacher Candidate Disposition Assessment (TCDA) is a measure of a teacher candidate's dispositions that evaluates nine dispositions with 91 indicators. All are equally important. There are three scoring levels: Meets Expectations (2), Developing (1), and Needs Improvement (0). A teacher candidate will be assessed a minimum of eight (8) times using the TCDA: EDUC 200, EDUC 360, EDUC 320; during each pre-service field experience/placement; at Juncture 1/admission to EPP; at Juncture 2/admission to student teaching and/or the yearlong residency; twice during student teaching and/or the yearlong residency (mid-term/mid-point and final).

Shepherd University School of Education – Teacher Candidate Disposition Assessment (TCDA) Policy

All education majors (BA and MAT students) are informed of the use and purpose of the TCDA in coursework prior to admission into the Educator Preparation Program (EPP), in the Practicum Manual, and in other materials published by the School of Education at Shepherd University. Candidates are aware the dispositions identified on the TCDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. They are aware a score of "0" on any disposition indicates insufficient demonstration of a given dispositional trait. The first exposure to the TCDA is in an introductory education course with subsequent discussions and activities regarding dispositions and their importance in the classroom. The TCDA is then administered at specific checkpoints throughout the educator preparation program, as outlined above. If a candidate's disposition becomes a concern outside these scheduled checkpoints, university personnel as well as facilitating/cooperating teachers and/or building principals can elect to assess a candidate's disposition at any time.

Additionally, the TCDA may be completed for a candidate who needs improvement or requires additional development on any specific disposition(s). Shepherd's EPP policy states if a TCDA is completed for a candidate any time other than the stated checkpoints, the TCDA will be completed either as a "Conference without a Formal Improvement Plan (FIP)" or a "Conference with a Formal Improvement Plan (FIP)" described in the below section entitled "TCDA Candidate Intervention/Remediation."

If it is determined that a FIP is warranted, the teacher candidate will meet with representatives from the School of Education and/or Educator Preparation Program Council (EPPC), as appropriate. These representatives may include the Director of the

School of Education, the Coordinator of Educator Preparation (CEPAC), the Field Placement Coordinator, the course professor (if applicable), and/or additional individuals as deemed appropriate. The SOE/EPPC representatives will work with the teacher candidate to develop a FIP, which is an actionable plan to remediate the concern(s). Follow-up meetings will be conducted as deemed necessary and appropriate. After a recommended amount of time, an Outcomes, Results of Intervention, and Remediation Plan (ORIR) form will be completed to monitor progress.

TCDA Candidate Intervention/Remediation Plan

The evaluation of dispositions must include performance feedback to candidates when issues or concerns are raised followed with an intervention/remediation plan for professional development. The following describes how the intervention/remediation will occur within the School of Education/EPP at Shepherd University: Receiving an unacceptable dispositional rating on the TCDA is taken seriously by the School of Education/EPP. The candidate receiving an unacceptable dispositional rating will be assigned one of the following action plans at the discretion of School of Education / EPP faculty, depending on perceived severity of the disposition in question. Interventions are intended to help the candidate achieve expected targets and benchmarks required to successfully complete the education program.

1. Conference without Formal Improvement Plan (FIP):

This level of intervention is handled by course professor(s), Field Placement Coordinator and/or CEPAC, or Director of School of Education directly with the candidate by recommending specific actions the candidate must take in order to improve the disposition/s where an unacceptable rating was assigned. A follow-up conference will be held at the discretion of School of Education / EPP faculty to determine if the disposition concern has been improved. Should a candidate not agree to comply with the assigned interventions, the Formal Improvement Plan intervention process will be initiated.

2. Conference with Formal Improvement Plan (FIP) with EPPC:

This level of intervention is handled by representatives from the Educator Preparation Program Council, which includes the Director of the School of Education, the Coordinator of Educator Preparation (CEPAC), the Field Placement Coordinator, faculty members, and additional individuals as deemed appropriate. Intervention or remedial activities may include, but are not limited to, reduced course load, repetition and/or audit of same course, and guided study. Intervention/remediation could also require enrollment in a variable-credit hour course: EDUC 390 – Experiential Learning. Interventions will be documented on the Candidate Formal Intervention Plan form.

The Candidate FIP form is completed by the appropriate university personnel, School of Education Director, and/or CEPAC. Completed FIP forms are placed in the candidate's departmental file and a record is noted on the candidate's advising record. If necessary, the EPPC will complete an Outcome, Result of Intervention, and Remediation (ORIR) form, depending on the completed FIP. Completed ORIR forms are placed in the candidate's departmental file and a record is noted on the candidate's advising record. Candidates will be provided with copies of all completed TCDA, FIP, and ORIR forms.

If a candidate receives an Educator Disposition Assessment for the same dispositional concern more than once, they will be required to attend a conference with the EPPC, and a Formal Improvement Plan (FIP) will be developed. If the candidate's dispositions fail to improve, the EPPC has the option of dismissing the individual from the EPP.

NOTE: Serious Dispositional Violations

In certain cases, some dispositional violations may require immediate removal of the candidate from working with P-12 learners or engaging in the teacher candidate program. These include, but are not limited to, the following:

- Child abuse and/or neglect
- Inappropriate relationships with students
- Failing to report legal issues
- Violating SU and/or state/local policies for working with minors

PRE-STUDENT TEACHING EDUCATION COURSES WITH PRACTICUM COMPONENTS

EDUC 150: Seminar in Education [LEVEL: Awareness]

Catalog Description:

Introduces the prospective teacher to the study of education. Focuses on the self as learner, the nature of education, and the practical issues in the work of teaching. Based on readings and field experiences the student will develop a philosophical, historical, and practical understanding of learning and teaching. Also introduces the student to the characteristics of the teacher education program's philosophy and theme: Teacher as Reflective Problem Solver. Prerequisite to all education courses. **This course requires a field placement; students are responsible for obtaining their own transportation.** [Core Code FY]

Course Overview:

The Educator Preparation Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices and to actively participate in the shaping of one's own life and the shaping of the social, cultural, political, and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students.

EDUC 150 requires a one-day job shadow (8 hours) to allow teacher candidates to explore the roles and responsibilities of a P-12 classroom teacher. Teacher candidates are assigned to a classroom in their preferred specialization (e.g., the prospective social studies teacher candidate will be placed within a SS classroom). Teacher candidates will shadow the assigned classroom teacher for the full contracted working day; the job shadow experience includes conducting a one-on-one interview with the assigned teacher, taking notes throughout the day, and reflecting on the various tasks and commitments of today's classroom teacher.

Course Objectives (WVPTS 4a, 4b, 4c; ISTE 3.5b, c):

- To introduce the field of education to prospective teacher education candidates;
- To explore the field of education as a career path;
- To establish a basis for developing an educational philosophy;
- To initialize critical inquiry through field-based experience in a public school;
- To explore challenges and rewards of the teaching profession;
- To create a four-year plan that outlines the sequence of required courses; and
- To explore the SOE Educator Preparation Program Goals.

Learning Outcomes:

Students in this course will...

- learn strategies to help them survive and thrive during their first semester on campus and beyond;
- understand themselves better as they transition into college life and develop critical thinking skills;
- grow more comfortable interacting with and learning about people around them;
- learn to identify, locate, evaluate, and effectively and responsibly use and share information for a problem at hand; and
- learn to promote self-care (wellness) decisions that will improve the quality of life.

NOTE: Failure to complete the assigned 8-hour Job Shadow experience on the assigned date/time(s) will result in failure of the course. [NOTE: With an excused/documentated absence per university policy, student is allowed one opportunity to reschedule the job shadow experience.]

Key Assessment(s): Job Shadow Reflection Paper

Students will shadow an individual teacher in their chosen field of study for one day. They will take observation notes and interview their assigned teacher. They will use their observation and interview notes to write a reflection on their experience and then share their thoughts and insights about their experience with the class. Students must carefully edit and proofread their papers before submission. (InTASC 4, 5, 7, 8, 9, 10 / NETS-T 3a, / WVPTS 1b, 2c, 4a, 4c)

Instructor Qualifications / Certifications:

Full-time Shepherd University Faculty/Staff with a minimum of two-years' experience in the School of Education / Educator Preparation Program.

Supervisor Responsibilities:

- The EDUC 150 course instructor acts as the supervisor for this practicum.
- Work with the field placement coordinator to identify the number and type of classrooms needed.
- Provide candidates with the names of the teachers and schools to which they have been assigned.
- Introduce candidates to professional dispositions / ethical code of conduct for educators.
- Review expectations and responsibilities expected of teacher candidates in the field.
- Ensure that teacher candidates complete the full day job shadow in a professional manner.
- Answer any questions raised by school administrators, teachers, and/or teacher candidates.

Teacher Candidate Responsibilities:

- Arrive at the assigned school on the designated day at the time that the teacher contracted day begins. Stay through the end of the teacher contracted day.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Observe, taking notes throughout the day regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher, being sensitive to the teacher's time and obligations to their P-12 students.
- Conduct themselves in a professional manner throughout the day as defined by the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Fulfill any other expectations and responsibilities as introduced in the syllabus and/or by the course instructor.
- Complete follow-up assignments related to the job shadow. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 8**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate to the school and include them in viewing all aspects of being a P-12 classroom teacher, both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Verify that the teacher candidate attended for the full "teacher" day.

EDUC 200 / EDUC 581: Foundations of Education

[LEVEL: Awareness]

Catalog Description:

An examination of the relationship between the school as a social institution and the larger society. This is accomplished through a variety of ways, but mainly through a combination of philosophical, historical, and problem-oriented inquiry into that relationship. The assumption is that a teacher who has developed an understanding of the vital relationships between school and society is in a position to see their professional roles beyond the narrow confines of the classroom and, out of such a perspective, will emerge a more sensitive and effective teacher. Candidates complete a 10-hour service-learning field experience working with assigned students from diverse backgrounds. Students are responsible for obtaining their own transportation for the field experience. Content to be addressed in these sessions with students will be assigned depending on student needs as per site supervisor(s') directives. Pre-Requisites: EDUC 150 OR MUSC 100 AND ENG 102 with grades of C or better. [Core Codes SO, MD]

Course Objectives:

This course is designed to:

- Assist you in developing a framework for thinking about teaching as a profession and your roles/responsibilities within the teaching profession. (WVPTS 1a ARP, 4c ARP) (ISTE 1b AP)
- Introduce you to the historical development of American public education. (WVPTS 5d-ARP) (ISTE 1c AP)

- Pose and answer questions regarding educational practice and influences on educational practice. (WVPTS 2a-ARP) (ISTE 2a 2b A)
- Analyze how teaching practice and schools shape and are shaped by cultural, political, social, and economic forces. (WVPTS 1d AP, 2a-ARP) (ISTE 2a 2b A 6a A)
- Support development of an emerging philosophy of educational practice. (WVPTS 4c ARP) (ISTE 2a 2b A)
- Examine how schools' impact and are impacted by issues of equity. (WVPTS 2a AR) (ISTE 3a 3b A 3d AP)
- Evaluate the moral dimension implicit in teachers' everyday actions/interactions with children/youth, parents, and colleagues. (WVPTS 4b, 4c API; 5d ARP) (ISTE 4d AP)
- Provide initial experience with factors that impact learning success of diverse learners. (WVPTS 1a 1d ARP, 2a 2b ARP, 3c, 3e, 3f ARP) (ISTE 3d AP)

Learning Outcomes:

Students in this course will begin to:

- Understand and appreciate the importance of society and human behavior;
- Explore factors including the individual, family, peers, and a range of institutional structures;
- Gain an understanding of the complexity and the interconnectedness of individuals, groups, and social structures; and
- Learn to apply approaches and methods consistent with Education as a discipline.

NOTE: Failure to obtain approval for the Service Learning field placement before engaging in the service-learning element of the course and/or failure to complete the minimum 10 hours of service learning field hours as directed will result in failure of the course. Further, a candidate's misrepresentation of hours and/or experience within the field will result in failure of the course.

Key Assessment(s): Service Learning Reflection Assignment (InTASC 5, 7, 9, 10 / NETS-T 5, / WVPTS 4, 5)

Students will compose a well-constructed analysis and reflection paper that includes details and specific examples from their service-learning activities as outlined in the grading rubric for the assignment. The student should be able to analyze the service-learning placement site as a school institution in relation to its political, social, and economic goals. Students should connect their analysis to both course content and readings using both in-text citations as well as a reference page in APA format. Students must carefully edit and proofread their papers before submission. The Reflection Assignment must address/include the following:

- What have you learned about the students and yourself as a teacher?
- Did you meet the goals you set for yourself prior to the experience?
- How has your service influenced your understanding of educational issues such as those discussed in your course and/or texts?

Instructor Qualifications / Certifications:

Master's Degree in Education with a minimum of 3 years' teaching experience in the public-school setting.

Course Instructor / Supervisor Responsibilities:

- The EDUC 200 course instructor acts as the facilitator/supervisor for this practicum. (This practicum does not require an observation from the course instructor.)
- Work with candidates to guide and confirm placements within appropriate service-learning opportunities within local P-12 and/or community partners (e.g., local Boys and Girls Clubs; Job Corps; after-school tutoring and/or other volunteer opportunities within local schools, communities, etc.).
- Maintain EDUC 200 Service Learning Tracking document to confirm candidate placements with local P-12 and/or community partners.
- Provide candidates with information regarding on-site expectations; problem-solve issues that may arise during practicum experience.
- Introduce candidates to the SU TCDA with subsequent discussions and activities regarding dispositions and their importance in the classroom. Collect from the students the TCDA Student Acknowledgement Form as well as their initial TCDA self-assessments. Evaluate each prospective teacher candidate (education major/minor) using the TCDA as a foundational disposition assessment for the student's file via iRubric at the end of the semester.

Teacher Candidate Responsibilities:

- Contact pre-approved local P-12 and/or community partners to setup service-learning field experience / volunteer opportunities **as directed by course instructor/syllabus**. [You may not complete your service learning opportunity in a private setting (e.g., someone's home, a business owned by a friend or family member, etc.).]

- Arrive on the scheduled days and at the scheduled times.
- Work with assigned students as directed by the site supervisor.
- Provide documentation of any requirements mandated by the P-12 and/or community partner (e.g., TB testing, vaccines, etc.).
- Maintain professional conduct and attire at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#). Sign and submit the TCDA Student Acknowledgement Form.
 - Education Major/Minor students: Self-assess using the SU TCDA via iRubric by the end of the semester.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- Upload Field Experience Log as required by the EPP.
- **Minimum total required hours in field placement: 10**

Site Supervisor Responsibilities:

- Welcome the teacher candidate(s) and provide direction as to their assigned student as well as the content to be covered.
- Answer questions that arise during candidates' work with students.
- Verify teacher candidate attendance/hours.
- Send home any teacher candidate who does not maintain professional conduct or attire and immediately contact the Coordinator of Educator Preparation Program, Accreditation & Compliance [CEPAC] at Shepherd University.

EDUC 320: The Social & Psychological Conditions of Learning [LEVEL: Awareness/Initiative]

WHO: All education majors

PRE-JUNCTURE

Catalog Description:

A reflective exploration of the knower (the learner), knowing (learning), the known (knowledge), and the contexts in which knowledge is constructed through teaching/learning. Includes a field component in a public school classroom.

Course Description:

The primary goal of EDUC 320 is to support prospective teacher candidates with foundational, awareness acquisitions for: learners, learning, and the nature of knowledge construction. Course content focuses on cognitive, social, emotional, and physical development in order for prospective teacher candidates to empower all children with the knowledge for how to holistically function in our world as self-determining advocates. This course is required for all pre-service teaching candidates across all professional specialty fields.

Practicum Description:

The practicum associated with this course is designed to provide opportunities for the Teacher Candidate to develop the knowledge, skills, and professional dispositions appropriate for [their] professional specialty field. The candidate is immersed in varied and developmental clinical experiences for initial explorations in this first extensive field experience, making observations in order to practice applications and skills for advancing preparation courses. EDUC 320 incorporates a mandatory 20-hour clinical practicum over approximately seven (7) full weeks in a district-assigned P-12 classroom, which functions as an authentic learning laboratory to integrate observation with hands-on, immersive experiences in the P-12 classroom setting. The arrangement accommodates the Action-Reflection-Action Cycle established herein. Teacher candidates are placed in classrooms commensurate with their individual specialization area (Elementary: Grades K-6; Secondary: Grades 6-8).

Supervisor Responsibilities:

- The EDUC 320 course instructor of record acts as the supervisor for this practicum.
- Work with the field placement coordinator to identify the number and type of classrooms needed.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.
- Observe the learning conditions present in the teacher candidates' placements.

- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance/dispositional topics.
- Review with students the SU TCDA with subsequent discussions and activities regarding dispositions and their importance in the classroom. Collect from the students their second TCDA self-assessments via MS Forms.
- After the field experience is finalized, complete a formal evaluation of each teacher candidate's dispositions (e.g., TCDA) via MS Forms; engage teacher candidates in reflective dialogue/discussions regarding their dispositions as well as the practicum experience in general.
- Ensure the facilitating/cooperating teachers have received appropriate and applicable literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom upholding the university as well as local school/district expectations for professionalism.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating/cooperating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- Be accountable to the university at all times.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Self-assess using the SU TCDA via MS Forms by the end of the semester. Upload Field Experience Log as required by the EPP.
- Fulfill additional responsibilities as indicated in the EDUC 320 course syllabus.
- **Minimum total required hours in field placement: 20**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) and orient them to the classroom.
- Engage and dialogue with the candidate(s) regarding their observations.
- Assign and support candidate(s) as they work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.

EDUC 358 Elementary Practicum I [LEVEL: Initiative/Development]

WHO: Elementary Education Majors

POST JUNCTURE I

NOTE: EDUC 341 / EDUC 355 / EDUC 356 / EDUC 357 / EDUC 358 are co-requisite courses that comprise the first semester of the elementary education program's culminating experience, which is designed to promote the development of teacher candidates who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for students in the elementary (K-6) setting.

Catalog Description:

This course allows Elementary Education students to participate in a supervised fieldwork practicum course where they apply their coursework knowledge, disposition, and performance. This consists of daily classroom teaching and observation experience, informal and formal observation of student's instruction by a university supervisor and a facilitating/cooperating teacher, completion of a reflective journal, assignments, and successful completion of PRAXIS II requirements. This course requires fieldwork in public schools.

University Supervisor Responsibilities:

- Full-time School of Education faculty serve as the supervisor(s) overseeing this practicum, answering questions raised by school administrators, facilitating/cooperating teachers, and/or teacher candidates.
 - Supervision of candidates in EDUC 358 will count towards the faculty member's teaching load as follows:
 - 6-8 students = 3 credits
 - 3-5 students = 2 credits
 - 1-2 students = 1 credit

NOTE: The Elementary Education Specialization Coordinator will work with the field placement coordinator to identify the number and type(s) of classrooms needed.

- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Conduct a minimum of three (3) observations throughout the semester: two (2) informal observations and one (1) formal observation; complete a summary evaluation of each teacher candidate's dispositions and performance in the field (e.g., STOT, TCDA); and conference with teacher candidate and facilitating/cooperating teacher regarding each candidate's performance and dispositions in the classroom.

Instructor of Record Responsibilities:

- Provide candidates with placement contact information via university LMS (e.g., Brightspace); review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom. Collect from the students their TCDA self-assessments via MS Forms.
- Review course expectations and responsibilities for the course with teacher candidates and facilitating/cooperating teachers.

Teacher Candidate Responsibilities:

- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Arrive on time and stay the full time designated in the field schedule.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Engage actively in working with students in Grades 1-2 in a variety of activities planned by the teacher, planned collaboratively with the teacher and/or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructor(s)/syllabi. Self-assess using the SU TCDA via MS Forms by the end of the semester. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 90**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) to the class and include them in all aspects of being an elementary teacher.
- Answer questions about the classroom and provide direction for the candidate(s) to work with individuals, small groups, and whole class in activities planned by the teacher, collaboratively with and/or between teacher candidate(s), and/or independently by the candidate(s).
- Question the candidate(s) to promote reflective dialogue and provide regular feedback regarding each candidate's emerging professional strengths and needs.
- Verify that each teacher candidate fulfilled the agreed upon scheduled field hours; complete a summary evaluation of each teacher candidate's performance and dispositions in the field (e.g., STOT, TCDA [as applicable]).

EDUC 364 Elementary Residency I [LEVEL: Initiative/Development]

WHO: Elementary Education Majors

POST JUNCTURE I

Catalog Description:

This is the first of two year-long residency courses. It is a culminating experience through the School of Education where the candidate will demonstrate the knowledge of blending theory and practice in the actual activity of teaching. This course

provides an in-depth clinical experience in the public schools, at the appropriate grade level (K-6), under the supervision of experienced personnel.

University Supervisor Responsibilities:

- Full-time and/or adjunct School of Education faculty serve as the supervisor(s) overseeing this practicum, answering questions raised by school administrators, facilitating/cooperating teachers, and/or teacher candidates.
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Work with teacher candidates to schedule observations, using the proposed dates/times provided by the teacher candidate as a starting point; no observations during Week 1; follow schedule as set by the Field Placement Coordinator and as outlined in the Placement Information Packet provided by candidate. All formal observations must be arranged with the teacher candidate at least 48 hours in advance of each observation.
- Conduct a minimum of three (3) formal observations throughout the semester for each candidate; complete both formative and summary evaluations of each teacher candidate's dispositions and performance in the field (e.g., STOT, TCDA); and conference with each teacher candidate and their facilitating/cooperating teachers regarding each candidate's performance and dispositions in the classroom. STOT assessments are to be completed after the University Supervisor has observed the teacher candidate in their assigned classroom(s).

Teacher Candidate Responsibilities:

- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Arrive on time and stay the full time designated in the field schedule.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Engage actively in working with K-6 students in a variety of activities planned/taught by the teacher, planned collaboratively with the teacher (e.g., co-planned and co-taught with the teacher*), and/or planned independently by the teacher candidate.
- Email University Supervisor with dates/times to schedule three (3) observations at the same time as submitting the Placement Information Packet (PIP) to Field Placement Supervisor; no observations during Week 1.
- Complete reflections and other field-based course assignments as designated by the course instructor(s)/syllabus. Self-assess using the SU TCDA via MS Forms by the end of the semester. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 250**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include them in all aspects of being an elementary teacher.
- Answer questions about the classroom and provide direction for the candidate to work with individuals, small groups, and whole class in activities planned by the teacher, planned/taught collaboratively with the teacher candidate (e.g., co-planned, co-taught*), and/or planned/taught independently by the candidate.
- Question the candidate to promote reflective dialogue and provide regular feedback regarding the candidate's emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours; complete a summary evaluation of the teacher candidate's performance and dispositions in the field (e.g., STOT, TCDA [as applicable]).

**WVDE policy dictates that the facilitating/cooperating teacher and the teacher candidate are to co-plan, co-teach, co-assess, and co-reflect daily.*

EDUC 370 Creating Learning Environments **[LEVEL: Initiative/Development]**

WHO: All Secondary Education Majors with the exception of Music

POST JUNCTURE I

Catalog Description:

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

Practicum Description:

The EDUC 370 practicum lays the basic foundations of general theory into practice for secondary teacher candidates. It deals with fundamental practices, which provide a context to build upon for the secondary candidate's content area methods courses and any associated practicums, which follows in the respective program's course sequence. Building upon the EDUC 320 course and practicum (see above), teacher candidates observe and analyze the workings of public school classrooms and design and execute a minimum of two lessons in their practicum site(s). Teacher candidates are expected to spend a minimum of 37 hours at the field placement site during this practicum. Teacher candidates also meet for university-based class meetings throughout the semester, thus realizing the Action-Reflection-Action Cycle. All placements are in the content area in which the candidate is seeking certification.

Supervisor Responsibilities:

- The EDUC 370 course instructor acts as the supervisor overseeing the practicum, answering questions raised by school administrators, facilitating/cooperating teachers, and/or teacher candidates.
- Work with the field placement coordinator to identify the number and type of classrooms needed.
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Provide candidates with placement contact information via university LMS (e.g., Brightspace); review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom. Collect from the students their TCDA self-assessments via MS Forms.
- Review course expectations and responsibilities for the course with teacher candidates and facilitating/cooperating teachers.
- Formally observe each candidate teaching two lessons the candidate has planned, evaluate each candidate's performance and dispositions in the field (e.g., STOT, TCDA), and conduct reflective discussions with each candidate following both observations.

Teacher Candidate Responsibilities:

- Contact the assigned facilitating/cooperating teacher within the timeframe provided by the course instructor to set up an initial meeting where a schedule of field hours will be determined.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Arrive on time and stay the full time designated in the agreed upon schedule.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Engage actively in working with field classroom students in a variety of activities planned by the teacher, planned collaboratively with the teacher and/or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructor(s)/syllabus. Self-assess using the SU TCDA via MS Forms by the end of the semester. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 37**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) to the class; include them in all aspects of being a secondary classroom teacher.
- Answer questions about the classroom and provide direction for the candidate(s) to work with individuals, small groups, and whole class in activities planned by the teacher, collaboratively with and/or between candidate(s), and/or independently by the candidate(s).
- Question the candidate(s) to promote reflective dialogue and provide regular feedback regarding each candidate's emerging professional strengths and needs.

- Verify that the teacher candidate(s) fulfilled the agreed upon scheduled field hours; complete a summary evaluation of each teacher candidate's performance and dispositions in the field (e.g., STOT, TCDA [as applicable]).

EDUC 443 Reading in the Content Area **[LEVEL: Initiative/Development]**

WHO: All Secondary Education Majors

POST JUNCTURE

Catalog Description:

This is a field experience course for all students seeking certification in a secondary teacher education program. An on-campus seminar will focus on reading instruction in the content areas of the curriculum. Attention is given to the identification of the special reading abilities required in the subject matter areas. Teacher candidates will focus many of their in-field lessons on the teaching of literacy in the content area. Candidates will arrange their field work schedules to meet their individual professional development needs.

NOTE: This course examines both the expressive and receptive aspects of language required for effective teaching, learning, and assessment in different and various content areas. Emphasis is placed on analyzing language demands placed on diverse students during instruction and identifying research-supported, content-appropriate methods to support language use in reading, writing, listening, speaking, and viewing tasks. Candidates apply these methods in the development of individual content lessons and a content unit designed to meet the language needs of all students. Success in teaching is measured through impact on learning student data and video analysis as candidates learn to handle the complexities of teaching and managing a content classroom. A minimum of 50 hours in a public school is required. *Prerequisite: EDUC 370*

Practicum Description:

The practicum components of EDUC 443 are designed to prepare candidates for the language-integrated pedagogical requirements necessary for successful student teaching. Content regarding literacy-based pedagogy (e.g., reading, writing, listening, speaking, and viewing) is frontloaded in the course with the practicum beginning after the third week of the semester and extending through the fifteenth week. Candidates are expected to spend about 4 hours each week (to total a minimum total of 50 hours) in the assigned classroom and to be actively involved in all aspects of planning, assessing, and teaching. Throughout the course, candidates will continue to meet on campus and/or online to engage in the action-interpretation-critical reflection cycle in relationship to various instructional methods presented in the course. The special methods course for the candidate's content area may be taken concurrently with EDUC 443 to provide access to classrooms for fulfilling field-based assignments.

Supervisor Responsibilities:

- The EDUC 443 course instructor acts as the supervisor overseeing the practicum, answering questions raised by school administrators, facilitating/cooperating teachers, and/or teacher candidates.
- Work with the field placement coordinator to identify the type and number of classrooms needed.
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Review course expectations and responsibilities for the course with teacher candidates and facilitating/cooperating teachers. Provide candidates with placement contact information via university LMS (e.g., Brightspace); review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom. Collect from the students their TCDA self-assessments via MS Forms.
- Formally observe the candidate teaching two lessons the candidate has planned, evaluate the candidate's performance and dispositions in the field (e.g., STOT, TCDA), and conduct reflective discussions with each candidate following both observations.
- Conduct conferences in which candidates view self-selected video clips to reflect on their own instructional strengths and weaknesses.

Teacher Candidate Responsibilities:

- Contact the facilitating/cooperating teacher within the timeframe provided by the course instructor to set up an initial meeting where a schedule of field hours will be determined.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Arrive on time and stay the full time designated in the agreed upon schedule.

- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Engage actively in working with field classroom students in a variety of activities planned by the teacher, planned collaboratively with the teacher and/or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructor(s)/syllabus. Self-assess using the SU TCDA via MS Forms by the end of the semester. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 50**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) to the class; include them in all aspects of being a secondary classroom teacher.
- Answer questions about the classroom and provide direction for the candidate(s) to work with individuals, small groups, and whole class in activities planned by the teacher, collaboratively with and/or between candidate(s), and/or independently by the candidate(s).
- Question the candidate(s) to promote reflective dialogue and provide regular feedback regarding each candidate's emerging professional strengths and needs.
- Verify that the teacher candidate(s) fulfilled the agreed upon scheduled field hours; complete a summary evaluation of each teacher candidate's performance and dispositions in the field (e.g., STOT, TCDA [as applicable]).

COURSES WITH PRACTICUM COMPONENTS TAUGHT BY OTHER DEPARTMENTS/COLLEGES/SCHOOLS FOR EDUCATION MAJORS

PHED 215: Fundamental Movements, Gymnastics, and Dance [LEVEL: Awareness]

WHO: All Physical Education Majors

PRE-JUNCTURE

Catalog Description:

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

Practicum Description:

Candidates work with groups of children weekly during class throughout the second half of the semester for approximately eight (8) hours total. Children come to campus as part of an agreement with local schools. Candidates' work with these children is carried out under the direction and supervision of the PHED 215 course instructor.

Supervisor Responsibilities:

- The PHED 215 course instructor acts as the supervisor for this practicum.
- Provide teacher candidates with information pertaining to expectations for weekly on-campus visits (e.g., lesson/activity planning and assessment requirements) and supervise / problem-solve issues that may arise during these visits.
- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.

Teacher Candidate Responsibilities:

- Arrive at the assigned days and times each week.
- Develop small group lesson/activity plans and appropriate assessments in advance of each weekly class meeting.
- Work with individuals and/or small groups as assigned and under the direction of the course instructor / university supervisor. Upload Field Experience Log as required by the EPP.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).

MUSC 100: First Year Seminar for Music Majors [LEVEL: Awareness]

WHO: All Music Education Majors

PRE-JUNCTURE

Catalog Description:

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

Practicum:

MUSC 100 requires a one-day job shadow (8 hours) to allow teacher candidates to explore the roles and responsibilities of a P-12 public school music teacher. Teacher candidates are assigned to a local public school music classroom. Teacher candidates will shadow the assigned classroom teacher for the full contracted working day; the job shadow experience includes taking notes throughout the day, and reflecting on the various tasks and commitments of today's music teacher.

Supervisor Responsibilities:

- The MUSC 100 course instructor(s) act(s) as the supervisor(s) for this practicum.
- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Provide candidates with the names of the teachers and schools to which they have been assigned.
- Introduce candidates to professional dispositions / ethical code of conduct for educators.
- Review expectations and responsibilities expected of teacher candidates in the field.
- Insure that teacher candidates complete the full day job shadow in a professional manner.
- Answer any questions raised by school administrators, teachers, and/or teacher candidates.

Teacher Candidate Responsibilities:

- Arrive at the assigned school on the designated day at the time that the teacher-contracted day begins. Stay through the end of the teacher-contracted day.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Maintain professional conduct at all times as defined by the local school/district as well as the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Observe, taking notes throughout the day regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher, being sensitive to the teacher's time and obligations to their P-12 students.
- Conduct themselves in a professional manner throughout the day.
- Fulfill any other expectations and responsibilities as introduced in the syllabus and/or by the course instructor.
- Complete follow-up assignments related to the job shadow. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate to the school and include them in viewing all aspects of being a P-12 classroom teacher, both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Verify that the teacher candidate attended for the full "teacher" day.

Music 322 Instrumental Pedagogy

[LEVEL: Awareness/Initiative]

WHO: All Music Education Majors

PRE JUNCTURE

Catalog Description:

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

Practicum Description:

MUSC 322 requires 15 hours of classroom observation in a secondary (middle or high school) instrumental music placement. Teacher candidates will assist facilitating/cooperating teachers in planning, organization, and teaching tasks as deemed appropriate by the facilitating/cooperating teachers and supervisor.

Supervisor Responsibilities:

- The MUSC 322 course instructor acts as the supervisor for this practicum.
- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.
- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.
- Observe the learning conditions present in the teacher candidates' placements.

- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance topics.
- Engage teacher candidates in reflective dialogue/discussions regarding the practicum experience.
- Ensure the facilitating/cooperating teachers have received appropriate literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom; maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)). Upload Field Experience Log as required by the EPP.
- Be accountable to the university at all times.
- Fulfill additional responsibilities as indicated in the MUSC 322 course syllabus.
- **Minimum total required hours in field placement: 15**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate and orient them to the classroom.
- Dialogue with the candidate regarding their observations.
- Assign and support candidate work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.

MUSC 325 Choral Pedagogy **[LEVEL: Awareness/Initiative]**

WHO: All Music Education Majors

PRE-JUNCTURE

Catalog Description:

This course is designed to prepare the music education student to become an effective and successful choral music educator at the secondary level. Students will integrate score study, rehearsal technique, repertoire selection, vocal pedagogy, and the application of appropriate instructional strategies and materials into their peer teaching and field component assignments.

Practicum Description:

MUSC 325 requires 15 hours of classroom observation in a secondary (middle or high school) choral music placement. Teacher candidates will assist facilitating/cooperating teachers in planning, organization, and teaching tasks as deemed appropriate by the facilitating/cooperating teachers and supervisor.

Supervisor Responsibilities:

- The MUSC 325 course instructor acts as the supervisor for this practicum.
- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.
- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.
- Observe the learning conditions present in the teacher candidates' placements.
- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance topics.
- Engage teacher candidates in reflective dialogue/discussions regarding the practicum experience.
- Ensure the facilitating/cooperating teachers have received appropriate literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom; maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)). Upload Field Experience Log as required by the EPP.
- Be accountable to the university at all times.
- Fulfill additional responsibilities as indicated in the MUSC 325 course syllabus.
- **Minimum total required hours in field placement: 15**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate and orient them to the classroom.
- Dialogue with the candidate regarding their observations.
- Assign and support candidate work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.

MUSC 326 General Music Pedagogy and 21st-Century Technology [LEVEL: Awareness/Initiative]

WHO: All Music Education Majors

PRE-JUNCTURE

Catalog Description:

This course covers a broad spectrum of methods, materials, and philosophical perspectives for teaching general music in P-12 school and community settings. With an emphasis on creative music making and world folk and popular musics, this course helps students develop techniques for teaching songs and singing, movement and dance, instrumental and choral music traditions, digital media/technology, composition, and improvisation. This course also prepares students to design culturally relevant and artistically meaningful curriculum and assessment for diverse music learners.

Practicum Description:

MUSC 326 requires 15 hours of classroom observation in an elementary general music placement. Teacher candidates will assist facilitating/cooperating teachers in planning, organization, and teaching tasks as deemed appropriate by the facilitating/cooperating teachers and supervisor.

Supervisor Responsibilities:

- The MUSC 326 course instructor acts as the supervisor for this practicum.
- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.
- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.
- Observe the learning conditions present in the teacher candidates' placements.
- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance topics.
- Engage teacher candidates in reflective dialogue/discussions regarding the practicum experience.
- Ensure the facilitating/cooperating teachers have received appropriate literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom; maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)). Upload Field Experience Log as required by the EPP.
- Be accountable to the university at all times.
- Fulfill additional responsibilities as indicated in the MUSC 326 course syllabus.
- **Minimum total required hours in field placement: 15**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate and orient them to the classroom.
- Dialogue with the candidate regarding their observations.
- Assign and support candidate work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.

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.

During the final practicum experience, all undergraduate candidates enroll in EDUC 461 Student Teaching Seminar. Depending on their program level (BA/MAT), candidates seeking certification in Elementary Education enroll in EDUC 451/600. For traditional student teaching, secondary candidates enroll in one of the following, depending on the level of certification sought: EDUC 455/603 (for PK-Adult), EDUC 456/601 (for 5-Adult), or EDUC 457/602 (for 9-Adult). All Secondary Education candidates entering in Fall 2025 and beyond will enroll in either EDUC 458/459/460 [or graduate-level alternative] during their final Residency II semester depending on their degree program (e.g., Grades PK-Adult, Grades 5-Adult, Grades 9-Adult). The requisite concurrent enrollment in the EDUC 461 Seminar course combined with the immersive final practicum experience along 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, 5 days per week, for a minimum of 14 weeks, to total at least 500 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 the mandated Orientation Session 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 as well as the SU Student Teaching / Residency Placement calendar/schedule.
- 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/residency experience.

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:
- 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.
 - 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 1.99 – 2.74	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 or 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 and/or if the teacher candidate is not of benefit to the school(s).

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 without specific ‘Multiple Measures’ being taken. [Review the [EPP Student Handbook](#) and/or [current WVDE Policy 5202](#) for more information. Contact the [WVDE Office of Certification](#) to find out more.]

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 to face the realities of a classroom during the 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 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 Residency I semester, teacher candidates will co-plan lessons with their mentor teachers and engage in meeting the students and their parents and/or guardians. (If possible, they should participate in the district’s formal Meet-the-Teacher program.) During the first week of the placement, mentor teachers and teacher candidates will decide upon any co-teaching strategies they will implement. Teacher candidates should also learn about the beginning of the year assessments as well as begin 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, asking guiding questions to elicit higher-level thinking rather than simply telling teacher candidates what should be done. Teacher candidates and their mentor teachers will then continue to co-plan, co-assess, and co-teach throughout the experience. They should then co-reflect on these activities on a regular basis. 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 a minimum of two (2) weeks to plan and teach all subjects and/or class sessions, having full control of the classroom with daily feedback from their mentor teachers during the co-reflection process.

During the Residency II semester, teacher candidates will arrive at their assigned school on the first day of their assigned placement and should begin co-planning, co-teaching, co-assessing, and co-reflecting 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 (e.g., the teacher candidates) during the first week, discussing the latest assessment data and acting as a facilitator to co-plan instruction for the students based on their individual and collective strengths and weaknesses. Additionally, mentor teachers will discuss the social and behavioral skills of each student. Teacher candidates and their mentor teachers will continue to co-plan, co-teach, co-assess, and co-reflect. As the teacher candidates become confident and competent, they will begin taking the lead. Eventually, the teacher candidates should be allowed to plan and teach all subjects and/or class sessions, having full control of the classroom with daily feedback from their mentor teachers during the co-reflection process. Once each teacher candidate has completed a 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 within the building in which the candidate has been placed. [[And/or as per current WVDE Policy.](#)]

When a teacher candidate is not on a substitute assignment, they should return to the classroom of current residency placement and continue co-teaching with their mentor teacher. Teacher candidates should be required to complete any duties that are required of the 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.

Yearlong Teacher Candidate (Resident) Requirements

- Review co-teaching strategies and/or training before entering the assigned classroom;
- Complete any 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 18 hours/week for 14 weeks during the first semester of the yearlong residency, following the schedule created with the cooperating/mentor teacher during the first week of the placement;
- Be immersed in assigned classroom all 5 days of the week during the second semester of the yearlong residency with time for solo teaching as outlined herein;
- 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; engage in co-assessment and co-reflection strategies as well;
- 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);
- Successfully 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 Residency I, the resident must create a schedule with the mentor teacher and university supervisor that: (1) encompasses 14 full weeks of the semester, following the schedule provided during Orientation; (2) includes a minimum of 18 hours per week in the assigned classroom; and (3) includes one full day off per week. 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/calendar for the county school system and not Shepherd University throughout the residency assignment.
 - 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 **four (4)** times during the Residency 1 semester and **four (4)** 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.**
 - **For the Residency II semester, the Resident must create a schedule with the mentor teacher to include reporting to school every day of the school week for a minimum of 14 full weeks, following the schedule provided during Orientation. 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 the county school system and not Shepherd University throughout the residency assignment.
 - 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 ([according to current WVDE Policy](#)) 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 prior to entering Residency II);
- Substitute days may not exceed one day per week unless otherwise stated by current WVDE Policy;
- 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.

For the yearlong residency, all candidates register for EDUC 400 (Inclusion in the Regular Classroom) during the Residency I semester and EDUC 461 (Student Teaching Seminar) during the second semester.

- **Elementary:**
 - Candidates seeking elementary certification register for EDUC 359 (Reading & Language Arts II) and EDUC 364 (Residency I) during the first semester.
 - During the second semester, they will register for EDUC 451 (Residency II).
- **Secondary:**
 - During the first semester, candidates seeking certification in secondary education will also register for EDUC 443 (Reading in the Content Area) and EDUC 375 (Residency I) courses, along with any other courses as required by their individual specialization.
 - For the second semester, they will register for either EDUC 458 (Residency II, Grades PK-Adult), EDUC 459 (Residency II, Grades 5-Adult), or EDUC 460 (Residency II, Grades 9-Adult), depending on their degree program.
- For more details, visit: [School of Education / Resources](#) and choose the appropriate Undergraduate or MAT Program-Specific Handbooks.

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 during the co-reflection process. At least once a week, a formal systematic conference is suggested 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 and may be held in person or via phone or virtually (e.g., Zoom, Teams, etc.).

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.