

HANDBOOK

OF

CLINICAL EXPERIENCES



Message from Dean Eagle:

Welcome to the College of Education and Professional Development! We have designed this site to provide you with all the information you need to learn about the mission, goals, and programs in the college. We are proud to represent the cornerstone of Marshall University as the oldest academic unit within the university. Founded as a normal school in 1867, the College of Education is now home to 2 academic schools, 15 special centers, and 60 outstanding faculty, all devoted to preparing tomorrow’s educators and serving the needs of the community.

Browse our website and explore our outstanding programs in the School of Education and the School of Human Development & Allied Technology. Learn about our many dynamic centers: Appalachian Studies Association, Autism Training Center, COEPD Research & Policy Center, the HEART Tutoring Center, our nationally recognized Higher Education Learning Program (H.E.L.P.), the Human Performance Laboratory, LSCI Training Center, the MU Child Development Academy, the MU Computer-Based Testing Center, and the Shewy Learning & Research Center.

Discover how the college extends its reach into the community through the June Harless Center for Rural Educational Research & Development, the MU Early Education STEM Center and Outreach Project, and the Professional Development Schools Partnership.

I invite you to join our active learning community. Our students, our staff, our faculty, and our administrators are committed to excellence in teaching, learning, and service. Our fully accredited undergraduate and graduate programs prepare our students to apply educational theory in real-world settings. Our students are enriched by the many opportunities to become engaged in the classroom and involved in the community. Together we learn and grow as professionals.

Join the 3000+ students in the COEPD community.

If you have any questions about our programs, comments about our website, or just want to get involved, please call us at 304.696.3131.

Sincerely,

Teresa Eagle, Ph.D.

Dean Marshall University College of Education and Professional Development

**TABLE OF CONTENTS**

[**INTRODUCTION 1**](#_TOC_250004)

**MARSHALL UNIVERISTY VISION STATEMENT 1**

[**MARSHALL UNIVERSITY MISSION STATEMENT 1**](#_TOC_250003)

[**MARSHALL UNIVERSITY CREED 2**](#_TOC_250002)

**CAEP ACCREDITATION 2**

**CONCEPTUAL FRAMEWORK 3**

[**ROLES AND RESPONSIBILITIES OF THE TEACHER CANDIDATE 4**](#_TOC_250001)

**PLACEMENT OF TEACHER CANDIDATE 5**

[**TEACHER CANDIDATE PROFESSIONALISM 6**](#_TOC_250000)

**STRUCTURE OF CLINICAL EXPERIENCE 10**

**FIELD EXPERIENCES 11**

**LEVEL I EXPERIENCE 13**

**LEVEL II EXPERIENCE 14**

**LEVEL III EXPERIENCE 15**

**APPENDIX I: STANDARDS FOR TEACHER CERTIFICATION 19**

**INTRODUCTION**

Welcome to the clinical and field-based portion of your program at Marshall University. Clinical and field-based experiences are embedded throughout your academic program with student teaching being the capstone clinical experience. During clinical experiences, students apply theory to practice in public school classrooms. The effectiveness of the program depends on collaboration between public schools and cooperating teachers; Marshall University supervisors, faculty and administration; and teacher candidates. All form a team, the purpose of which is to produce excellent, reflective teachers.

Clinical and filed-based experiences are based on the Critical Thinking Conceptual Framework for teacher education selected by the faculty in the School of Education. This Framework is aimed at training teachers who can think critically and reflectively about their own practice as well as design teaching strategies that will enable their students to become critical thinkers. Student teaching experiences have been designed to enable students to extend and refine their knowledge and skills and to apply them in the classroom.

Student teachers will be evaluated using a set of teacher candidate dispositions, the West Virginia Department of Education (WVDE) Professional Teaching Standards (Policy 5100) and nationally recognized content standards. Our challenge as the student teaching team is to design collaborative strategies that will enable us to train the next generation of teachers. As the teacher candidates enter their professional careers, they will reflect the education and guidance provided by both the university and the public schools in which they practiced.

The Director of SCOPES at Marshall University, faculty, administrators, and university supervisors are always ready to assist you in any way possible. If there is anything we can do to support you, please do not hesitate to contact the clinical office at 304-696-3100.

**MARSHALL UNIVERSITY VISION STATEMENT**

Marshall University, an exemplar of excellence in teaching and learning, will continue to place its highest priority on providing outstanding undergraduate and graduate education, resulting in national recognition in academics and in scholarly, artistic, and creative achievement. Marshall’s students will graduate well prepared for the responsibilities of life within a culturally diverse and globally interdependent society. Marshall will address the changing needs of the state and region and will return to the community and state an outstanding value for the resources invested in the university.

**MARSHALL UNIVERSITY MISSION STATEMENT**

Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

**MARSHALL UNIVERSITY CREED**

Inspired by the example of John Marshall, we the students, faculty, staff, and administrators of Marshall University, pledge to pursue the development of our intellects and the expansion of knowledge, and to devote ourselves to defending individual rights and exercising civic responsibility. We strive to exemplify in our own lives the core values of John Marshall’s character: independence, initiative, achievement, ethical integrity, and commitment to community through association and service. As Marshall University, we form a community that promotes educational goals and that allows individuals maximum opportunity to pursue those goals.

We are:

•An Educational Community in which all members work together to promote and strengthen teaching and learning;

•An Open Community uncompromisingly protecting freedom of thought, belief, and expression;

•A Civil Community treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways;

•A Responsible Community accepting obligations and following behavioral guidelines designed to support the common good;

•A Safe Community respecting each other’s rights, privacy and property;

•A Well Community respecting and promoting physical and emotional health;

•An Ethical Community reflecting honesty, integrity, and fairness in both academic and extracurricular activities;

•A Pluralistic Community celebrating and learning from our diversity;

•A Socially Conscious Community acting as citizens of the world and seeking to contribute to the betterment of people and their environments;

•A Judicious Community remaining alert to the threats posed by hatred, intolerance and other injustices and ever prepared to correct them.

**COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT CAEP ACCREDITATION**

The College of Education and Professional Development has held national accreditation since 1962 from the National Council for the Accreditation of Teacher Education (NCATE) now the Council for Accreditation of Educator Preparation (CAEP).

The U.S. Department of Education recognizes CAEP as an accrediting body for colleges and universities that prepares teachers and other professional personnel for work in elementary and secondary schools. Through its voluntary, peer review process, CAEP ensures that accredited institutions produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn.

Accountability and improvement in preparation for teachers and other school personnel are central to CAEP’s mission. The CAEP accreditation process determines whether schools, colleges, and departments of education meet demanding standards for the preparation of school personnel. Through this process, CAEP provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn.



**COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT CONCEPTUAL FRAMEWORK**

The conceptual framework is a framework for the preparation of teachers and other school personnel. The framework establishes the shared vision for a unit’s efforts in preparing educators to work in P-12 schools. The framework provides direction for

* programs
* courses
* teaching
* candidate performance
* scholarship
* service
* unit accountability

***(NCATE Standards 2004)***

**Initial Programs: Philosophy, Purpose, and Goals**

Focusing on the conceptual framework of Preparing the Educator as Critical Thinker, the initial programs in the Professional Education Unit seek to prepare highly qualified, critically engaged education professionals and to support the professional development of educational practitioners in order to broaden and deepen their pedagogical skills, research skills, and understanding of new research and theory. Programs are planned and implemented based on institutional, state, and national standards, including 21st Century Teaching and Learning Skills, for the preparation of teachers.

Goals for initial programs emphasize educational opportunities for candidates, best practices by candidates and faculty, and the integration of technology into all aspects of the educational experience. The programs make available to candidates a variety of unique learning experiences that prepare them through coursework and field-based and clinical experiences in the public schools. Initial programs also participate in the continuing development of practicing educators through cooperative ventures in local and regional communities.

Faculty members in the Professional Education Unit define the initial conceptual framework, **Preparing the Educator as Critical Thinker**, by the following critical thinking themes based on the work of Richard Paul (1992):

* Critical thinking both promotes and depends on the willingness to examine a variety of perspectives on any single issue.
* Critical thinking promotes independence in thought and action,
* Critical thinking involves inquiry of various types,
* Critical thinking results in reasoned value judgments, and
* Critical thinking is the process by which individuals relate theory to practice in deliberate ways.

Initial program faculty believes the conceptual framework of critical thinking is both the process and the outcome of its initial programs. The candidate develops critical thinking skills through course work and clinical experiences, emerging as a graduate who is capable of critical thinking and of encouraging Pre-K-Adult students to become critical thinkers as well. Brookfield (1995) said, "A critically reflective teacher can stand outside her practice and see what she does from a wider perspective ... She has a well-grounded rationale for her practice that she can call on to help her make difficult decisions in unpredictable situations. This rationale-a set of critically examined core assumptions about why she does what she does in the way that she does it-is a survival necessity.” Not only is critical thinking a survival necessity for the practitioner, but is also the means by which the educator grows and develops professionally.

**Advanced Programs: Philosophy, Purpose, and Goals**

Focusing on the unifying conceptual framework, **Preparing the Experienced Professional as Specialist**, the Professional Education Unit's advanced programs seek to develop candidates capable of functioning in a variety of specialized leadership roles and who understand and function professionally within cultural and social role expectations of a given setting. Graduates will be problem-solving oriented, information seekers who make significant contributions in professional environments. They will possess the knowledge and skills needed to access information and to apply this information to the resolution of real-life problems. Most importantly, graduates will have begun to fulfill role expectations as life-long learners, particularly in specialty areas.

The mission of the Professional Education Unit related to advanced programs has been developed within and flows from the institutional mission. As such, the unit seeks to provide an array of degree and professional development programs, continuing education opportunities and services designed to address the needs of adult learners. These programs and services are provided primarily for the convenience of fully employed adult professionals.

**ROLES AND RESPONSIBILITIES OF THE TEACHER CANDIDATE**

**The teacher candidate is a university student in the teacher preparation program. The teacher candidate**

* communicates to the Cooperating Teacher information about interests, educational background.
* attempts to create a relationship with the Cooperating Teacher that is based on mutual understanding and respect.
* understands and follows the customs, rules, and policies of the school.
* complies with dress and personal habit expectations of regular faculty.
* meets and becomes familiar with the roles of the professional, clerical, and service personnel in the school.
* maintains confidentiality in regard to students, school incidents, and home situations of students.
* refrains from criticism of colleagues.
* takes the initiative in seeking needed help from the Cooperating Teacher (Levels I, II, III) or university supervisor (Levels II, III).
* meets all responsibilities promptly and effectively.
* rapidly learns the names, special needs, and areas of diversity of the students with whom he/she will be working.
* examines long-range, unit and lesson plans being used by the Cooperating Teacher, in order to develop an understanding of the curriculum and the strategies of the Cooperating Teacher.
* presents daily lessons based on unit plans prior to the day on which they will be used, and has them readily available for the Cooperating Teacher (Levels I, II, III) and university supervisor (Levels II, III).
* reflects on each lesson, including analysis of the degree to which goals were met by students.
* participates in conferences and self-analysis; reflects, analyzes, and evaluates his/her own work as a teacher candidate and strives for improvement.
* assumes increasing responsibility as the clinical timeframe progresses.
* grows in teaching competence as the clinical timeframe progresses.
* abides by the directives of the Handbook of Clinical Experiences; follows the additional directives given by the supervisor(s).

**PLACEMENT OF TEACHER CANDIDATES**

1. The Assistant Director of Clinical Experiences in the College of Education and Professional Development assigns teacher candidates to school sites that provide the greatest possible diversity of experiences and meet the standards of the West Virginia Department of Education.
2. The county school system enters into a contractual agreement with Marshall University and the College of Education and Professional Development to accept teacher candidates.
3. The SCOPES Office makes every effort to place candidates within a reasonable distance to their home or the campus; however, the COEPD is not able to guarantee that available placements will be proximal to the candidate’s home or the university. Transportation to and from clinical experiences is the responsibility of the teacher candidate.
4. Candidates will not be placed in the same school for more than one clinical experience to ensure a variety of experiences for each candidate.
5. When family circumstances warrant, the Leadership Team in the COEPD may grant the teacher candidate permission to be supervised by another college or university that is CAEP accredited and provides the greatest possible diversity of experiences.
6. Placements are made in schools, which hold full approval from the West Virginia Department of Education. All placements of student teachers in public schools must be done with the cooperation of school principals, school faculty, and the Director of SCOPES.
7. Teacher candidates will NOT be placed in schools from which they graduated, in schools where close relatives are enrolled or working or in a school in which the candidate’s child(ren) attend(s).
8. Changes in placement will NOT be permitted unless approved in writing by the Director of SCOPES.
9. Experiences in unauthorized settings will NOT be counted as credit toward fulfillment of required clinical hours.
10. Classroom teachers who serve as cooperating teachers must:
    1. hold a valid teaching license for the subject and/or grade levels for the teaching position in which placement is made.
    2. have a minimum of five years’ teaching experience be recommended by the school principal.
    3. complete Policy 5100 training module for cooperating teachers found on the WVDE website.
    4. enter into a contractual agreement each semester with Marshall University and the College of Education to accept student teachers.

**TEACHER CANDIDATE PROFESSIONALISM**

As a teacher candidate entering the schools, you are expected to conduct yourself as a practicing professional educator. You are subject to the same ethical and professional responsibilities of a full-time teacher.

**PROFESSIONAL CONSIDERATIONS**

A teacher candidate may be removed from the clinical experience at any time due to unprofessional behavior. See the Dispositions and Professional Behavior section of the clinical experience evaluation forms.

* Behave in ways that will bring respect from students and co-workers.
* Treat all students equitably, regardless of differing ability, race, religion, ethnicity, gender, social class, or sexual preference.
* Make an effort to get along well with all school personnel.
* Show respect for those in authority, even when not in agreement with them.
* Respect students enough to arrive at class on time and to grade student work and performance promptly.
* Show appreciation to the school principal and teachers for their help.
* Represent Marshall University in a positive manner.
* Follow all school rules and expectations for teachers.
* Communicate with cooperating teacher and other teachers as a professional.
* Keep an open mind to working with teachers that might have different philosophies. Take advantage of their expertise and experience.
* Do NOT have your cell phone out in the classroom.
* Speak positively about your school, teachers, and students.
* Maintain confidentiality about students and school issues.
* Never counsel students or meet with parents without the presence of the cooperating teacher.
* Remember you cannot act as a substitute teacher if the cooperating teacher is absent.
* Treat students as individuals with respect and be fair.
* Take advantage of every learning opportunity. Attend extra-curricular events, professional development, etc.
* Do not try to befriend students, including accepting students as friends on any social networking sites or allow them access to your sites.
* Behave in a way that removes any doubt about sexual advances or improper fraternizing with students.
* Practice discretion after school hours. Teacher candidates’ personal lives are their own, but extreme behavior that becomes known at school can result in loss of respect from students and the school staff.

**ETHICAL AND LEGAL CONSIDERATIONS**

As a teacher candidate entering the schools, you will be expected to conduct yourself as a practicing professional educator. You are subject to the same ethical and professional rights and responsibilities as full-time teachers.

**Ethical considerations** for teachers are outlined in the Code of Ethics of the Education Profession from the National Education Association and the Bill of Rights and Responsibilities for Learning: Standards of Conduct, Standards for Achievement of the American Federation of Teachers. These codes outline the ethical responsibilities related to teacher-student commitment, commitment to the profession and commitment to the district for which teachers work. Both are included in the Appendix - pp. 167-169.

**Legal considerations** for teacher candidates include current state and federal laws and court rulings regarding rights, responsibilities, and liabilities as a teacher candidate. Some important legal issues for teacher candidates include

Neglect: Teacher candidates are responsible for the safety and protection of students in their care. They can be held liable for injuries to another person if the injury was sustained due to a breach of duty on their part. When teacher candidates are in charge they must adequately supervise students (especially younger children) at all times in classrooms, laboratories, athletic situations,

driver training classes, etc.

Child Abuse: The law requires that school personnel report suspected child abuse. Therefore, the teacher candidate must learn to recognize signs of potential child abuse that include physical abuse, neglect, sexual abuse and emotional maltreatment.

-- *Physical abuse*: cigarette burns, lacerations, fractures, severe bruising, missing teeth, etc.

-- *Neglect:* lack of cleanliness, hunger, lack of vaccinations, fatigue, etc.

-- *Emotional abuse:* temper tantrums, low self-esteem, extremes in behavior, demand for attention and affection, etc.

-- *Sexual abuse:* torn or stained clothing, difficulty in walking or sitting, complaints of pain in the groin area, etc.

Discipline: Teacher candidates are expected to maintain an orderly, well-managed classroom. They will usually follow the discipline plan established by the public school supervisor. However, public school supervisors may allow teacher candidates to experiment with using additional discipline strategies.

Corporal Punishment: Teacher candidates may **not** administer corporal punishment to students nor serve as witnesses when a staff member administers corporal punishment. Teacher candidates should not be allowed to use physical force with students or to intervene in school disturbances.

Negative Comments about School Personnel: Teacher candidates may **not** make negative comments about their immediate supervisors and administrators in public. The courts have ruled that these can cause disruptions in the educational process.

Confidentiality: According to the Buckley Amendment, students’ school records are confidential and may not be revealed to anyone other than the parents except on a need-to-know basis (i.e., teachers, principals, or guidance counselors who must access records). Further, other sensitive information about students, teachers, or the school must be kept confidential.

Personally Identifiable Student Information: Teacher candidates who are engaged in clinical experiences in the public schools must adhere to the standards of the West Virginia Board of Education Policy 4350: Procedures for the Collection, Maintenance, and Disclosure of Student Records.

This policy requires the implementation of specific procedures for the release of student information. One of its main purposes is to protect students by limiting the release of personally identifiable information, which includes:

-- Name of student

-- Names of student’s parents/family members/guardians

-- Address of student or family

-- Student’s social security number

-- List of personal characteristics of student

-- recorded data such as handwriting, video or audio tape, film, computer correspondence, or other media.

Written consent of the parents/guardians **must be obtained** before any personally identifiable information can be collected. If Marshall University students entering the public schools are required to collect information on public school students or to videotape teaching episodes, the P-12 Student Information Consent and Release Agreement **must be used EACH TIME information is collected**.

Student and Teacher Rights: Students and teachers have the same Constitutional rights, freedoms, and responsibilities as any other citizen. Teacher candidates should become familiar with rights and freedoms granted by the Constitution and subsequent court rulings regarding students and teachers.

Criminal Conviction: Teacher candidates who have ever been convicted of a felony or other crime may find that they will not be granted a license to teach (teaching certificate) even after completing the entire teacher education program. It is their responsibility to determine whether or not they will be eligible for a teaching license. Those who have had convictions are urged to contact the West Virginia Department of Education to get advice about their likelihood of being eligible for a license. Contact information is available in Jenkins Hall 232. **It is up to the teacher candidate to decide whether or not to continue in the teacher education program.**

**CLINICAL EXPERIENCE DRESS CODE**

As representatives of Marshall University, clinical students are expected to present themselves in a professional manner. Our physical appearance helps establish a reputation and authority among students and colleagues. Creating and maintaining a professional demeanor should be a full-time goal while working in the school setting.

Although the school the clinical student is working in may not have a dress code, the student is expected to follow the expectations set by the College of Education and Professional Development:

* + Dress should be business casual. Consider that certain informalities in dress may be a privilege of regular faculty members and not applicable to a clinical student.
  + Clothing should appropriately cover the body (consider length and fit).
  + Wear ID Badge at all times.
  + Hair should be well groomed and clothing should be pressed and in good condition.
  + Casual dress may be worn only on special days as designated by the school. The student should discuss these circumstances with the university supervisor. This would include wearing jeans on a special dress down day during the week.

An administrator or cooperating teacher has the right to send a clinical student home if he/she arrives at school inappropriately dressed. This will result in an unexcused absence for that student which will have to be made up to complete the clinical. When in doubt, clinical students should check with the university supervisor or Office of Clinical Experience to avoid wearing something inappropriate.

**CLINICAL EXPERIENCE ATTENDANCE POLICY**

Clinical students are expected to be at their assigned school on time each day ready to teach or learn. If a student is going to be tardy or absent for any reason, the clinical student should notify the cooperating teacher and university supervisor (level II and III only) immediately. The cooperating teacher will note all tardies and absences on the clinical time sheet. All clinical levels are time-based; therefore, absences must be made up. Remember that three tardies equals one absence.

In **Level I and II** clinical experiences, candidates are expected to maintain an attendance sheet. Cooperating teachers will sign off on each day to verify the candidates time in the classroom. In the **Level III** experience, students are expected to shadow the cooperating teacher and should be present at school when the teacher is presenting (including duty times). The office will also track the number of absences for each student. Clinical students that are excessively tardy or absent will be placed on a plan of improvement because they are in danger of not passing their clinical.

**Violation of the Attendance Policy will result in the following action:**

Any time a candidate is tardy or absent, the university supervisor will conference with him/her and record the attendance issue with the SCOPES office to determine if it is excused or unexcused which will determine if time must be made up.

* **Action 1**: After the 3rd absence (keeping in mind this could be a combination of absences and tardies), the

clinical student will be placed on a plan of improvement.

* **Action 2:** After the 6th absence, the clinical student will receive an incomplete for that placement and will have to repeat the placement in another semester.
* **Action 3**: After the 10th absence, the clinical student will receive a grade of “no credit” and will have to repeat the placement(s) in another semester.

**TIME MANAGEMENT**

It is the responsibility of the teacher candidate to keep the necessary blocks of time open for clinical experiences. Candidates are encouraged to limit the number of course hours they schedule during any semester containing a clinical placement, and to limit the number of clinical experience taken during a single semester. Teacher candidates who participate in university-sponsored sports events are strongly recommended **NOT** to take the Level II or Level III clinical during the semester in which their sporting event occurs.

**IDENTIFICATION**

Recent concern about student safety has prompted school systems to require that teacher candidates wear visible picture identification badges at all times while on school property. The Marshall University student ID is an acceptable public school identification badge.

**APPROPRIATE FORMS OF ADDRESS**

Use of formal titles is still expected by most administrators and cooperating teachers. You should be addressed as Mr. (last name), Ms. (last name), or Mrs. (last name), although if you are in a preschool or kindergarten class you may be addressed as Miss (first name) or Mr. (first name). Remember that you must always address other faculty, administration, and staff formally in front of students.

**LIABILITY INSURANCE**

Teacher candidates are covered by the same liability insurance that covers university personnel; however, teacher candidates may wish to obtain additional insurance through a private carrier. Professional associations often provide less expensive insurance for their members. Teacher candidates are **not** covered by health or accident insurance by the university. Teacher candidates **must** sign and submit the Liability Release Statement for Field Experiences and Internships.

**WORK STOPPAGES**

Although work stoppages (strikes) have been infrequent in West Virginia school systems, they may occur when professional teachers wish to make a strong statement to the Legislature or other officials. This policy outlines the procedures for teacher candidates in the event of a work stoppage.

Once in the field as a fully certified professional, a young teacher can make an informed decision about whether or not to participate in work stoppages. For now, however, Marshall University must make that decision for teacher candidates. In order to guarantee neutrality within the system as well as the personal safety of teacher candidates Marshall makes the decision for their teacher candidates. These are the guidelines:

* + 1. Teacher candidates will attend **no** meetings either on or off school time that include discussions of work stoppage. Teacher candidates in attendance at any gathering--formal or informal--in which talk turns to strike plans are to excuse themselves politely and leave.
    2. Teacher candidates are not to join or cross a picket line under any circumstances. Should they know such a line definitely to be in operation, teacher candidates should not go to school; should they arrive and find one, they should leave immediately.
    3. If the picket line is not in operation but cooperating teachers are absent as part of any organized protest, teacher candidates should not be used as covering substitutes, either for their Cooperating teachers or for any other teachers in the building. Teacher candidates are to explain politely to the principal that Marshall University does not permit their presence on campus in work stoppage instances, and leave.
    4. After leaving campus in either of these situations, teacher candidates are to check immediately with the EDF 218 professor (Level I) or university supervisors (Levels II-III) for further instructions. The Director of Clinical Experiences will determine the manner in which time lost from the classroom will be made up.

**SERVING AS A SUBSTITUTE**

During the 2020-2021 school year, student teachers may serve as substitutes, per the WVDE. In order to serve as a substitute teacher, the teacher candidate must meet certain criteria set forth by both MU COEPD and the county BOE. Students must complete traditional student teaching to the midterm of the semester, must receive scores of “basic” or better on midterm evaluations and must have completed their Teacher Performance Assessment. They may then apply with the county to substitute and be placed on a Permit 2A through the WVDE.

**STRUCTURE OF THE CLINICAL EXPERIENCES**

Each teacher candidate will complete three major clinical experiences as well as several field-based experiences embedded in the course work. Each experience requiring students to work in a school setting is outlined in the following pages. For additional information, please visit the SCOPES Office in Jenkins Hall Room 225.

Prior to each clinical and field-based experience, each candidate is responsible to obtain the necessary paperwork to enter a public school as required by the state of WV. The candidate will be required to verify their TB and background check are up-to-date prior to each clinical.

**BACKGROUND CHECK**

Teacher candidates in Level I and Level II are required to have a current background check prior to entering the classroom for each clinical and field-based experience. West Virginia law mandates that all persons entering a school or having contact with students must have completed a background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University that every student will obtain a background check prior to being placed in a school setting.

Background checks are valid for 12 months and must not expire before the end of the placement. The SCOPES Office suggests you complete your background check through Castlebranch by logging onto [www.castlebranch.com.](http://www.castlebranch.com.) This is as an approved secure provider of background checks for our students. All fees are the responsibility of the student. For you first background check, you will enter the code for Marshall which is MB06. Each time after, to renew the background check, you will enter MB06R. A background check can be obtained through other providers as well.

Prior to each experience, candidates will need to provide a copy of the background check to verify its validity to the SCOPES Office. Additionally, you will be expected to provide copies to each school you attend during the 12 months.

**STUDENT TEACHING PERMIT**

For the Level III Clinical Experience, teacher candidates will be required to obtain a Student Teaching Permit from the State of West Virginia in place of a background check. Candidates will receive paperwork and instructions on applying for the permit when they register for student teaching.

**REFLECTION**

At the conclusion of each teaching day, spend some time reflecting about the lesson, articulating what went well, what did not go as planned, and how you could fine-tune the lesson to make it more effective. This record will aid you in developing plans and activities. In your field-based experiences and Level I and II clinical experiences, your professor may require a certain type of reflections to be turned in for a grade. The Level III student teaching capstone portfolio will require daily written reflection.

**FIELD EXPERIENCES**

**(During the 2020-2021 school year, teacher candidates are not permitted to complete field experiences in public schools due to Covid-19 restrictions.)**

**Curriculum and Instructions Courses**

**CI 301 – Elementary Education Math Methods:** This course requires that teacher candidates teach one math lesson to elementary students in the public schools. Arrangements for this placement will be made in class.

**CI 321 – Early Childhood Curriculum and Methods:** Each teacher candidate will complete a 15-hour practicum in an accredited daycare or Public School PK classroom for students in the early childhood period. Teachers can ask the teacher candidates to assist them in a variety of ways. The teacher candidate will lead two student-planned learning centers.

**CI 345 – Critical Reading, Writing, and Thinking**: Each teacher candidate will complete a 15-hour observation in an assigned school. The candidate will be required to keep a journal of their observations, focusing on students that appear to have difficulty comprehending course content.

**CI 343/446 Introduction to Teaching Reading/Reading Assessment:** The CI 343/446 clinical is designed to provide the teacher candidates with an opportunity to observe reading and assessment best practices and interact with students for understanding the literacy needs of elementary students. The interaction could include tutoring, working with individuals and/or small groups at the appropriate grade level(s) in an elementary school.

**CI 403 – Middle Childhood Education Methods:** Each teacher candidate will complete a 10-hour observation in a middle school. The teacher candidate will be instructed to observe the middle school principles discussed in class.

**CI 448 – Elementary Science Methods:** This course requires that teacher candidates spend 10 hours in a science classroom. This clinical is an excellent opportunity to volunteer in a classroom and see science being taught in the elementary classroom. Teacher candidates may be asked to teach one or more lessons.

**Curriculum and Instruction in Special Education**

**CISP 320 and CISP 420 – Survey of Exceptional Children (I and II):** Each course requires 1 fifteen-hour clinical experiences, each in a different setting. The purpose is to introduce and expose teacher candidates to the variety of options available for special education students in the public schools.

**CISP 422 – Differentiated Instruction:** Teacher candidates will spend 15 hours in a public school classroom serving students with exceptionalities or students who are at-risk. Using research-based strategies, the teacher candidate will provide differentiated instruction to students with diverse learning, social, and behavioral needs who are being educated in inclusive settings.

**CISP 433 – Introduction to Mental Retardation:** Teacher candidates are required to complete a 30-hour clinical in a classroom for students with mild or moderate mental impairments. Teacher candidates will assist classroom teachers and observe characteristics of students.

**CISP 435 – General Special Education Programming:** Teacher candidates will spend 25 hours in one special education classroom. At some point in the clinical, the teacher candidate will plan and implement educational activities for one or more students in the clinical site. This will include lesson plans, evaluation information, and reflections.

**CISP 439 – Assessment in Special Education:** Each teacher candidate will complete an academic and behavioral assessment on at least one individual with an exceptionality. The teacher candidate will be required to write a report summarizing the assessment data and include specific recommendations.

**CISP 453 – Curriculum and Methods in Mental Retardation:** This course requires one experience in a classroom for students with mild mental impairments and one experience in a classroom for students with moderate mental impairments. Teacher candidates will develop and implement lesson plans based on students’ specific IEP goals. This assignment will include a class presentation.

**Early Childhood Education**

**ECE 303 – Child Development:** Each teacher candidate will complete a 15-hour observation of infants, toddlers, and pre-school children. Three hours of practice observations are in the classroom, learning to take notes using videos. Six hours of observation are located at Marshall’s Child Development Academy, focusing on infants over a three-week period, and six hours are located at the Early Education Center focusing on preschool ages.

**ECE 322 – Language and Literacy:** Each teacher candidate will complete 15-hours of observation in a Child Care Center, Head Start Program, or Pre-K. The purpose is to demonstrate that teachers of young children must demonstrate the ability to work effectively over time with young children (pre-school-primary) with varying abilities, cultural differences, and who are from diverse family systems.

**ECE 323 – Assessment in Early Childhood:** Teacher candidates are required to complete a 15-hour observation in a pre- school setting. Candidates should focus on one child of their choosing and write reflective observations on this child.

**ECE 324 – Early Childhood Science and Mathematics:** Each teacher candidate will complete 15-hours of observation with a child care provider.

**Depending on the instructor, other courses may include a limited (10 hours or less) field experience for teacher candidates.**

**Level I Clinical Experience (35 Hours)**

**During the 2020-2021 school year, teacher candidates are not permitted to complete this field experience in public school classrooms due to Covid-19 restrictions. Students will instead complete a total of 15 modules, focusing on the teaching profession, and will submit quizzes and reflective writing to ensure their understanding.**

This is the first of three formal experiences. Level I clinical is a 35-hour experience in the public schools over a five-six week period with 0 credit hours. Level I consists of an experience in either a public elementary, middle, or high school that includes observation, tutoring, and working with individuals and/or small groups of students. Teacher candidates will be placed in the subject and grade level appropriate for their certification area by the SCOPES Office.

The purpose of the level I clinical is to

* provide a window through which teacher candidates in the College of Education can view students and classrooms from the teacher’s perspective.
* assist teacher candidates in gaining teaching skills through participation in tutoring, teaching, and other activities as appropriate in the classroom.
* provide opportunities for teacher candidates to observe the developmental levels of their students.

Credit for Level I Clinical Experience is determined based on the completion of required time in the classroom, successfully working with students in the classroom (not just sitting in the back observing), and receiving a passing score on the evaluation. The teacher candidate is responsible to maintain a timesheet in LiveText

**Sequencing of Level I Experience:**

* Week 1 of the semester: Candidates will receive information through Marshall email to attend an orientation session and complete necessary placement forms.
* Week 3 of the semester: Candidates will attend an orientation session with the SCOPES Office to review important information regarding their clinical placement and complete self-assessment.
* Week 5-15 of the semester: Candidates will complete 35 hours in assigned classroom including observation, working with individuals and small groups of students, and teaching parts of lessons.
* Week 15-16 of the semester: Candidates will complete a timesheet via LiveText.

**Level II Clinical Experience (75 Hours)**

This is the second of three formal experiences. The Level II Clinical Experience is a 75-hour experience over an eight to nine-week period with 0 clinical hours. The Level II clinical in CI 470, CI 471, CI 472, and EDF 637 must include teaching a minimum of 18 to 20 days in each of two traditional classes or in one 90-minute block class, including an 8 to 10 consecutive-day unit. Teacher candidates are placed in the subject and grade level appropriate for their certification area.

The purpose of the Level II Clinical Experience is to

* begin independent planning and execution of lessons/units.
* connect educational philosophy, research, and theory to his/her own practice.
* develop classroom management skills.
* utilize effective methods of instruction, including technology.
* begin regular reflection by formally examining and critiquing his/her own daily teaching.
* respond to issues of diversity, considering the needs of students individually as well as collectively.
* articulate personal beliefs (dispositions) regarding teaching and learning.

Credit for Level II Clinical Experience is determined based on the completion of required time in the classroom, successful completion of required lesson/unit planning, and receiving a passing score on your mid-term and final evaluations. The teacher candidate is responsible for maintaining their time in the classroom through Livetext. The cooperating teacher and university supervisor will complete the mid-term and final evaluations through Livetext. The Level II mid-term and evaluation is based on the West Virginia Professional Teaching Standards. All other pieces, including lesson plans, will be turned into the appropriate methods course professor.

**Sequencing of Level II Experience:**

* Week 1 of semester: Candidates will receive information through Marshall email to attend an orientation session and complete necessary placement forms.
* Week 2 of semester: Candidates will attend an orientation session with the SCOPES Office to review important information regarding their clinical placement and complete self-assessment.
* Week 4 of semester/Week 1 of placement: Candidates will begin their placements attending two hours per day, five days a week. During the first week of your placement, become familiar with the classroom, students, procedures, etc.
* Week 5-6 of semester/Week 2-3 of placement: assisting cooperating teacher, working with individual and/or small groups, teaching parts of lessons or shadow teaching.
* Week 7-10 of semester/Week 4-7 of placement: Teach lessons of your design, practicing the use of various teaching methods and practice classroom management strategies, teach an 8-10 day unit/lesson plans as assigned by methods instructor, teach a minimum of 18-20 days total including additional lessons plans as assigned by the university supervisor. Cooperating Teacher and University Supervisor will complete two formal observations each and collaborate to complete a mid-term evaluation.
* Week 11-12 of semester/Week 8-9 of placement: Complete teaching requirements as needed, reflect on experience. Cooperating Teacher and University Supervisor will collaborate to complete a final evaluation.
* Week 13-14 of semester: Candidates will maintain their time through Livetext. In addition, they will ensure online evaluations are completed by the Cooperating Teacher and University Supervisor through Livetext.

**Level III Clinical Experience (Full Semester Student Teaching)**

The third of three formal experiences, The Level III Clinical Experience (student teaching) is a full day, full-semester experience in one or more public schools. Undergraduates receive 12 hours (CR/NC) for student teaching; MAT candidates receive 6 hours (CR/NC). The number of public schools in which teacher candidates are placed during this clinical is determined by the candidates’ combination of teaching fields and grade levels. During the 2020-2021 school year (fall 2020 and spring 2021 semesters), teacher candidates will complete one placement for the full semester.

The purpose of this experience is to act as the final clinical experience and allows teacher candidates to:

* apply theories, research, and philosophies of education to the practice of teaching in a public school.
* refine planning, teaching, management, assessment, and reflection skills to achieve a level of professional competence consistent with the COEPD, CAEP, and state competency standards.
* critically examine teaching and learning processes and student learning as well as assume the full role of a teacher.
* use current technologies and strategies as well as enhance critical thinking and maximize learning.
* develop reflective and self-assessment skills as they continually analyze and evaluate their own progress.
* respond to issues of diversity, considering the needs of students individually as well as collectively.

Credit for Level III (student teaching) Clinical Experience is determined based on the completion of required time in the classroom including seminars and receiving a passing score on the four-part capstone.

**Evaluation**: Level III placements require a final evaluation completed for each placement by the university supervisor and cooperating teacher. The evaluation is based on the WV Professional Teaching Standards and National Content Standards. The university supervisor and cooperating teacher will complete several observations during the placement, which will aid them in completing the final evaluation.

**Unit Plan**: Teacher candidates are expected to complete a unit plan in each of their during their student teaching placements. The unit must be designed around the university approved unit plan format, which has been designed specific to each content area. University supervisors are responsible to grade candidate unit plans. All unit plans must be approved by the cooperating teacher and university supervisor before taught in the classroom. Unit plans that are not provided timely will put a candidate at risk for a plan of improvement or failing the experience.

**Teacher Performance Assessment (TPA)**: During the first half of the semester, student teachers will complete the TPA, which will provide a sample of the work they do in the classroom and reflect their actions as a critical thinker. The TPA consists of seven tasks, focusing on planning, teaching, understanding data and reflection. There is a video component to the TPA that is submitted as well. There will be seminars held throughout the semester focusing on these various tasks to ensure teacher candidates understand the expectations of the assessment. Assessments are assigned to trained MU COEPD faculty for grading purposes.

**Capstone Presentation**: Teacher candidates will each give a capstone presentation near the end of the semester. The purpose of the presentation is to show the candidate’s ability to communicate the results of student learning that occurred in the classroom, as well as reflect on their own experience as a teacher candidate. Presentations will be scored by a team of educators including a faculty member, a university supervisor and a public school teacher or administrator.

**Seminar:** Teacher candidates will attend a number of seminars throughout the semester, focusing on the completion of the Teacher Performance Assessment, as well as the Capstone Presentation. During the 2020-2021 school year, these seminars will be held virtually due to Covid-19 restrictions. Seminars will be recorded and available at a later time for those who cannot attend. All teacher candidates are expected to make every effort to attend these seminars.

**Reflection Log:** Teacher candidates are expected to maintain a daily reflection log during their student teaching experience. The purpose of this log is to provide daily reflection on the experience in the classroom including their insights into their thoughts and feeling based on the events of the day. This provides a place to document questions and concerns in the classroom that need to be revisited as well as a way to document thoughts for future situations. Cooperating teachers and university supervisors will review the daily reflection log periodically. The log will be considered in evaluating the candidate's professionalism and reflective nature as an educator

**Sequencing for Level III Clinical: Elementary**

**Week 1 of Placement:**

* Observe cooperating teacher
* Take initiative to start working with individual students/tutor students
* Compete daily reflection log
* Be on-time and dress appropriately
* Accompany teacher on all duties and other responsibilities /Learn schedule
* Become familiar with classroom procedures and resources
* Learn about classroom students (names, etc.)
* Identify goals and contextual factors for placement

**Week 2-4 of Placement:**

* Start writing and begin teaching parts of lessons, individual activities and working with small groups.
* Conduct informal assessment of learning with Cooperating Teacher
* Co-teach with Cooperating Teacher
* Compete daily reflection log
* Complete learning goals and objectives
* Create assessment plan

**Week 5-8 of Placement**

* Plan and teach on own a minimum of 50% of time
* Unit assessment plan complete and approved
* Give pre-assessment for approved unit plan/finish designing lessons for unit based on pre- assessment.
* Compete daily reflection log

**Week 9-11 of Placement**

* Full teaching schedule – plan and teach lessons (outside of unit)
* Unit plan complete – ready for approval (unit plan must be approved by supervisor and cooperating teacher 5 days prior to teaching)
* Complete daily reflection log

**Week 12-13 of Placement**

* Give Post-assessment
* Complete impact on student learning analysis
* Wrap up unit/make-ups
* Teach lesson plans other than unit plan/ still teaching more than 50% of time
* Compete daily reflection log

**Week 14 of Placement**

* Complete exit surveys/interviews
* Finalize reflection log for this placement
* Complete final reflections and evaluations

**Sequencing for Level III Clinical: Secondary**

**Week 1 of Placement:**

* Observe cooperating teacher
* Take initiative to start working with individual students/tutor students
* Compete daily reflection log
* Be on-time and dress appropriately
* Accompany teacher on all duties and other responsibilities /Learn schedule
* Become familiar with classroom procedures and resources
* Learn about classroom students (names, etc.)
* Identify goals and contextual factors for placement

**Week 2-4 of Placement:**

* Begin teaching parts of lessons, individual activities and working with small groups.
* Conduct informal assessment of learning with Cooperating Teacher
* Co-teach with Cooperating Teacher
* Compete daily reflection log
* Complete learning goals and objectives
* Complete assessment plan

**Week 5-8 of Placement**

* Shadow teach (cooperating teacher teaches first/then teacher candidate shadows on own) to teaching on own 50% of time
* Unit assessment plan complete and approved
* Give pre-assessment for approved unit plan/finish designing lessons for unit based on pre- assessment.
* Compete daily reflection log

**Week 9 of Placement**

* Full teaching schedule – teaching lessons from own lesson plans (other than unit plan).
* Unit plan complete – ready for approval (unit plan must be approved by supervisor and cooperating teacher 5 days prior to teaching)
* Compete daily reflection log

**Week 10-11 of Placement**

* Teach unit plan
* Compete daily reflection log
* Complete instructional decision making during each day of Unit
* Gather data to use for the analyze student learning section

**Week 12-13 of Placement**

* Give Post-assessment
* Complete impact on student learning analysis
* Wrap up unit/make-ups
* Teach lesson plans other than unit plan/ still teaching more than 50% of time
* Compete daily reflection log

**Week 14 of Placement**

* Complete exit surveys/interviews
* Finalize reflection log for this placement
* Complete final reflections and evaluations

**OBTAINING CERTIFICATION**

During the Level III clinical experience, candidates will receive information from the Certification Officer to complete paperwork to become a certified teacher with the State of West Virginia. For more information on the certification process, please visit: <http://www.marshall.edu/coepd/undergraduate/student-services/teacher-certification/>.

**APPENDIX I:**

**STANDARDS FOR TEACHER CERTIFICATION**

Indicators for Performance

**Standard 1: Curriculum and Planning**

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century learning skills to move beyond being a *provider* of knowledge to being a *facilitator* of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem solving and that encourage creativity, innovation and self-direction.

**Function 1A: Core Content --***The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

**Function 1B: Pedagogy --** *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.*

**Function 1C: Setting Goals and Objectives for Learning *--*** *The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

**Function 1D: Designing Instruction--** *The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.*

**Function 1E: Student Assessments --** *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

**Standard 2: The Learner and the Learning Environment**

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings—to assure student learning. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students’ misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment

**Function 2A: Understanding Intellectual/Cognitive, Social, and Emotional Development** --*The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities, which are developmentally appropriate and differentiated to engage all students in the learning process*.

**Function 2B: Creating an Environment of Respect and Rapport --** *The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.*

**Function 2C: Establishing a Culture for Learning --** *The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.*

**Function 2D: Implementing Classroom Procedures --** *The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.*

**Function 2E: Managing Student Behaviors --** *The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.*

**Function 2F: Organizing the Learning Environment** -- *The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.*

**Standard 3: Teaching**

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing, and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the WV content standards and objectives. The teacher provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

**Function 3A: Importance of Content** -- *The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.*

**Function 3B: Communicating with Students --** *The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.*

**Function 3C: Questioning and Discussion Techniques** -- *The teacher practices quality questioning techniques and engages students in discussion.*

**Function 3D: Student Engagement** -- *The teacher delivers instruction to motivate and engage students in a deep understanding of the content.*

**Function 3E: Use of Assessments in Instruction** -- *The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.*

**Function 3F: Flexibility and Responsiveness** -- *The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”*

**Standard 4: Professional Responsibilities for Self-Renewal**

**T**eachers persistently critically examine their practice through a continuous cycle of self‐improvement focused on how they learn, teach, and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self‐renewal in which colleagues, as critical friends, examine each other’s practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue enables teachers to discover better practice, to be supported by colleagues in engaging in that practice and significantly contribute to the learning of others as members of a professional learning community. Teachers who contribute to the teaching profession through the implementation of practices that improve teaching and learning demonstrate characteristics of informal teacher leadership.

**Function 4A: Professional Learning --** *The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.*

**Function 4B: Professional Collaborative Practice --** *The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.*

**Function 4C: Reflection on Practice --** *The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.*

**Function 4D: Professional Contribution --** *The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practices and learning for students.*

**Standard 5: Professional Responsibilities for School and Community**

The teacher’s primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management, and assessment systems that enable learning to take place. A teacher’s professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

**Function 5A: School Mission** *-- The teacher works collaboratively with the principal and colleagues to develop and support the school mission.*

**Function 5B: School-wide Activities** *-- The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.*

**Function 5C: Learner-Centered Culture** *-- The teacher participates in activities and models behaviors that build and sustain a learner-centered culture.*

**Function 5D: Student Support Systems** *-- The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.*

**Function 5E: Student Management Systems** *-- The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.*

**Function 5F: School, Family and Community Connections** *-- The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.*

**Function 5G: Strategic Planning/Continuous Improvement** *--The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement process.*

***Function 5H:* Teacher Leadership *--*** *The teacher demonstrates leadership by implementing classroom and school initiatives that improve education, as well as by making positive changes in policy and practice that affect student learning.*

***Function 5I:* Ethical Standards --** *The teacher models the ethical standards expected for the profession in the learning environment and in the community.*