

MAT and PBC Programs CLINICAL EXPERIENCE HANDBOOK

**A Guide for
Teacher Candidates**



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TABLE OF CONTENTS

WELCOME	4
INTRODUCTION	5
IMPORTANT TELEPHONE NUMBERS AND EMAIL ADDRESSES	6
GENERAL INFORMATION	7
MARSHALL UNIVERSITY VISION STATEMENT	7
MARSHALL UNIVERSITY MISSION STATEMENT.....	7
MARSHALL UNIVERSITY CREED.....	7
COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT MISSION	8
COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT CAEP ACCREDITATION	8
COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT CONCEPTUAL FRAMEWORK	8
<i>Initial Programs: Philosophy, Purpose, And Goals</i>	9
<i>Advanced Programs: Philosophy, Purpose, And Goals</i>	10
ROLES AND RESPONSIBILITIES OF THE TEACHER CANDIDATE.....	10
PLACEMENT OF TEACHER CANDIDATES	11
TEACHER CANDIDATE PROFESSIONALISM.....	12
<i>Professional Considerations</i>	12
<i>Ethical and Legal Considerations</i>	13
<i>Clinical Experience Dress Code</i>	14
<i>Clinical Experience Attendance Policy</i>	15
<i>Time Management</i>	16
<i>Identification</i>	16
<i>Appropriate Forms of Address</i>	16
<i>Liability Insurance</i>	16
<i>Work Stoppages</i>	16
<i>Serving as A Substitute</i>	17
STRUCTURE OF THE CLINICAL EXPERIENCES	18
<i>Background Check</i>	18
<i>Student Teaching Permit</i>	18
<i>Reflection</i>	18
LEVEL I CLINICAL EXPERIENCE (35 HOURS).....	19
LEVEL II CLINICAL EXPERIENCE (75 HOURS).....	20
<i>Sequencing of Level II Experience:</i>	21
LEVEL III CLINICAL EXPERIENCE (FULL SEMESTER STUDENT TEACHING)	21
<i>Evaluation</i>	22
<i>Unit Plan</i>	22
<i>West Virginia Teacher Performance Assessment</i>	22
<i>Oral Presentation</i>	22
<i>Seminar</i>	23
<i>Reflection Log</i>	23
<i>Sequencing For Level III Clinical (8 Week Placement):</i>	23
<i>Sequencing For Level III Clinical (16 Week Placement):</i>	24
<i>Obtaining Certification</i>	26
APPENDIX I: STANDARDS FOR TEACHER CERTIFICATION	27

APPENDIX B – POLICIES..... 32
APPENDIX C -- CODES OF ETHICS..... 38

WELCOME

Welcome to Marshall University's Professional Education Preparation programs! Marshall University has a strong tradition in teacher education, and we strive to continue preparing professional educators of the highest caliber.

As you work toward your goals, the faculty and staff of the Graduate College of Education and Professional Development (COEPD) will be happy to assist you in planning your program, scheduling your courses, and experiencing the real world of education in clinical experiences. We will be proud to have you as a graduate of any of our programs for licensure or our programs that enhance your skills as an educator.

Faculty of the Professional Education programs work continuously to analyze current needs in the education community, tailoring programs to meet the needs of public schools and students in the state and region. Programs are offered in Reading Education, School Psychology, Counseling, Leadership Studies, Special Education, Educational Computing, School Library Media, Teaching English as a Second Language, Social Service and Attendance, Adult and Technical Education, Early Childhood Education, Elementary and Secondary Education. The degree programs are offered at the master's level, as well as the Education Specialist and the Doctorate in Education. Please take time to look at the current MU Graduate Catalog as you consider the direction you would like to take as you plan your career as an educator.

Our commitment is to excellence in teaching, learning and service for our instructors, our staff and our students. We have high standards for the integration of technology in learning, for diversity in instructional strategies and the ability to serve an increasingly diverse student population. Programs are nationally recognized and accredited and our graduates are highly respected as they move on to other endeavors. In short, we are proud to offer you high quality preparation as you strive to become a strong, confident and knowledgeable professional.

Sincerely,

Teresa Eagle, Ed. D.
Dean, COEPD

INTRODUCTION

Welcome to the Master of Arts in Teaching (MAT) and Post Baccalaureate Teacher Certificate (PBC) programs' Clinical Experience through the College of Education and Professional Development (COEPD) at Marshall University. Clinical experiences offer students opportunities to apply theory to practice in public school classrooms. The effectiveness of each Clinical depends on collaboration between public school principals and supervisors, Marshall University supervisors, faculty and administration, and teacher candidates. All form a team, the purpose of which is to produce excellent, reflective teachers.

Teacher candidate clinical experiences are based on the Critical Thinking Conceptual Framework for teacher education selected by the faculty in the COEPD. 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. Clinical experiences have been designed to enable students to extend and refine their knowledge and skills and to apply them in the classroom.

Teacher candidates in this clinical experience will be evaluated using a set of teacher candidate dispositions. Our challenge is to design collaborative experiences that will help train the next generation of teachers. As the teacher candidates enter their professional careers, their performance 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, Coordinator of the MAT/PBC programs, 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 in the student teaching phase of our program, please do not hesitate to contact:

Director of SCOPES
Kandice Rowe
304-696-3100
Email: kandice.napier@marshall.edu

MAT/PBC Coordinator
Dr. Tina Allen
304-746-8958
Email: allenti@marshall.edu

IMPORTANT TELEPHONE NUMBERS AND EMAIL ADDRESSES

Communication procedure for discussing issues or concerns:

- ✓ Notify the clinical instructor (or MAT/PBC Coordinator in cases of emergency when the instructor cannot be reached).
- ✓ The clinical instructor notifies the MAT/PBC Coordinator of the MAT program.

Dean of COEPD

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GENERAL INFORMATION

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 MISSION

The mission of the College of Education and Professional Development is to prepare teachers and other school personnel, including school counselors, principals, reading specialists, supervisors, superintendents, school psychologists, and other school related personnel. The mission of the unit also includes a commitment to continuing education opportunities for teachers and school personnel in a wide range of disciplines.

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 candidate 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:
 - a. hold a valid teaching license for the subject and/or grade levels for the teaching position in which placement is made.
 - b. have a minimum of three years' teaching experience during the last five years at the grade levels and in the area of the clinical assignment and be recommended by the school principal.
 - c. 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.

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. NO Jeans. 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.
- Tattoos and piercings, except for ears, should not be visible.
- No tennis shoes (unless you are in a PE classroom).
- Casual dress may be worn only on special days as designated by the school (level III only). The student should discuss these circumstances with the university supervisor.

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 attendance in LiveText. 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, professional teacher associations use a work stoppage as a way to make a strong statement to a school board, a state Legislature, or other public officials. For the purpose of offering some guidance in the form of advisory statements, the College of Education and Professional Development (COEPD) at Marshall University strongly recommends that teacher candidates consider the following in the event of a work stoppage at their host schools.

Once in the field as a fully certified professional, a young teacher should make an informed decision about whether to participate in work stoppages, as those actions arise within an affected school system. In order to guarantee neutrality within the system, as well as taking positive steps to assure the personal safety of teacher candidates, the COEPD recommends for its teacher candidates.

- Teacher candidates should be cautious about attending 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 encouraged to excuse themselves politely and leave.
- If the cooperating professional teacher is absent as part of any organized protest, the teacher candidate should not accept a request from the school to serve as a covering substitute, either for the cooperating teacher or for any other teacher in the building. Should such a request be made, the teacher candidate should contact the SCOPES office or the University Supervisor as soon as possible.
- **Teacher Candidates should know that, in the event of a work stoppage, scheduled clinical experiences would be suspended for the duration of the work stoppage.**

Serving as A Substitute

West Virginia school law states that teacher candidates may **not** be used as substitute teachers because they are not fully certified (except in cases where the candidate has been hired on permit or as a long-term substitute by the county). Teacher candidates may, however, conduct their cooperating teacher's classes provided that the supervisor's absence is brief **AND** another professional in the school is appointed as temporary supervisor. Candidate should only take on the class when ready and comfortable.

STRUCTURE OF THE CLINICAL EXPERIENCES

Each teacher candidate will complete three major clinical experiences. Each experience requiring students to work in a school setting is outlined in the following pages. For additional information please contact the MAT/PBC Coordinator or 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 background check is up-to-date prior to each clinical.

Background Check

Teacher candidates 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. 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 apply for student teaching. Be aware that the state will not issue student teaching permits until the candidate has received a passing score on the appropriate content Praxis exam.

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.

Level I Clinical Experience (35 Hours)

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 for maintaining a timesheet in LiveText

Candidates who are hired on permit, as a long-term sub, or have previous teaching experience may be awarded credit for Clinical I based on that experience. In order to receive credit, candidates must have a minimum of 10 consecutive days of teaching experience in the content area within the most recent three years. The teaching experience (may be substitute teaching or teaching full-time on a permit) must be at an appropriate development level (grade level) and in the content area you are seeking certification. For example, if you are seeking certification in social studies, grades 5-Adult, the substitute teaching experience must be at the middle school or high school level and in a social studies classroom. In this example, substitute teaching at an elementary school may not be used to earn credit for EDF 537. **Candidates must still register for EDF 537 and complete the initial paperwork requesting credit for experience.** Students who request credit for experience will be provided a form that must be signed by the principal or county office to verify the minimum days and developmental level of the teaching experience.

Sequencing of Level I Experience:

- Week 1 of the semester: Candidates should log in to the EDF 537 Blackboard section and complete necessary placement/credit for experience form and begin other requirements that must be completed prior to beginning placement.
- Week 5-15 of the semester: Candidates will complete 35 hours in assigned classroom including observation, completing administrative tasks, working with individuals and small groups of students, and teaching parts of lessons. Candidate can have as much or as little contact with students as teacher allows (help grade papers, work with small group, etc.)

- Week 15-16 of the semester: Candidates should verify that all end of semester requirements have been submitted.

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 EDF 637 must include teaching a minimum of 15 to 20 days in each of two traditional classes or in one 90-minute block class, including an 5 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 will be turned in through the Blackboard EDF 637 course.

Candidates who are currently employed on permit, as a long-term sub, or have previous teaching experience may be awarded credit for Clinical II based on that experience. In order to receive credit, candidates must have a minimum of 30 consecutive days of teaching experience in the content area within the most recent three years. The teaching experience (may be substitute teaching or teaching full-time on a permit) must be at an appropriate development level (grade level) and in the content area you are seeking certification. For example, if you are seeking certification in social studies, grades 5-Adult, the substitute teaching experience must be at the middle school or high school level and in a social studies classroom. In this example, substitute teaching at an elementary school may not be used to earn credit for EDF 637.

Candidates must still register for EDF 637 and complete the initial paperwork requesting credit for experience. Students who request credit for experience will be provided a form that must be signed by the principal or county office to verify the minimum days and developmental level of the teaching experience.

Sequencing of Level II Experience:

- Week 1 of the semester: Candidates should log in to the EDF 637 Blackboard section and complete necessary placement/credit for experience form and begin other requirements that must be completed prior to beginning placement.
- 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 practicing classroom management strategies, teach a 5-10 day unit/lesson plans, teach a minimum of 18-20 days total including additional lessons plans as assigned by the cooperating teacher. Cooperating Teacher and University Supervisor will complete two formal observations each and each complete a mid-term evaluation in LiveText.
- Week 11-12 of semester/Week 8-9 of placement: Complete teaching requirements as needed, reflect on experience. Cooperating Teacher and University Supervisor will each complete a final evaluation in LiveText.
- 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. MAT/PBC candidates receive 3, 6, or 9 hours (CR/NC) depending on the need of the candidate. Candidates are expected to complete the full student teaching experience in one semester. Candidates who do not successfully complete the full 16 weeks, will be required to enroll in student teaching (EDF 677) again the following semester. A grade of incomplete at the end of student teaching will be given only in the case of (1) unavoidable circumstances such as student illness, death in the immediate family (2) interruptions in the public school that prevented the student from completing the experience within the time frame or (3) other circumstances deemed to be valid by the Coordinator of the MAT Program.

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. Most teacher candidates will have two eight-week placements. Those whose certification is in 9-adult science (Biology, Chemistry, Physics) will have one 16-week placement.

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 and receiving a passing score on the four-part capstone.

Candidates who are hired in a public school to teach as a long-term substitute or on permit as a full-time teacher may be allowed to complete student teaching in their own classroom provided the position is in the subject and grade levels appropriate for their certification area. Should the substitute position end before the end of the student teaching semester, the candidates must notify the MAT/PBC coordinator immediately to make appropriate arrangements to complete the student teaching experience. Failure to do so will result in no credit for the student teaching experience.

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 during each student teaching placement. The unit must be designed around the university approved unit plan format. University supervisors are responsible for grading 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.

West Virginia Teacher Performance Assessment: During the first placement of the semester, teacher candidates will complete the WVTPA, which will provide a sample of the work they do in the classroom and reflect their actions as a critical thinker. The unit plan that the teacher candidate prepares for the first placement is included as part of the work sample. All areas of the work sample will reflect parts of the unit plan.

Oral Presentation: Teacher candidates will each give an oral 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. The presentation should include the contextual factors, an overview of the unit and learning goals, how students were assessed, an analysis of student learning and self-reflection on teaching. 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 are expected to attend weekly seminars with their university supervisor during student teaching. Seminar time is important to receive information/updates from supervisors, a time to discuss issues, give feedback, and receive support in the preparation of the teacher candidate work sample. Seminars will be held outside of the normal school day. The time and place of seminar will be determined by the supervisor. Attendance is **mandatory** and part of the credit you receive for student teaching.

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 (8 Week Placement):

Week 1 of Placement:

- Observe cooperating teacher
- Take initiative to start working with individual students/tutor students
- Complete 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 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
- Complete daily reflection log
- Complete learning goals and objectives
- Complete assessment plan

Week 3 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 4 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 5-6 of Placement

- Full teaching schedule – teaching lessons from own lesson
- 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 7 of Placement

- Full teaching schedule – teaching lessons from own lesson
- 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 8 of Placement

- Continue some teaching but gradually decrease the number of classes/lesson for which you are responsible
- Complete exit surveys/interviews
- Finalize reflection log for this placement
- Complete final reflections and evaluations

Sequencing For Level III Clinical (16 Week Placement):

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 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
- Complete daily reflection log
- Complete learning goals and objectives
- Complete assessment plan

Week 3 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.
- Complete daily reflection log

Week 4 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)
- Complete daily reflection log

Week 5-6 of Placement

- Full teaching schedule – teaching lessons from own lesson plans
- Teach unit plan
- Complete daily reflection log
- Complete instructional decision making during each day of Unit
- Gather data to use for the analyze student learning section

Week 7 of Placement

- Full teaching schedule – teaching lessons from own lesson plans
- 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
- Complete daily reflection log

Week 8-15 of Placement

- Continue full teaching schedule – teaching lessons from own lesson plans.
- Complete daily reflection log

Complete daily reflection log Week 16 of Placement

- Continue some teaching but gradually decrease the number of classes/lesson for which you are responsible

- 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. Additional information will be provided in the EDF 677 Blackboard course.

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

Teachers 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.

Appendix B – Policies Marshall University College of Education and Professional Development

Policy Regarding On-the-job or Substitute Teachers

- Be on-the job or a long-term substitute teacher during the student teaching semester dates
- Be teaching in the subject and grade level for which student is seeking certification
- Submit an On-The-Job Contract signed by you, the principal of your school, and the assigned cooperating teacher verifying full-time teaching status, grade level(s), and content area(s) to the MAT/PBC Coordinator.

Policy Regarding the Placement of Student Teachers

- Student teaching is a full-day, full-semester clinical experience for all teacher candidates seeking the initial certification for teaching in public schools.
- Student teachers are assigned to school sites that provide the greatest possible diversity of experiences and meet the standards of the West Virginia Department of Education.
- The student teaching experience will usually be completed in the Marshall University area through a course with a Marshall number, and will be supervised by a Marshall University faculty member (full or part-time).
- County systems and/or schools in which student teachers are placed must hold full approval from the West Virginia Department of Education.
- All school systems accepting student teachers function under a contractual agreement with Marshall University and the COEPD that delineates the roles and responsibilities for all parties. All placements of student teachers in schools must be done cooperatively between school principals, school faculty, and the Coordinator of the MAT/PBC Programs.
- Classroom teachers who serve as supervising teachers must:
 - Hold a valid teaching license for the subject and/or grade levels for the teaching position in which placement is made.
 - Have a minimum of three years teaching experience during the last five years at the grade levels and in the content area of the student teaching assignment and be recommended by the school principal.
 - Enter into a contractual agreement each semester with Marshall University and the COEPD to accept student teachers.
- Teacher candidates seeking certification at two or more developmental levels will be placed in at least two separate student teaching sites, each housing students at one or more of the developmental levels for which certification is being sought. No candidate will have more two placements during the student teaching semester.
 - Teacher candidates with 5-Adult specializations will have two placements, one half of the semester in a middle school and the other in a high school.

- Teacher candidates seeking certification in a Pre-K-Adult specialization (i.e., art, music, physical education) that includes three developmental levels will be given two placements, contingent upon the level in which they were placed in EDF 637.
- Generally, only one student teacher will be placed with any supervising teacher, but this may be modified when necessary if the situation is advantageous to the student teacher and to the COEPD.
- Teacher candidates will usually not be placed in schools from which they graduated, in schools where close relatives are enrolled or working, or in schools they have already completed a Clinical.

Policy on Punctuality, Attendance, Make-up Work

Dedication to punctuality and attendance standards and requirements is extremely important during the student teaching semester. Student teachers are both fulfilling requirements for a mandatory course, and building a permanent professional credential, which details their degree of dependability and commitment.

Punctuality, attendance, and meeting deadlines are important parts of the final evaluation. Student teachers will be held accountable for making up any deficits in time and responsibilities incurred during the semester. Student teachers will keep an attendance log in which they will record days present and days absent. Their supervising teacher is required to validate the information recorded on the calendar. Student teachers will also observe deadlines for planning, grading, record keeping, and seminar assignments.

The student teacher will observe the same schedule of attendance in the schools as the regular faculty. The work day will begin when faculty are expected to report, and end only when faculty are permitted to leave the grounds (i.e., 7:40-3:10; 8:00-3:30; 9:00-4:15) **A first or last planning period will not be viewed as valid reason for late arrival or early departure regardless of circumstances.**

Student teachers are to be present every day, all day for student teaching unless there is a serious illness or documented emergency clearly beyond control. Should an absence be necessary, student teachers should inform both the classroom and university supervisors prior to the assigned time of arrival at school. Should it be necessary for student teachers to leave school for the same reasons, they should call the university supervisor's office and leave a message prior to departure. Up to three days of absences will be excused. All absences beyond three days must be made up at the end of the placement.

Student teachers will remain in the school during times when students are not in class but teacher presence is required, as on records days. Student teachers will be expected to report on snow days, faculty senate/professional development days, and record keeping days on the same schedule as supervising teachers. They are not required to report on days supervising teachers are not required to be present, as on snow days. Excessive Instructional days missed due to inclement weather or other situations will be made up at the discretion of the university supervisor and coordinator of the MAT/PBC programs.

To be excused for job interviews or approved university functions, student teachers must submit a written request to the supervising teacher and the university supervisor one week in advance of the anticipated absence. The university supervisor will inform the student teacher of the approval or disapproval of the request. The school principal's permission is required before student teachers can be excused for a public school activity taking place off campus.

Attendance at regular faculty meetings and Faculty Senate meetings (at least one in each placement) is expected, provided the principal has approved. Those not permitted to attend such meetings are to remain elsewhere on the campus for the remainder of the teaching day.

Attendance at after-hours functions such as PTA meetings, open-houses, sporting events, and other supplementary school gatherings is encouraged but is not mandatory.

In addition to teaching assignments, **student teachers are expected to assist supervising teachers in performing certain duties**, including bus, lunch, and playground duties; directing intramural programs, sponsoring or helping with classroom parties, sponsoring special field trips or other projects, and participating in team projects.

Student teachers will follow the public school calendar in regard to holidays and breaks.

Policy on Using Student Teachers as Substitutes

West Virginia school law states that student teachers may **not** be used as substitute teachers. Student teachers may, however, conduct classes in the supervising teacher's absence under the following conditions:

- The supervising teacher's absence is related to professional development (for example, a short in-service training).
- The principal or any teacher(s) agrees to become the supervising teacher during the absence; or a full-day substitute is hired to remain in the room with the student teacher.
- The student teacher is covering only the supervising teacher's classes. Student teachers may not teach even their own content fields in a different teacher's classroom. Student teachers may observe but not teach in any class out of their field.
- The student teacher has sufficient advance notice of the projected absence.
- The student teacher is comfortable with level of ability to cover duties and expresses willingness to conduct classes as outlined above.

Policy on Reassignment and Termination

Reassignment: Although student teaching assignments are intended to be final, circumstances may occur which necessitate a change of assignment within a semester or other student teaching block. The overriding purpose of reassignments is to insure that the student teacher has ample opportunity to show progress and successfully complete the experience. Legitimate reasons for reassignment are:

- Illness or death of the supervising teacher.
- Alteration in the supervising teacher's schedule resulting in an inappropriate placement for the student teacher.
- Request for reassignment to insure due process rights of the student teacher.

- Determination that the student teacher's presence is nonproductive or is negatively affecting student learning in the original assignment.

If sufficient evidence exists that a reassignment request meets one or more of these criteria and that the reassignment would benefit either the students in the classroom or the student teacher, a change to another assignment may be made.

If the request for reassignment relates to items 2, 3, or 4 (above) there must be sufficient time remaining in the semester or block for improvement to occur. In cases where a reassignment is warranted and sufficient time does not remain, the options are to 1) evaluate the student teacher on progress to date or 2) reassign the student teacher in a subsequent semester.

A conference including the student, the supervising teacher, the university supervisor and the coordinator of the MAT/PBC programs may be scheduled prior to determining if a change is warranted.

Procedure for making reassignments:

- A request for reassignment must be made in writing to the coordinator of the MAT/PBC programs. The Coordinator or his/her designee must make all public school contacts relative to changes in the initial assignment. University supervisors and supervising teachers are not authorized to alter assignments or make contact with prospective new-assignment personnel, either formally or informally without the express consent of the Coordinator.
- Upon receipt of the written request, the coordinator of the MAT/PBC programs (in consultation with the university supervisor, the supervising teacher, administrative personnel in the public schools, and appropriate others) will determine whether a change is warranted, select the new site if needed, and make arrangements for a new assignment.
- A letter of notification describing the reassignment will be sent to 1) the student teacher, 2) the supervising teacher, 3) the university supervisor, and 4) the principal of the respective schools. A visit to the school to confer with the supervising teacher and principal prior to sending the letter may be indicated. Notification by phone may precede the letter if time is limited.

Termination: A student may terminate student teaching by electing to withdraw for reasons of health or a desire to discontinue the Teacher Education program. Specific circumstances will determine whether the final grade is an incomplete or credit/no credit. The grade will be cooperatively determined by the public school supervising teacher and the university supervisor, in consultation with the coordinator of the MAT/PBC programs.

If circumstances warrant and the university supervisor, the supervising teacher, and the coordinator of the MAT/PBC programs agree, a student may be administratively terminated and a grade of Credit/No Credit will be awarded.

Policy Regarding Assigning Incomplete Grades in Student Teaching

The following policy regarding the granting of Credit, No Credit and Incomplete at the end of a student teaching segment was implemented beginning with students enrolled during the spring semester of 1995.

Finalization of grade at end of a student teaching segment: Student teachers will participate in a mid-term conference/evaluation half way through their student teaching placement. They will receive a final evaluation at the completion of each placement or at the end of the semester if they have only one placement. Student teachers who have two placements must receive a successful evaluation in each placement in order to receive credit. All students will receive a final grade, whether CR or NC, at the end of the student teaching semester.

Granting of incomplete (I) grades: A grade of incomplete at the end of student teaching will be given only in the case of (1) unavoidable circumstances such as student illness, death in the immediate family (2) interruptions in the public school that prevented the student from completing the experience within the time frame or (3) other circumstances deemed to be valid by the coordinator of the MAT/PBC programs and the Dean of the COEPD.

Completing requirements to remove the incomplete grade: Students who receive an incomplete (I) will have one semester following the semester enrolled in EDF 677 to complete the course. At the time the student wishes to continue, he/she must reapply for student teaching with the Coordinator and **register with the university and pay requisite fees** during the semester when the new placement is made. Thus for the purpose of student loans, liability insurance, student activities, and use of the library, the student will be a student of the university.

Policy Regarding Use of Passive Restraint

Marshall University's Professional Education Unit has been asked to clarify its position regarding student teachers' use of passive restraint procedures to prevent a student from harming him/herself or others.

As to the status of student teachers, state law indicates that student teachers that are under the direct supervision of fully certified teachers have the same status as substitute teachers. Substitute teachers have the same status as classroom teachers in regard to use of passive restraints.

There are no state laws or policies governing the use of passive restraints by teachers in the public school. However, the West Virginia Department of Education guidelines recommend that public school teachers use such restraint **only after they have received formal training.**

Therefore the following policy applies regarding use of passive restraint by Marshall University student teachers that are placed in the public schools.

- If a student teacher is placed in a room where a student's IEP requires passive restraint, the student teacher must receive formal training in the use of this procedure. The principal of the school should request such training, which will be arranged by the supervisory personnel in the county.

- If the classroom situation includes a student whose IEP requires passive restraint, the supervising teacher should remain in the room, even after the student teacher has received training in the use of passive restraint procedures.
- The student teacher should only participate in the use of passive restraint if 1) the supervising teacher is present and 2) formal training in passive restraint has been completed by the student teacher.
- The Passive Restraint Guidelines developed by the West Virginia Department of Education in 1984 shall guide use of passive restraint.

APPENDIX C -- Codes of Ethics

Code of Ethics of the Education Profession

Adopted by the 1975 Representative Assembly

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and or its affiliates for the violation of any provisions of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle 1: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator shall

1. not unreasonably restrain the student from independent action in the pursuit of learning.
2. not unreasonably deny the student access to varying points of view.
3. not deliberately suppress or distort subject matter relevant to the student's progress.
4. make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. not intentionally expose the student to embarrassment or disparagement.
6. not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. exclude any student from participation in any program.
 - b. deny benefits to any student.
 - c. grant any advantage to any student.
7. not use professional relationships with students for private advantage.

8. not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by the law.

Principle 2: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In the fulfillment of the obligations to the profession, the educator shall not

1. deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position.
2. misrepresent his/her professional qualifications.
3. assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. assist a non-educator in the unauthorized practice of teaching.
6. disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. knowingly make false or malicious statements about a colleague.
8. disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.