



COLLEGE OF EDUCATION
AND PROFESSIONAL DEVELOPMENT

Clinical Experiences

Student Handbook

2025-2026

Table of Contents

Contents

INTRODUCTION	3
MARSHALL UNIVERSITY	3
VISION STATEMENT	3
MARSHALL UNIVERSITY	3
MISSION STATEMENT	3
COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT	4
CAEP ACCREDITATION	4
PROFESSIONAL DEVELOPMENT	4
CONCEPTUAL FRAMEWORK	4
PLACEMENT OF TEACHER CANDIDATES.....	6
TEACHER CANDIDATE PROFESSIONALISM.....	7
APPENDIX I:	20
Standard 1: Curriculum and Planning	20
Standard 2: The Learner and the Learning Environment	20
Standard 3: Teaching	20
Standard 4: Professional Responsibilities for Self-Renewal	21
Standard 5: Professional Responsibilities for School and Community.....	21

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 field-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 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 on the education and guidance provided by the university and the public schools in which they practice.

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 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. At Marshall University, we form a community that promotes educational goals and that allows individuals the 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 assures 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 a 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 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 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 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 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 how 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 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, and 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.
- Meet and become familiar with the roles of the professional, clerical, and service personnel in the school.
- maintains confidentiality regarding students, school incidents, and home situations of students.
- refrains from criticism of colleagues.
- takes the initiative in seeking needed help from the Cooperating Teacher (Pre-Residency, Levels II, III, Residency I or II) 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, to develop an understanding of the curriculum and the strategies of the Cooperating Teacher.
- presents daily lessons based on unit plans before the day on which they will be used and has them readily available for the Cooperating Teacher (Pre-Residency, Levels II, III, Residency I and II) and university supervisor (Levels II, III).
- Reflect 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 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 of 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. If possible, 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 and residents in public schools must be done with the cooperation of school principals, school faculty, and the Director of SCOPES.
7. If possible, 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) attends (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 grade levels for the teaching position in which placement is made.
 - b. have a minimum of five years' teaching experience or be recommended by the school principal.
 - c. complete the Policy 5100 training module for cooperating teachers found on the WVDE website.

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 as 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 teachers and other teachers as a professional.
- Keep an open mind to working with teachers who 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 unless hired by the county and

permitted to do so per WVDE Policy.

- Treat students as individuals with respect and be fair.
- Take advantage of every learning opportunity by attending extra-curricular events, professional development, etc.
- Do not try to befriend students, including accepting students as friends on any social networking sites or allowing 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 a 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

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 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 the 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 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 the SCOPES Office, Education Building, Room 201. **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 professionally. 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 an ID Badge always.
- 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 the 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 & Residency 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.

All students are expected to maintain an attendance log in Live Text. **Pre-residency students must complete 40 hours each semester. Level II students must complete a minimum of 75 classroom hours during their placement. Residency I** clinical experience candidates are expected to complete at least 250 classroom hours in the semester. In the **Level III & Residency II** experience, students are expected to shadow the cooperating teacher and should be present at school when the teacher is present (including duty times). Clinical students who 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 students 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 experiences 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 or Residency I or II 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 always wear visible picture identification badges while on school property. The Marshall University student ID is an acceptable public school identification badge.

APPROPRIATE FORMS OF ADDRESS

The 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. To guarantee neutrality within the system as well as the personal safety of teacher candidates Marshall decides 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 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 200 professor (Pre-Residency) or university supervisors (Levels II-III or Residency I or II) for further instructions. The Director of Clinical Experiences will determine how time lost in the classroom will be made up.

SERVING AS A SUBSTITUTE

During the 2023-2024 school year, Residency II teacher candidates may serve as substitutes, per the WVDE. 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 a set number of classroom hours and receive a recommendation from their placement teacher before substituting. Teacher candidates may substitute up to 10 days/month in their placement school, 5 for their assigned teacher and 5 outside of that classroom.

STRUCTURE OF THE CLINICAL EXPERIENCES

Each teacher candidate will complete three major clinical experiences as well as several field-based experiences embedded in the coursework. 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 the Education Building, Room 201.

Before each clinical and field-based experience, each candidate is responsible for obtaining the necessary paperwork to enter a public school as required by the state of WV. The candidate will be required to verify their background checks are up to date before each clinical.

BACKGROUND CHECK

Teacher candidates in Level I and Level II are required to have a current background check before 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 before 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 Marshall University that every student will obtain a background check before 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 an approved secure provider of background checks for our students. All fees are the responsibility of the student. For your 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.

Before 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.

WEST VIRGINIA DEPT OF EDUCATION PERMITS

For Level III, Residency I, and Residency II Clinical Experiences, teacher candidates will be required to obtain a 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 or Residency.

REFLECTION

After each teaching day, spend some time reflecting on 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 reflection to be turned in for a grade.

FIELD EXPERIENCES

(most field experiences listed below are embedded within the pre-residency clinical experience)

Curriculum and Instructions Courses

CI 301 – Elementary Education Math Methods: This course requires that teacher candidates teach one math lesson to elementary students in 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 who 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 to understand the literacy needs of elementary students. The interaction could include tutoring and 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 experience, 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 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 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 preschool 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 three weeks, 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 Childcare 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, and 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 childcare provider.

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

Pre-Residency Clinical Experience (40 hours)

Students begin their pre-residency clinical experience during the first semester of their sophomore standing and continue this experience until they begin their Level II or Residency I experience. The pre-residency clinical is a 40-hour experience that consists of experience in either a public elementary, middle, or high school and 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 pre-residency 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 Live Text

Sequencing of Pre-Residency Clinical:

- Week 1 of the semester: Candidates will receive information through Marshall's 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 5-14 of the semester: Candidates will complete 40 hours in an assigned classroom including observation, working with individuals and small groups of students, and teaching parts of lessons.
- Week 14 of the semester: Candidates will complete a timesheet via Live Text. Cooperating teachers will complete a short evaluation on professionalism in the classroom and approve the teacher candidate's time log for credit purposes.

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 472, and EDF 637 must include teaching a minimum of 18 to 20 days in each of two traditional classes or 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 practice.
- develop classroom management skills.
- utilize effective methods of instruction, including technology.
- begin regular reflection by formally examining and critiquing his/her 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 Live Text. The cooperating teacher and university supervisor will complete the mid-term and final evaluations through Live Text. The Level II mid-term evaluation is based on the West Virginia Professional Teaching Standards. All other pieces, including lesson plans, will be turned in to the appropriate methods course professor.

Sequencing of Level II Experience:

- Week 1 of the semester: Candidates will receive information through Marshall's email to attend an orientation session and complete necessary placement forms.
- Week 2 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 4 of semester/Week 1 of placement: Candidates will begin their placements by 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 the 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, practice 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. The 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. The Cooperating Teacher and University Supervisor will collaborate to complete a final evaluation.
- Week 13-14 of the semester: Candidates will maintain their time through Live Text. In addition, they will ensure online evaluations are completed by the Cooperating Teacher and University Supervisor through Live Text.

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.

The purpose of this experience is to act as the final clinical experience and allow 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 COECD, 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 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 specifically for each content area. All unit plans must be approved by the cooperating teacher and university supervisor before being 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 critical thinkers. 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 COEPD faculty members and are presented virtually.

Seminar: Teacher candidates will attend several seminars throughout the semester, focusing on the completion of the Teacher Performance Assessment, as well as the Capstone Presentation. Seminars will be recorded and available later 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 feelings 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 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

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 2-4 of Placement:

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

Week 5-7 of Placement

- Plan and teach on your own a minimum of 50% of the time
- Unit assessment plan complete and approved
- Give pre-assessment for approved unit plan/finish designing lessons for unit based on pre- assessment.

Residency I (250 hours)

All elementary education teacher candidates enrolled in CI 447 are required to complete Residency I during the same semester. During Residency I, teacher candidates are placed in an elementary classroom where they attend a total of 250 hours on a set schedule throughout the semester. Through this experience, teacher candidates complete various co-teaching models with their cooperating teacher, teach from the teacher's lesson plans, and write and teach their own lesson plans. Prior to beginning Residency I, teacher candidates must have completed at least 125 hours of observation.

The purpose of Residency I is to:

- begin independent planning and execution of lessons/units.
- connect educational philosophy, research, and theory to his/her practice.
- develop classroom management skills.
- utilize effective methods of instruction, including technology.
- begin regular reflection by formally examining and critiquing his/her 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.
- practice various co-teaching models

Credit for Residency I 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 Live Text. The cooperating teacher will complete the mid-term and final evaluations through Live Text as well as several formal observations. The mid-term evaluation is based on the West Virginia Professional Teaching Standards. All other pieces, including lesson plans, will be turned in to the appropriate methods course professor. Residents will also submit a weekly checklist to ensure they are progressing throughout the semester.

Sequencing of Residency I:

- Phase 1 (Weeks 1&2): Residents will attend a limited amount of time, observing and acclimating into the classroom. During this time, they will begin noting the contextual factors of the classroom, school and community and will complete an assignment to reflect this.
- Phase 2 (Weeks 3-7): Residents will increase their time in the classroom, attending all day on Friday. During this time, residents will teach a minimum of one time per week from their teacher's lesson plans. They will also observe their cooperating teachers classroom strategies and complete an assignment to reflect this.
- Phase 3 (Weeks 8-14): Residents will attend their placement every day, and all day on Friday. During this phase, residents will write and teach at least one of their lesson plans each week. They will also teach from their teachers plans each day. Residents will submit these lesson plans to the course instructor and will complete a reflection following their teaching.

Residency II (500 hours)

All elementary education teacher candidates enrolled in their traditional student teaching semester are required to complete Residency II. During Residency II, teacher candidates return to their placement classrooms from Residency I. Through this experience, teacher candidates complete various co-teaching models with their cooperating teacher, teach from the teacher's lesson plans, and write and teach their own lesson plans. They also complete the Teacher Performance Assessment (TPA) as well as their capstone presentation.

The purpose of Residency II is 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 progress.
- respond to issues of diversity, considering the needs of students individually as well as collectively.
- practice various co-teaching models

Credit for Residency II 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 Live Text. The cooperating teacher will complete the mid-term and final evaluations through Live Text as well as several formal observations. The mid-term and final evaluation is based on the West Virginia Professional Teaching Standards. Residents will also submit a weekly checklist to ensure they are progressing throughout the semester.

Sequencing of Residency II:

Week 1 of Placement:

- Acclimate yourself back into the classroom setting
- 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
- Identify goals for the semester

Week 2-14 of Placement:

- Co-teach with Cooperating Teacher
- Complete daily reflection log
- Complete learning goals and objectives
- Create an assessment plan
- Plan and teach on your own a minimum of 50% of the time
- Unit assessment plan complete and approved
- Give pre-assessment for approved unit plan/finish designing lessons for unit based on pre- assessment.
- Teach unit and give post-assessment.
- Analyze assessment data.
- Continue to plan and teach (with your cooperating teachers supervision and approval) throughout the end of the semester.

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 in achieving 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 interrelatedness within and across the disciplines and can move beyond basic content competency to ensure 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 misunderstandings of concepts are addressed in the lesson design to ensure 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 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 on 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 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 practices, to be supported by colleagues in engaging in that practice, and to 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 a continuous, critical examination of his/her teaching practice and adjusts based on data.*

Function 4D: Professional Contribution -- *The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through the 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 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 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.*