

**West Liberty University
Teacher Education
Candidate Policy Manual**



Fall 2017 Approval

Statement of Non-Discrimination

West Liberty University prohibits discrimination and is committed to providing equal opportunity and an educational and work environment free from discrimination on the basis of sex, race, color, creed, religion, national origin, ancestry, physical or mental disability, age, sexual orientation, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), genetic information, gender identity, or gender expression. West Liberty University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations. The university is dedicated to ensuring access and equal opportunity in its educational programs, related activities, and employment. Retaliation against an individual who has raised claims of illegal discrimination or cooperated with an investigation of such claims is prohibited. Students and employees may bring questions or concerns to the attention of the Chief Human Resources and Title IX Officer, Diana Harto, Shaw Hall, CUB 131, 208 University Drive, West Liberty, West Virginia 26074, 304-336-8029 and 304-336-8440 (fax).

SECTION I: GENERAL INFORMATION

Teacher Education Program

The Teacher Education Program at West Liberty University (WLU) coordinates the state approved certification programs among the College of Education & Human Performance, the College of Liberal Arts, the College of Science, and the College of Arts and Communication. The governing body of the Teacher Education Program, the Teacher Education Unit, is comprised of a representative from each of the areas of certification offered by West Liberty University. The voting representatives from these certification areas determine: certification curriculum changes, program admission points, program policies, and the assessment process/plan. All certification representatives act as liaisons between the Teacher Education Program and their respective academic departments/programs and Colleges. Unit member are typically selected by Department Chairs/Program Directors and/or Deans. Unit meetings are held twice a month and led by the Director of Teacher Education.

The West Liberty University Teacher Education Unit Bylaws:

- I. *Purpose:* The Teacher Education Unit is a policy making body with authority to review, approve and deny proposed changes in the WLU teacher education programs. This includes proposed changes in course requirements, admission and retention requirements, and requirements relating to placements for clinical and field based experiences. The Director of Teacher Education has the authority to decide which proposed changes to Teacher Education policies or procedures need to be reviewed by the Teacher Education Unit. In addition, the Dean or Department Chair of any WLU school or department that includes a teacher education program may request that the Unit consider any changes that affect those programs.
- II. *Composition of the Unit:* Each WLU teacher education program is entitled to one representative on the Teacher Education Unit. The representative must be a full time faculty member or administrator from that department. At the time of this writing, the Unit would consist of representatives from the following programs: Elementary Education, Early Education, Special Education, Early Intervention, Art, Music, Physical Education, Health, English, Social Studies, Chemistry, Biology, General Science, Math, Masters Special Education, and Masters Reading Specialist. The Teacher Education Admission/Retention Coordinator, the Coordinator of Clinical Practice, and the Teacher Education Program Data Manager will also serve on the Unit. The Unit will be chaired by the WLU Teacher Education Program Director. Representatives who are unable to attend a Unit meeting may send a substitute provided that the substitute is a faculty member or administrator from the same academic department.
- III. *Rules of Order:* Unit meetings will be conducted using the guidelines provided by Robert's Rules of Order.
- IV. *Quorum:* A quorum will consist of 50% of the membership of the Unit.
- V. *Voting:* Each Unit member including the Unit Chair will have one vote. A simple majority vote of the representatives present is required for a proposal to be approved. The Director of Teacher Education may request an email vote on a

proposal. In such cases, the proposal will be approved by a simple majority of the votes submitted by the Unit members.

- VI. *Minutes:* The Director of Teacher Education will maintain a file of minutes from all Unit meetings. This file may be electronic.
- VII. *Meetings:* The Unit will meet a minimum of one time per term during the Fall and Spring semesters. Online meetings are permitted.

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Membership on the Teacher Education Unit

Director of Teacher Education, Dr. Sarah Schimmel
Data Manager, Mrs. Sarah West
Admission/Retention Coordinator, Dr. Sarah Schimmel
Coordinator of Clinical Practice, Mrs. Kathleen Wack
Graduate Program Director, Dr. Leann DiAndreth Elkins
Special Education, Dr. Steve Richards
Social Studies, Dr. Aron Massey
English, Dr. Steve Criniti
Physical Education, Dr. Rhonda Noble
Health Education, Dr. Aaron Huffman
Math, Mrs. Jenna Cook
General Science,
Biology, Dr. Karen Kettler
Chemistry, Dr. Theunis van Aardt
Art, Ms. Nancy Tirone
Music, Mr. Patrick Garrett
Early Intervention, Dr. Irene Van Riper
General Education, (New Faculty starting January)
Reading, Professor Angela Curfman

History

Almost from its beginning when it was chartered as an academy by the Virginia Legislature in 1837, West Liberty Academy had the preparation of teachers as one of its purposes. That mission was formalized on March 1, 1870 when the West Virginia Legislature officially renamed the institution and chartered it as West Liberty Normal School. The normal school name lasted until 1931 when an act of the West Virginia Legislature redefined the institution as West Liberty State Teachers' College thereby granting it the privilege of expanding the curriculum from the two year normal school program for elementary teachers to a four year degree program for the preparation of either elementary or secondary teachers. With an early interest in program quality, the college obtained a special appropriation from the legislature to expand the library from 8300 volumes to over 15,000 volumes thereby overcoming the last roadblock to acceptance and accreditation in 1937 by the American Association of Teachers Colleges. When the West Virginia Legislature expanded the role of the institution and renamed it in 1943, the legislation included the following wording, "The function of the college shall continue to be the preparation of teachers through such courses of study

as the faculties thereof shall proscribe with the approval of the State Board of Education.” the current charter of the University sets teacher preparation as one of the primary purposes of the institution.

Accreditation

In 1954, the American Association of Colleges of Teacher Education (Formerly the American Association of Teachers Colleges) turned the role of accrediting teacher education programs over to the newly formed National Council for the Accreditation of Teacher Education (NCATE). West Liberty was one of the first institutions to be accredited by NCATE and is listed as one of the NCATE charter schools. West Liberty celebrated fifty years of NCATE accreditation in 2004, and last received approval in 2011. CAEP accreditation (which will replace NCATE accreditation) will occur in Spring 2019.

THE TEACHER AS CATALYST CONCEPTUAL FRAMEWORK

The Teacher Education Unit has chosen “The Teacher as a Catalyst” metaphor as a unifying theme to define the conceptual framework for the teacher education programs at West Liberty University.

I. Vision

The following statement summarizes the vision of the Teacher Education Unit:

West Liberty University Teacher Education graduates will be catalysts for educational change in the 21st century global society.

II. Mission and Purposes

To further refine that vision, the Unit has adopted the following mission statement:

The mission of the Teacher Education Program at West Liberty University is to prepare principle-centered, self-reflective professional educators who will serve as leaders and catalysts for educational change.

- *The undergraduate teacher education programs seek to prepare competent, effective, entry level professionals who teach, supervise, evaluate, reflect, make informed decisions, affect change, and continue their professional growth and development.*
- *The master’s degree programs seek to provide educators with the opportunity to grow professionally with the goal of becoming master teachers and educational leaders.*

III. Goals and Outcomes

The Teacher Education Unit recognizes three broad categories of knowledge that are essential for beginning and in-service professional educators. These are General Knowledge, Content Knowledge, and Professional Knowledge. General Knowledge is addressed through the General Studies component of the teacher education program, Content Knowledge is addressed through the Content portion of the teacher education program, and Professional Knowledge is addressed through the Professional Seminar portion of the teacher education program.

As the organizing structure for the Teacher as a Catalyst professional knowledge base, the Teacher Education Unit created specific Program Goals and Outcomes:

1. Teacher candidates will demonstrate a mastery of content area.

- A. Evidence competency of national content standards.
 - B. Evidence competency of national technology standards.
 - C. Accurately convey content in teaching.
2. Teacher candidates will positively impact learning outcomes.
- A. Design and implement a variety of formative assessments.
 - B. Design and implement a variety of summative assessments.
 - C. Make meaningful connections between objectives, instruction, and assessment results.
 - D. Use assessment results to inform instruction.
3. Teacher candidates will collaborate with students, parents, community members, and colleagues to inspire positive change.
- A. Demonstrate effective communication with families.
 - B. Engage in community outreach efforts of the schools.
 - C. Participate in projects and initiatives in the greater region/community.
 - D. Participate in professional development opportunities on the university, regional, state, national, and/or international levels.
4. Teacher candidates will draw upon current research to design effective instruction within a 21st century global framework.
- A. Incorporate principles of effective research based instructional design (including backward design and Universal Design for Learning).
 - B. Actively engage students in higher levels of critical thinking skills.
 - C. Evaluate and select appropriate technology and instructional tools based on contextual factors.
5. Teacher candidates will respond to the diverse needs of students.
- A. Apply knowledge of child and adolescent development to instructional design.
 - B. Identify the various cultural, socioeconomic, and racial differences that may impact student interactions and learning.
 - C. Identify the various gender, exceptionality, and language differences that may impact student interactions and learning.
6. Teacher candidates will engage in the development of a positive, student-based classroom environment.
- A. Create a positive classroom management discipline plan.
 - B. Apply knowledge of various motivation techniques to promote student engagement.
 - C. Use effective communication techniques to promote a respectful classroom community.
 - D. Reflect upon all aspects of teaching that contribute to a positive, student-oriented classroom environment. These aspects include instruction, assessment, classroom management, and student and parent interactions.
7. Teacher candidates will effectively utilize instructional technology in teaching.
- A. Identify, compare, use, and incorporate a variety of available types of educational technologies.
 - B. Infuse technology as an essential component of instructional planning and delivery.
 - C. Design lessons using appropriate technologies such as interactive whiteboards, personal handheld responders, and/or other related technologies to engage students in technology use.

IV. Dispositions

In keeping with its mission, the Teacher Education Program has adopted six categories of professional dispositions for all candidates:

- 1. Collaboration**
- 2. Professional Ethics**
- 3. Responsiveness to Diversity**
- 4. Commitment to Professional Improvement**
- 5. Professional Communication**
- 6. Professional Conduct**

Disposition Sequence for all program participants

Self Assessment	Education 100
Instructor Assessment	Education 207 (Pre-Admission)
Instructor Assessment	Education 301 (Post-Admission)
Instructor/Cooperating Teacher	Special Education 320/412
Assessment Cooperating Teacher	Field I, II, Practicum I, II Placements
Assessment Cooperating	Student Teaching Placements
Teacher/Supervisor Assessment	

All candidates in the Teacher Education Program will be introduced to dispositions, and each candidate will complete a self assessment disposition during the Introductory Education course, EDUC 100.

In Education 207, *Foundations of Education*, the course instructor(s) will assess all candidate dispositions using the online form. All program candidates complete EDUC 207 prior to admission to the Teacher Education program.

In Education 301, *Educational Psychology*, the course instructor(s) will assess all candidate dispositions using the online form. All program candidates complete EDUC 301 after admission to the Teacher Education program.

In the Elementary Block/Secondary Block (M&M course until the full implementation of the Secondary Block), the course instructor(s) will assess all candidate dispositions using the online form. All program candidates complete the Block courses prior to student teaching.

Field placements I, II, Practicum I and Practicum II mentor teachers also complete disposition forms assessing teacher candidate dispositions while engage in activities with students.

Any faculty member, instructor, field experience coordinator, cooperating teacher, or supervisor may complete a disposition form for a teacher candidate to document areas of deficiencies or concerns.

During all student teaching placements, the assigned cooperating teacher and supervisor will complete a disposition for the student teacher.

When a negative disposition is recorded, the course instructor or faculty member who completes the disposition will meet with the candidate to review the disposition and discuss corrective action. This meeting will be recorded by having the candidate sign a copy of the printed disposition form. The Director of the Teacher Education Unit may be

invited to participate in the meeting. The teacher candidate may write a letter of explanation or dissent concerning the negative disposition, and this letter will also be included in the file.

A copy of the negative disposition form will be placed in the candidate's file in the Teacher Education Program office and a copy will be given to the candidate. The Director of the Teacher Education Unit will review all negative dispositions, and, at his or his discretion, will convene a meeting with the teacher candidate. A plan of improvement may be written at that meeting to address the deficiencies.

In conjunction with a disposition screening, dispositions will be reviewed at the point of program admission, admission to student teaching, and at the completion of student teaching in preparation for certification. Failure to remediate a noted deficiency(ies) may prevent a teacher candidate from gaining initial program admission, admission to student teaching or obtaining teacher certification.

WEST LIBERTY UNIVERSITY TEACHER EDUCATION PROGRAMS

Elementary Education Major

- Elementary Education K-6
- Early Intervention (Pre-School Special Needs certification)

Additional Endorsements available to Elementary Education Majors

- Early Education Pre-K-K
- Multi-categorical Special Education (SPED) K-6*
- Restricted Content Endorsement for Multi-categorical SPED 5-Adult
- English 5-9
- Math 5-9
- Social Studies 5-9
- Art 5-9
- General Science 5-9

Middle School Major

Candidates may major in Middle School Education by combining any two middle school fields:

- English 5-9
- Math 5-9
- Social Studies 5-9
- Art 5-9
- General Science 5-9

Additional Endorsement available only to Middle School Majors who are completing programs in English, Math, General Science, Chemistry, Biology, or Social Studies

- Multi-categorical SPED 5-Adult*

Secondary and Pre-K-Adult Majors

- Art Pre-K- Adult
- Art 5-Adult
- Biology 9- Adult
- Chemistry 9 Adult

- Health Pre-K- Adult
- Mathematics 5 Adult
- Music Pre-K- Adult
- Physical Educ. Pre-K- Adult
- Social Studies 5- Adult
- Eng. Lang. Arts 5- Adult
- General Science 5- Adult

Additional Endorsements available to Elementary Education Majors

- English 5-9
- Math 5-9
- Social Studies 5-9
- Art 5-9
- General Science 5-9

Additional Endorsement available only to Secondary Majors who are completing programs in English, Math, General Science, Chemistry, Biology, or Social Studies

- Multi-categorical SPED 5-Adult*

*Additional Autism endorsement is available to candidates completing Multi-categorical SPED

Acceptance of Transfer Coursework for all Teacher Education programs

To ensure that all required state and national standards, as well as cross-cutting themes of Diversity and Technology, are administered and mastered within the curriculum, ***the Teacher Education program does not accept transfer credits from other institutions for the following courses****:

- Pre-Admission :
 - EDUC 100: Introduction to Professional Education
- Post-Admission: *(No course work is accepted post admission*.)*
 - EDUC 301: Educational Psychology
 - Elementary Block courses (EDUC 311, EDUC 460, EDUC 461, EDUC 462, EDUC 463, READ 417, SPED 412)
 - Secondary Block courses (EDUC 293, EDUC 309, EDUC 340, EDUC 342, READ 302, SPED 320)
 - Early Intervention Block (SPED 351, EED 330, EED 380, SPED 343)
 - Student Teaching courses (EDUC 409, EDUC 470, all sections of student teaching)
- Methods courses for all certification areas

*Some exceptions are considered for extenuating circumstances.

Scholarships

There are several scholarships available to teacher candidates in the Teacher Education Program (in various certification programs). Please see the website for a complete listing, criteria for consideration, and an application:

<http://go.westliberty.edu/professionaleducation/studentaffairs/scholarships/>

Awards

Outstanding Education Major Awards

- Each year, the Teacher Education Program recognizes two senior education majors who the faculty has rated as the more outstanding members of the graduating class. In order to be eligible for this honor, candidates must meet the following criteria:
 - An overall GPA of 3.5 or above
 - GPA of 3.5 or above in education
 - Nomination by one or more faculty members
 - Outstanding performance in student teaching
 - Demonstration of the personal and professional characteristics of an outstanding teacher
 - Membership in Kappa Delta Pi (recommended)

Special Recognition Awards

Special Recognition awards may be given in the following areas:

- | | |
|---------------------------|-----------------------------|
| ● Technology | ● Early Education |
| ● Reading | ● Special Education |
| ● Professional Activities | ● Certification Area Awards |

ADMISSION, RETENTION, AND PROGRAM COMPLETION

The admission and retention process for the teacher education program at West Liberty consists of three distinct phases:

- Admission to Teacher Education Program
 - Admission to the Professional Semester
 - Completion of student teaching/application for certification
- OR
- Removal from the Teacher Education Program

Admission Point Number One: Admission into the WLU Teacher Education

Program Teacher candidates must be admitted to the Teacher Education Program prior to enrolling in EDUC 301, Educational Psychology. All upper level classes that follow EDUC 301 in the Professional Education sequence require admission to the teacher education program prior to enrollment in those classes.

Criteria for formal admission into the teacher education program:

- Successful completion of 45 or more semester credit of 100 level or above university coursework.
- Overall GPA of 3.0 or higher (for candidates who were enrolled at WLU prior to the Fall 2014 semester and who declared a teacher education major, the GPA requirement for admission into the Teacher Education Program was 2.5 or higher.) For candidates who enter WLU as transfer students or first semester Freshmen and for any other candidates who are under catalogs from after July 1, 2014, the GPA requirement for admission into the teacher education program is 3.0 or higher.
- Grade of “C” or better for the following courses:
 - ENG 101
 - EDUC 207

- ENG 102
- EDUC 100
- SPED 241
- COM 101
- EDUC 290

- Successful Completion of WVDE Required Praxis I Tests: CASE Reading, Writing, and Mathematics tests or submission of ACT or SAT scores meeting exemption status (based on WV Board of Education Policy 5202) which can be found on the West Virginia Department of Education Licensure Testing Directory.

Important Note: Scores/tests may be revised at any time by the WV Department of Education. To qualify for admission the Teacher Education Program or to obtain a WV teaching certification, candidates must complete the designated state required tests and meet or exceed the WVDE passing scores in place on the date of testing.

- Successful passage of disposition screenings and reviews.

Praxis I and II Test Information and Requirements

All Teacher Education Program candidates, unless exempt from the Praxis I as stated in West Virginia Board of Education Policy 5202, must pass the Praxis I (CASE) tests to be eligible for admission into the Teacher Education Program.

- a. At the time of printing of this manual, the West Virginia has approved an exemption from the Praxis I test requirement for candidates who meet the following criteria:

Any Teacher Candidate who has attained a score of 25 or higher on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 or higher beginning November 1989; or d) has attained a score of 1035 or higher on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 or higher beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 or higher beginning March 2005.

The Praxis II content area tests must be passed prior to entrance to the Professional Semester.

- a. Although the Praxis II test objectives generally reflect the SPA standards and the West Virginia Professional Teaching Standards, the Teacher Education Unit periodically reviews the program to ensure that test content is addressed throughout the Teacher Education Program. More information about the contents of the Praxis II tests is available on the Educational Testing Service web site at: <http://www.ets.org/praxis>
- b. For further information on Praxis II tests required by the WVDE and WLU see: <https://sites.google.com/a/westliberty.edu/wleducationmastersite/testing>

Praxis I and II registration is completed online at <http://www.ets.org/praxis> . Information about testing dates and test preparation is also available on the ETS web site.

- a. In the event that a candidate does not pass any portion of Praxis I (CASE) or a Praxis II Content test, the candidate should immediately set up a meeting with his/her advisor BEFORE making any further attempts at retaking a test. After a second unsuccessful attempt at passing any portion of Praxis I or II, a

formal remediation plan will be put into place. *It is the candidate's responsibility to follow through with the remediation plan after it has been put into place.*

Please Note: *When tests or scores listed in the WVDE directory (available [here](#)) are changed, the validity period for the previously listed tests and/or score shall be one year from the effective date of the new test and/or score or as specified by the WVDE. Exception: tests and/or scores shall remain valid for twelve months after completion of an approved program for licensure where the applicant was continuously enrolled even if the test and/or score has changed. For more information see WVDE Policy 5100.*

****Although WLU honors the West Virginia State Department of Education policy that waives the Praxis I for candidates who have met the required ACT or SAT test scores, candidates who will seek teaching certification in other states may need to pass the Praxis I scores established by those states.**

Criminal Records Clearance Requirement

For admission into the Teacher Education Program and all school-based or similar field experiences, candidates must complete a criminal background check online via [CastleBranch.com](#). (The background check is valid for 12 months and will likely need to be renewed during the course of a candidate's program).

If the criminal background check reveals anything that would disqualify an individual from West Virginia teaching certification, then that individual will be denied admission into the WLU Teacher Education Program. If the Certified Background Check criminal record review indicates that criminal charges are pending that could disqualify an individual from WV teaching certification, then the candidate's admission to the teacher education program will be delayed until those charges are resolved.

All WLU teacher education candidates need to be aware that WLU will not place any WLU candidate into a school or other facility where children are present if that candidate's criminal record indicates any criminal charges or convictions which would disqualify that candidate from teaching certification.

Positive Disposition Assessments

Positive disposition ratings or evidence of remediation are required for program admission.

Application for Admission Process

Teacher candidates must complete the online application form found on the Admission link on the Professional Education website.

- **Admission Verification Process:** After receiving the application, the Admission/Retention Coordinator verifies that all requirements have been met and the Teacher Education Program Director will review the candidate's Teacher Education folder, including any negative disposition forms to ensure they do not contain documented issues or concerns that could impact the individual's admission. The Director of Teacher Education will bring those cases that may involve program denial or program discontinuation to the Admission/Retention Coordinator for the Teacher Education Unit for resolution.

- **Notification of Admission:** After it is verified by the Admission/Retention Coordinator that all criteria for admission have been met, then he or she notifies the candidate by

email that he or she has been formally admitted into the Teacher Education Program. If the candidate is not admitted, then the Admission/Retention Coordinator notifies the candidate by email of the reasons for the denial of admission.

- *Deadline for Admission:* All requirements must be met by the Add/Drop date of the term during which the candidate intends to register for a course that requires admission to the program.

Alternative Admission Requirements for Returning Candidates who did initially meet the 3.0 GPA requirement

- Must have at least two consecutive semesters of absence from a four year college or university prior to enrolling at West Liberty University
- Must have achieved at least a 3.0 overall GPA after enrolling/re-enrolling at West Liberty University
- Must receive a positive disposition from the Practicum I experience
- Must provide at least two letters of recommendation from content area faculty
- Must successfully fulfill all other Teacher Education admission requirements

Non-Degree Seeking Candidates

For those individuals with an existing BA or BS degree, the Certification Officer will first complete a transcript analysis of any additional content courses needed. A listing of all needed pedagogical program courses will be provided to the individual.

The individual will complete the pedagogical program sequence beginning with EDUC 100. Program admission requirements remain the same.

Admission Point Two: Admission to Professional Semester

In order to be admitted to Professional Semester, teacher candidates must meet the following criteria:

- Completed all but two courses in General Studies.
- Completed all required EDUC, READ, and SPED courses with letter grades of "C" or better.
- Completed all required Curriculum and Methods courses with letter grades of "C" or better.
- Completed all but one of the required content courses in his or her major with letter grades of "C" or better.
- Met all requirements imposed by the content area
- Successfully completed all Field/Practicum requirements
- Earned an overall G.P.A. of at least 3.0
- Provided documentation of negative tuberculin test/ PPD test (within past 12 months).
- Passed the required FBI background check and been issued a Student Teaching Permit by the West Virginia Department of Education
 - Passed all of the required Praxis II tests in each certification area in which the teacher candidate is eligible to student teach (Effective Spring 2017 semester)

Candidates who have met these requirements must complete the Application for Student Teaching. The Admissions/Retention Coordinator and the Program Director of

Teacher Education will complete a file review of each applicant, including all course dispositions. Electronic notification of admission or denial to clinical student teaching will be sent to each applicant.

By the end of the block semester, teacher candidates must successfully complete all key programmatic assessments.

Key Programmatic Assessments (Block Semester):

- Unit Plan & Differentiated Unit Plan (Requires a “Developing” or higher rating)
- Implemented Lesson Plan Portfolio (Requires a “Developing” or higher rating)
- Behavior Management Plan (Requires a “Developing” or higher rating)

Admission Point Three: Completion of Program

Coursework, assessments, and related trainings must be completed during the semester in which the candidate is enrolled in the Professional Semester. All courses in the Professional Semester are co-requisites and must be taken together. Teacher candidates must fulfill the following requirements in order to successfully complete the program:

Student Teaching

- Candidates must successfully complete all content area placements in their assigned schools in the regional area
- Candidates must receive “Acceptable” or higher rating on all categories of the Student Teaching Numerical Assessment Form
- Candidates must receive “Developing” or higher rating on all categories of the Disposition Form

EDUC 470: Professional Seminar

- Candidates must successfully complete all key programmatic assessments and other required assignments as designated in the course syllabus

Key Programmatic Assessments:

- WV Teacher Performance Assessment (Requires a “Developing” or higher rating)
- Mock Interview (Requires a “Developing” or higher rating)
- Professional Portfolio (Requires a “Target” rating)

EDUC 409: School Law

- Candidates must successfully complete all required assessments and professional trainings as designated in the course syllabus

*For full Professional Semester expectations and requirements, see Appendix E of this Student Policy Manual

Obtaining Teaching Certification/Licensure (Optional)

- Graduates may obtain West Virginia certification packets at the College of Education & Human Performance office or by requesting a packet from WVDE.

- In addition, the packet includes a form (Form 7) that needs to be notarized. Note that a Notary Public is a witness to the signature and the form must be signed in his or her presence.
- After completing the application form, it must be returned to the College of Education & Human Performance office. The WLU Certification Officer will verify that all certification requirements have been met and sign an institutional recommendation. The Registrar's office will attach an official transcript and forward the application to the West Virginia Department of Education. A transcript fee may apply.
- The WVDE requires four to six weeks to process the application. Teacher candidates can monitor the status of their application online at the WVDE website. WLU is not notified of the issuance or denial of a teacher candidate's certification. If a teacher candidate receives notification of a problem regarding his or her application, the candidate should inform the WLU Certification Officer who may be able to provide assistance or advice.
- **Please Note:** When tests or scores listed in the WVDE directory (available [here](#)) are changed, the validity period for the previously listed tests and/or score shall be one year from the effective date of the new test and/or score or as specified by the WVDE. Exception: tests and/or scores shall remain valid for twelve months after completion of an approved program for licensure where the applicant was continuously enrolled even if the test and/or score has changed. For more information see WVDE Policy 5100.

Removal from the WLU Teacher Education Program

The following issues will result in a candidate being removed from the WLU Teacher Education Program:

- Failure to maintain the required overall GPA
- A criminal background check (within the last 12 months) that reveal charges that would disqualify the individual from West Virginia teaching certification. (Note: An individual's admission status will be suspended if pending charges could disqualify that individual from teaching certification. WLU will not place an individual into a school or other location where children are present if such charges are pending.)
- Lack of professionalism
 1. Dishonesty
 2. Failure to maintain confidentiality
 3. Punctuality/absence issues
 4. Inappropriate use of language
 5. Improper dress
 6. Failure to abide by WLU or public school policies or procedures
 7. Unresolved negative dispositions
- Failure to fulfill requirements during a field or clinical placement

Teacher Education Appeals

When official action to prevent entry or continuation in the Teacher Education Program is taken, or when a teacher candidate is removed from a field experience or student teaching experience, the teacher candidate will have the right to file a formal appeal to the Teacher Education Admission and Retention Committee.

Actions that can be appealed through the teacher education appeals process:

- Denial of admission into the Teacher Education Program
- Suspension of program admission status
- Removal from the Teacher Education Program
- Removal from field placement
- Removal from student teaching

Actions that cannot be appealed through the teacher education appeals process:

- Removal from a field or student teaching placement that was requested by the public/private school system
- Course grades (including the grading of projects or assignments in a course)
- Denial of program admission that is based on the failure to meet one or more of the program admission requirements.

Appeal Process

1. Within 5 class days of receiving notice of the action taken, (defined as days that the university is in session and conducting classes) the teacher candidate must write a formal letter of appeal outlining the points of the appeal. The letter of appeal must be presented to the Admission/Retention Coordinator. This request for an appeal may be presented in paper form, or in electronic form. If it is presented in electronic form, the candidate is responsible for making sure and verifying that the Admission/Retention Coordinator receives the letter.
2. Upon receipt of the letter of appeal, the Admission/Retention Coordinator will notify the candidate and the members of the Teacher Education Admission and Retention Committee and the Teacher Education Program Director that the letter of appeal has been received.
3. The Teacher Education Program Director will request to provide a written report to the Admissions and Retention Committee outlining the action taken and the reasons for the action and including any relevant documentation.
4. As soon as possible after receiving the letter of appeal, the Admission/Retention Coordinator will convene a meeting of the ad-hoc Teacher Education Admission and Retention Committee to review the nature of the appeal and to establish a time for the committee to hear the case. Three Teacher Education Unit members who are not from the content area of the candidate will be selected by the Admission/Retention Coordinator. Typically, this process should not take longer than two weeks, but such an eventuality is possible.
5. In instances where members of the committee are associated with the candidate or with issues involved in the appeal, the Admission/Retention Coordinator may replace them with other faculty members who are not associated with the candidate in any substantive way.

6. The Admission/Retention Coordinator will notify the candidate of the location and time for the Appeals Committee hearing.
7. The teacher candidate may present printed evidence or testimony, which supports the points of the appeal. This includes witness testimony.
8. Representatives of the University or other stakeholders may be called by the committee to testify or provide evidence.
9. The committee reserves the right to visit schools or other venues involved in the case to gather evidence. (Example: The Committee Chair may visit a school to examine the visitor sign in log if tardiness to a student teaching placement is an issue under appeal.)

10. Committee Protocol

- a. Each of the principal parties in the appeal may have an advocate present. The advocate must be a WLU student, faculty member, or staff member who may confer with but may not speak for the candidate or present evidence on the candidate's behalf. The same rule applies to any institutional representatives who provide testimony to the committee.
 - b. Each witness will be permitted to provide his or her testimony without interruption as long as the witness testimony is directly related to the points of the appeal. The Committee Chair will interrupt the testimony if it does not directly relate to one or more of the points of the appeal. At the conclusion of his or her presentation, the members of the committee are permitted to ask questions. Those providing testimony are not permitted to question each other during the hearing.
 - c. The committee hearing will begin with the Teacher Education Program Director or his/her designate explaining the action under appeal and the reasons the action was taken. This presentation may include testimony from other individuals who are directly involved in the case.
 - d. After the nature of the action under appeal and the reasons for that action have been presented to the committee, the candidate will present his or her case to the committee.
 - e. After the candidate presents his or her case and answers any questions from committee members, he or she will be permitted to make a concluding statement.
 - f. Upon conclusion of the hearing, the committee will deliberate and arrive at a decision.
 - g. Within ten WLU school days of the hearing, the Admission/Retention Coordinator will notify the candidate of the decision of the committee.
 - h. The Admission/Retention Coordinator reserves the right to make an audio recording of the hearing. If such a recording is made, an unedited copy will be provided to the candidate upon request.
11. The teacher candidate may appeal the decision of the committee to the Dean of the College of Education & Human Performance.
- A. Appealing to the Dean of the College of Education & Human Performance

1. Within five class days of receiving notice of the action taken by the Admission/Retention Committee, (defined as days that the university is in session and conducting classes) the teacher candidate must write a formal letter of appeal ***outlining the points of the appeal***. The letter of appeal must be presented to the Dean of the College of Education & Human Performance. This request for an appeal may be presented in paper form or in electronic form. If it is presented in electronic form, the candidate is responsible for making sure and verifying that the Dean of the College of Education & Human Performance receives the letter.
 - a. Upon receipt of the letter of the appeal, the Dean will notify the candidate, the Admission/Retention Coordinator, and the Teacher Education Program Director that the letter of appeal has been received.
 - b. Within five class days of the receipt of the filed appeal, the Dean of the College of Education & Human Performance will meet with the Admission/Retention Coordinator and separately with the teacher candidate who is making the appeal; these meetings are conducted for presentation of information and documentation regarding the appeal. The teacher candidate may bring an advocate to the meeting. The advocate must be a WLU student, faculty member, or staff member who may confer with but may not speak for the candidate.
 - c. Within five class days of the meetings with the Admission/Retention Coordinator and the candidate, the Dean will provide an electronic or written copy of the appeal decision to the teacher candidate, the Teacher Education Program Director, the Admission/Retention Coordinator, and Provost of West Liberty University. **This decision will be final.**

ACADEMIC ADVISING

Teacher candidates majoring in education should have an academic advisor for each teaching specialization.

- The advisor for each specialization should be a faculty member from the academic department/program that offers the specialization.
- Faculty members from the Teacher Education Program advise all Elementary (K-6 and Early Intervention) Majors.
- All Early Education and Special Education minors should seek out a supplemental advisor from their minor area.
- The advisor from the department/program of the teacher candidate's major has primary responsibility for assisting the candidate with scheduling.
- Teacher candidates are expected to meet with each of their academic advisors every term to discuss their academic progress and to plan their schedules for the next term.
- If a candidate is dissatisfied with her or his academic advisor, she or he may change advisors by submitting a Data Change Form to the Registrar's Office.

Although the academic advisor is expected to assist the teacher candidate by providing information and answering questions regarding course requirements, course sequencing, admission and retention requirements, testing requirements, policy

interpretations, etc., **THE TEACHER CANDIDATE HAS THE RESPONSIBILITY FOR MAKING DECISIONS AFFECTING HIS OR HER OWN ACADEMIC PROGRESS.**

Field Experience Guidelines and Information

(For full Field Experience Manual, See Appendix D of this Candidate Policy Manual)

General Information about Field Experiences

The Elementary and Secondary/Comprehensive Education programs at West Liberty University require four field experiences that teacher candidates complete in approved settings in which they fulfill specific program goals. The Special Education, Early Education, Early Intervention, and Reading course require additional experiences and hours in the field to ensure that candidates meet requirements for courses in those programs.

Primary among the goals is to provide teacher education candidates with opportunities to work with students in preschool through 12th grades in a variety of diverse settings. Equally important is the goal of providing the opportunity for teacher education candidates to apply what they have learned in their WLU classes in actual school settings under the guidance of experienced cooperating teachers. The WLU Teacher Education Program amounts to a partnership between WLU and the schools that collaborate by mentoring the WLU teacher education candidates during their field experiences and student teaching placements.

West Virginia State Policy 5100 Requires all Teacher Education Programs to document at least 125 clock hours of field placements for all teacher candidates prior to student teaching. At least 85 of those hours must be within public schools systems.

All Teacher Candidates

Title of Field Course	Field Experience	Clock Hours
Field I*	Participation with PK-12 students	15
Field II*	Participation in diverse after-school programs	15
Practicum I	Observations and Teaching in public schools	15

Elementary Teacher Candidates

Title of Field Course	Field Experience	Clock Hours
Practicum II**	Completed with Methods & Materials Block	
	Teaching and Working in Public School	80

	classroom	
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Secondary and Comprehensive Candidates

Title of Field Course	Field Experience	Clock Hours
Practicum III **	<i>Completed with Methods and Materials Block</i>	
	Teaching in public schools in area of certification	80

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*Teacher candidates may petition for the replacement of field hours in Field I and Field II placements. Please see Appendix for the Field Placement Petition form.

**Clock hours listed are minimum state policy requirements. Practicum II experience exceeds these hours and must be completed as outlined in the Practicum II syllabus.

Field Experience I: Education Based Community Service

1. 15 hours of education based community service spread over a minimum of three visits (at no more than three sites)
2. Site selected by the candidate
3. Can be completed at home, over breaks or during the summer
4. Must be approved by the WLU Field Experience Coordination Team (Director of Teacher Education and Field Experience Coordinator)
5. Recommended to be completed prior to or while taking EDUC 100: Introduction to *Education*.

Field Experience II: Community Based Educational Diversity Placement

1. 15 hours of community based educational diversity experience spread over a minimum of five visits (at no more than three sites)
2. Site is selected from a preapproved list of qualifying organizations/programs
3. Work completed in community based educational diversity programs that occurred before admission to West Liberty University can be petitioned for use in meeting these requirements.
4. Recommended to be completed while taking EDUC 207: *Educational Foundation*.

Please Note:

- *Field Experience I and II can be completed in any order, but must be successfully completed before placement in Practicum I.*
- *If the site qualifies as a diversity placement, the same site can be used for Field I and Field II.*
- *All placements must be approved in advance by the WLU Field Placement Coordination Team*

Practicum I: Partner School Placement

1. Fifteen hours spread over a minimum of six visits

2. Placements are acquired through the application process and are made by the Field Experience Coordinator
3. Must be successfully completed for admission to the Teacher Education Program.

Practicum II: Clinical Field Experience

1. Must be completed during Methods and Materials Block as outlined in course syllabus
2. Placements are acquired through application process and are made by the Field Experience Coordinator
3. Must be successfully completed for admission to Professional Semester

Guidelines and Policies for All Field Experiences

Planning For Field Experiences: Teacher education candidates should work with their academic advisors to prepare an academic plan that provides for an even distribution of field experiences so that it will be possible to reserve enough time in the schedule to complete the field experiences. Since a minimum of half an hour is needed to travel from West Liberty to the school, the candidate will normally need an entire morning or afternoon each week to complete a field placement.

Transportation: Teacher education candidates are responsible for making arrangements for transportation to and from the schools for field placements. If transportation is not available, the candidate will be required to drop the field placement and take it again in a semester when transportation is not an issue. Within the Teacher Education Program, there is an expectation of transportation for completion of field experiences.

Background Check: An individual must have cleared a [CastleBranch.com](https://www.castlebranch.com) criminal record check within 12 months of the date of the application for admission. If the criminal record check discloses anything that could disqualify the applicant from West Virginia teaching certification, then that individual will be denied admission into the field experience placement.

► If criminal charges are pending against an individual which could possibly disqualify that individual from West Virginia teaching certification, then West Liberty University reserves the right to delay or suspend that individual's field experience placement until those charges are resolved. West Liberty University will not knowingly request a school placement for any individual who has been charged with criminal activity that could endanger the safety of the public school students.

Arrangement For Placements: The Teacher Education Program Field Experience Coordinator makes the placements for all field experiences. For all field experiences (Field I, Field II, Practicum I, and Practicum II) teacher education candidates are required to complete an application for field experience placement. Typically, the candidate will complete the application is completed online. The Field Experience Coordinator will provide, by West Liberty email to each candidate, specific instructions regarding the procedure for applying for field experience placements and for receiving information about confirmed placements. **Candidates are not to contact schools directly to arrange for placements.**

Requests For Placements: Although the Field Experience Coordinator tries to accommodate requests for placement, there is no promise of placement in the schools that are requested. Factors such as, but not limited to, availability of qualified teachers, diversity issues, and number of candidate requests for the school impact the final placement.

Teacher Education ID Card: Teacher education candidates need to visit the Card Center at the Service Center in the Student Union to obtain a West Liberty University Teacher Education photo ID card which must be displayed at all times while in the school building while representing the West Liberty University Teacher Education Program.

Contacting The School And First Visit: After receiving a confirmed placement and first visit date from the Field Experience Coordinator (by West Liberty email), the teacher education candidate is expected to call the school to confirm the first visit date. The candidate must then attend on that confirmed date. If emergency necessitates canceling the initial visit or a subsequent visit to the school, the candidate must follow the Teacher Education Program Call Off Policy outlined below. Please also follow the Call Off Policy in the event of tardiness.

1. **Contact the school/site** as early as possible and leave a message for the cooperating teacher/site administrator to notify him/her of the absence. Make sure to have the school/site phone number for immediate use.
2. **Email the Field Experience Coordinator** and indicate the reason for the absence.
3. **Contact the Professional Education Secretary** and indicate the reason for the absence. This should also be completed before the scheduled visit.

Upon each visit to the school, the candidate must first report to the main office of the school to sign in for the visit. If verification of attendance is required, the main office logbook will serve as the official record of attendance.

Attendance: Candidates are expected to contact the school where they have been placed immediately upon notification of placement. For each visit, the teacher candidate must arrive at least 10 minutes in advance of the agreed upon time for placement participation. *Regardless of the school policy, WLU teacher education candidates are required to sign in at the office upon arrival at the school and to sign out when they are leaving the school.* During the week of midterm, all candidates are required to demonstrate at least initial attendance at the assigned placement. Those who not met the requirement will have their placement canceled, and therefore, will need to repeat the field placement. When a candidate is not able to attend the field placement on a scheduled day, the candidate must contact the school by phone to alert the school and teacher of the inability to attend.

Professional Dress: All candidates must dress professionally; teacher education candidates must dress modestly and appropriately (professional apparel). Females must wear dresses, skirts, or slacks. Female candidates may not wear mini-skirts or revealing blouses. Males must wear slacks, shirts, socks, and ties. Candidates are not permitted to wear jeans. Candidates must cover tattoos and remove inappropriate piercings. Flip-flops open toed, and backless shoes are not permitted. Teacher candidates in physical education will wear clothes appropriate to the instructional needs of the students. When a K-12 school has a “spirit” day or similar “dress down” day, candidates are expected to wear professional clothing appropriate to the occasion (e.g., polo shirts may be worn with slacks but no jeans).

Professional Interactions: All teacher candidates must display professionalism in all staff, teacher, and student interactions. The use of profane, derogatory, or sexually explicit language is prohibited. Candidates are expected to maintain confidentiality regarding students and P-12 faculty and staff information. Teacher candidates may use a cell phone during non-teaching periods only. The use of cellphones and texting during class, or other school activities, is not permitted.

Participation In The Classroom Setting: Teacher candidates must not chew gum, eat or drink while participating in the classroom setting. No communication by cell phone with others outside the classroom is permitted. Cell phones and all other electronic device not approved for use in advance of the lesson by the mentor teacher must be out of sight. If an electronic device is to be utilized during the participation, prior approval from the mentor teacher must be obtained such that the impression is not given that the teacher candidate is participating in social conversations during the visit. Teacher candidates are responsible for discussing the appropriate level of participation required for the experience and for each visit with the mentor teacher in advance of the visit each week. Placements should be participatory, not solely observational.

Schedule: The teacher candidate should set up a schedule with the cooperating teacher at the assigned school. The mentor teachers expect teacher candidates to be part of the instructional team during field based experiences. Candidates need to arrive on time for each visit and stay for the full amount of time. If the candidate will miss a visit, he or she needs to notify the school AND the cooperating teacher immediately.

Involvement With P-12 Students: Teacher candidates are expected to maintain professional relationships with P-12 students. The Teacher Education Program at WLU prohibits out of school contact between teacher education candidates and P-12 students in schools where those teacher candidates are completing field based or clinical experiences. This includes online contact such as adding students as friends on social networking sites, text messaging, exchanging cell phone numbers, dating, etc.

Forgery: The consequences for forgery will result in the termination of the field experience placement, non-acceptance of any hours completed at that placement, a charge of academic dishonesty, and an automatic referral to the Teacher Education Unit Admission and Retention Committee to determine if the candidate will be permitted to continue as a teacher education candidate in the Teacher Education Program. *Criminal charges may be filed if the teacher whose signature was forged chooses submit the case to law enforcement officials. The academic dishonesty charge could result in the expulsion of the teacher candidate from West Liberty University effectively ending the college career at WLU.*

Thank You Notes: Remember that you are a guest of the school and of the cooperating teacher. Please take a few minutes to send a thank you note to your cooperating teacher.

Field Placement Removal: Failure to attend field placements, failure to notify the schools or afterschool centers of absences, dress code violations, a demonstration of unprofessionalism during field placements, and/or any violations of the field placement guidelines and policies is likely to result in the teacher candidate being removed from the field placement by the Director of Teacher Education.

When this is necessary, the Director of Teacher Education will gather all necessary paperwork and documentation from the school or center regarding the conduct of the

teacher candidate. The Director of Teacher Education will meet with the teacher candidate regarding his/her conduct and resulting actions.

Removal from a field placement will result in the immediate termination of the field placement, a rating of Unacceptable for the field experience (Field I, Field II, Practicum I or Practicum II), a negative disposition assessment, a referral to the Teacher Education Unit Admission/Retention Committee for review of program continuation, and the need, if permitted to continue in the Teacher Education Program, to retake the entire field experience again to attempt to achieve successful completion of the placement.

The appeal process for removal from a field placement is the same as the appeal process for denial of program admission or program discontinuation.

APPENDIX A -Teacher Education Program Sequence

Teacher Education Program Sequence

(Pre-Admission)		(Post Admission)	(Post Admission)		(Post Admission)
<p>EDUC 100: <i>Introduction to Education</i> (recommended to be taken after or while completing Field 1 – 15 hrs)</p> <p>EDUC 207: <i>Foundations of Education</i> (recommended to complete with Field 2-15 hrs)</p> <p>EDUC 290: <i>Instructional Technology</i></p> <p>SPED 241: <i>Introduction to Exceptionalities</i></p> <p>PRAXIS 1 CORE TESTS:</p> <ul style="list-style-type: none"> · Reading · Writing · Math <p>45 hours of 100 or higher level courses</p> <p>Background check</p> <p>3.0 GPA ("C" or better in ENG 101, ENG 102, COM 101, EDUC 100, EDUC 207, SPED 241</p>	Apply for Admission to Program (Online Application)	<p>EDUC 301 (Educ. Psychology)</p> <p>Practicum 1</p> <p>PRAXIS 2 TESTS</p>	<p>“ BLOCK “ Elementary:</p> <ul style="list-style-type: none"> · EDUC 460 · EDUC 461 · EDUC 462 · EDUC 462 · EDUC 412 · READ 417 <p>Secondary:</p> <ul style="list-style-type: none"> · EDUC 293 · EDUC 340 · EDUC 342 · READ 302 · SPED 320 <p>Practicum 2</p> <p>PRAXIS 2 TESTS (must be passed prior to student teaching)</p>	Apply for Admission to Professional Semester	<p>Student Teaching</p> <p>EDUC 409: <i>School Law</i></p> <p>EDUC 470: <i>Professional Seminar</i></p> <p>Student Teaching Courses (<i>varied by major</i>)</p>

APPENDIX B WLU Teacher Education Self Checklist

- ☐ Completed 45 Hours of 100 or higher level college coursework
- ☐ Activated LiveText.com account
- ☐ Completed ENG 101, ENG 102, & COM 101 with grade of “C” or better
- ☐ Completed EDUC 100, EDUC 207, EDUC 290 and SPED 241 with grade of “C” or better

- ☐ Maintain 3.0 or higher overall GPA and achieve a “C” or better in all content area courses listed on the curriculum summary sheets.

- ☐ Ensured that all transfer credit transcripts have been recorded in Banner
- ☐ Passed all three sections of Praxis I (or are exempt and provided ACT/SAT Scores to the Teacher Education Program)

- ☐ Cleared CastleBranch.com background check (Every 12 months)
- ☐ Successfully Completed all field experience requirements
- ☐ Applied for admission into Teacher Education
- ☐ Achieved Admission into Teacher Education
- ☐ Successfully Completed All Programmatic Assessments before and during Block Semester
- ☐ Passed all Required Praxis II Tests
- ☐ Completed All Required Content Courses
- ☐ Achieved Grade of “C” or better for all EDUC, SPED, and READ Courses and Curriculum and Methods courses and overall GPA of 3.0
- ☐ Applied for Professional Semester
- ☐ Applied for and received WVDE Student Teaching Permit
- ☐ Successfully Completed All Programmatic Assessments in Professional Semester
- ☐ Applied for Graduation (One Semester in Advance)
- ☐ Graduated
- ☐ Applied for Certification (Completed the WVDE Application Packet)

APPENDIX C Student Disposition Rubric

	Target	Developing	Unacceptable
Collaboration	<p>Consistently, with opportunity...</p> <ul style="list-style-type: none"> • relates well to peers, faculty, staff, and other professionals • participates appropriately in all collaborative activities • engages in professional discourse and active listening • employs appropriate conflict resolution and de-escalation skills 	<p>With assistance...</p> <ul style="list-style-type: none"> • relates well to peers, faculty, staff, and other professionals • participates appropriately in all collaborative activities • engages in professional discourse and active listening • employs appropriate conflict resolution skills 	<p>After intervention, fails to...</p> <ul style="list-style-type: none"> • relate well to peers, faculty, staff, or other professionals • participate in collaborative activities and/or participates appropriately in collaborative activities • engage in professional discourse and/or active listening • react appropriately in conflict situation
Professional Ethics	<p>Always...</p> <ul style="list-style-type: none"> • is honest in communication and interactions with others • produces authentic work • adheres to federal, state, and local laws and policies governing education • adheres to university and teacher education policies and procedures 		<p>In any instance...</p> <ul style="list-style-type: none"> • is dishonest in communication and interactions with others • submits inauthentic work • fails to adhere to federal, state, and local laws and policies governing education • fails to adhere to university and teacher education policies and procedures

Responsiveness to Diversity	Consistently... <ul style="list-style-type: none"> • evidences high expectations for all students through professional communication and conduct • evidences respect for cultural and individual differences through professional communication and conduct • is responsive to cultural and individual differences 	With assistance... <ul style="list-style-type: none"> • evidences high expectations for all students through professional communication and conduct • evidences respect for cultural and individual differences through professional communication and conduct • is responsive to cultural and individual differences 	After intervention, fails to... <ul style="list-style-type: none"> • evidence high expectations for all students through professional communication and conduct • evidence respect for cultural and individual differences through professional communication and conduct • be responsive to cultural and individual differences
Commitment to Professional Improvement	Consistently... <ul style="list-style-type: none"> • is independent and proactive in acquiring and expanding professional repertoire of knowledge and skills • implements acquired skills when • implements changes based on feedback • reflects on professional practice 	With assistance... <ul style="list-style-type: none"> • acquires and expands professional repertoire of knowledge and skills • implements acquired skills when appropriate • implements changes based on feedback • reflects on professional practice 	After intervention, fails to... <ul style="list-style-type: none"> • acquire and expand professional repertoire of knowledge and skills • implement acquired skills when appropriate • implement changes based on feedback • reflect on professional practice

Responsiveness to Diversity	Consistently... <ul style="list-style-type: none"> • evidences high expectations for all students through professional communication and conduct • evidences respect for cultural and individual differences through professional communication and conduct • is responsive to cultural and individual differences 	With assistance... <ul style="list-style-type: none"> • evidences high expectations for all students through professional communication and conduct • evidences respect for cultural and individual differences through professional communication and conduct • is responsive to cultural and individual differences 	After intervention, fails to... <ul style="list-style-type: none"> • evidence high expectations for all students through professional communication and conduct • evidence respect for cultural and individual differences through professional communication and conduct • be responsive to cultural and individual differences
Commitment to Professional Improvement	Consistently... <ul style="list-style-type: none"> • is independent and proactive in acquiring and expanding professional repertoire of knowledge and skills • implements acquired skills when • implements changes based on feedback • reflects on professional practice 	With assistance... <ul style="list-style-type: none"> • acquires and expands professional repertoire of knowledge and skills • implements acquired skills when appropriate • implements changes based on feedback • reflects on professional practice 	After intervention, fails to... <ul style="list-style-type: none"> • acquire and expand professional repertoire of knowledge and skills • implement acquired skills when appropriate • implement changes based on feedback • reflect on professional practice

<i>Professional Communication</i>	<p>Consistently...</p> <ul style="list-style-type: none"> • responds appropriately to actions and reactions of others • communicates appropriately in verbal, nonverbal, and written formats • communicates appropriately on global digital communication platforms 	<p>With assistance...</p> <ul style="list-style-type: none"> • responds appropriately to actions and reactions of others • communicates appropriately in verbal, nonverbal, and written formats • communicates appropriately on global digital communication platforms 	<p>After intervention, fails to...</p> <ul style="list-style-type: none"> • respond appropriately to actions and reactions of others • communicate appropriately in verbal, nonverbal, and written formats • communicate appropriately in verbal, nonverbal, and written formats • communicate appropriately on global digital communication platforms <p>In any instance...</p> <ul style="list-style-type: none"> • Use of profane or discriminatory language in any form of communication is grounds for immediate “Unacceptable” rating on the disposition form • Use of any form of communication deemed inappropriate by the school district or university teacher education program is grounds for immediate “Unacceptable” rating on the disposition form
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Professional Conduct	<p>Consistently...</p> <ul style="list-style-type: none"> • is punctual • maintains professional appearance • maintains professional attendance • follows through with professional 	<p>With assistance...</p> <ul style="list-style-type: none"> • is punctual • maintains professional appearance • maintains professional attendance • follows through with 	<p>After intervention, fails to...</p> <ul style="list-style-type: none"> • be punctual • maintain professional appearance • maintain professional attendance
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	commitments <ul style="list-style-type: none"> ● meets deadlines ● produces work that meets the minimum acceptable requirements 	professional commitments <ul style="list-style-type: none"> ● meets deadlines ● produces work that meets the minimum acceptable requirements 	<ul style="list-style-type: none"> ● follow through with professional commitments ● meet deadlines ● produce work that meets the minimum acceptable requirements <p>In any instance...</p> <ul style="list-style-type: none"> ● failure to follow laws and policies governing university, teaching and teacher education is grounds for immediate “Unacceptable” rating on the disposition form
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APPENDIX D Field Handbooks

Field I & II



West Liberty University

Teacher Education Program

PROCEDURES

Field I Checklist and/or Field II Checklist (Dates & Times Vary by Semester)

*****	1. Completed online application
	2. Initiated background check
	3. Picked up packet of information and requirements
	4. Signed up for 15/30 hours on Field I/Field II Signup Sheet
*****	5. Submitted time sheet in Live-text on as noted by emails to be checked for progress.
	6. Completed hours and had supervisor sign each line of time sheet to verify attendance
*****	7. Completed assignments on Live-text related to Field I and/or Field II
*****	8. Submitted timesheet to as noted in your emailed communication.
*****	9. Emailed Field Coordinator to inform him/her that all requirements are completed and are ready for review (All Live-text assignments and time sheets must be received no later than the dates specified by email communication in order to be considered for field completion during the semester.)
	10. Live-text reviews available on the date as per email communication.
*****	11. Revisions for Live-text assignments not at Target due by the date communicated via email. ***FAILURE TO MEET DUE DATES WILL NECESSITATE COMPLETION OF FIELD DURING A DIFFERENT SEMESTER*****

Field I Petition Checklist and/or Field II Petition Checklist (Dates & Times Vary by Semester)

*****	1. Completed online application
	2. Picked up packet of information and requirements
*****	3. Completed and returned petition form signed by you (teacher candidate) and the site supervisor from the program with the time sheet on when and where the hours were completed (Must be received by no later than the date noted in the field meeting and field-based emails)
	4. Received email approval for petition of hours from the WLU Teacher Education Field Placement Coordinator

*****	5. Completed assignments on Livetext related to Field I and/or Field II by the date communicated by email.
*****	6. Emailed the Field Coordinator to inform him/her that all requirements are ready for review (All Livetext assignments must be received no later than the date communicated by email in order to be considered for field completion during the semester)
	7. Livetext reviews available on the date communicated by email.
*****	8. Revisions for Livetext assignments not at Target due by the date communicated by email. ***FAILURE TO MEET DUE DATES WILL NECESSITATE COMPLETION OF FIELD DURING A DIFFERENT SEMESTER*****

EXPECTATIONS FOR TEACHER CANDIDATES FOR FIELD I AND/OR FIELD II COMPLETION

1. Teacher candidates sign up for specific days and times that will be used to complete the Field I and/or Field II experience on the Teacher Education provided Google spreadsheet. *(If petitioning hours, teacher candidates must complete and submit the petition form in lieu of signing up for and completing hours at the approved sites.)*
2. Teacher candidates must be punctual and participate in activities as directed by the site supervisor.
3. Teacher candidates, *whether completing field hours at an assigned site or petitioning hours*, must complete the required Field I and/or Field II reflections in Live-text associated with their time at the assigned site.
4. Teacher candidates must complete a timesheet to be submitted to the Field Experience Coordinator and signed by the site supervisor. *(If petitioning hours, no time sheet is required, only the completed and approved petition form.)*
5. Teacher candidates must abide by all WLU Teacher Education policy requirements (found in the Teacher Education Student Policy Manual listed on the WLU Professional Education website).
6. All requirements must be successfully met during the semester in which the application occurred (achievement of TARGET on timesheet submission and Live-text submissions) to receive credit for the Field I and/or Field II experience.

PROCEDURE TO USE IF TEACHER CANDIDATE IS NOT MEETING EXPECTATIONS

As soon as possible, please contact the Field Coordinator if the teacher candidate is not meeting professional standards at your site.

ASSESSMENTS

LIVE-TEXT assessments: Teacher candidates must complete the Live-text assignments at TARGET level as a portion of the requirements for the Field I and/or Field II experience. Teacher candidates must meet deadlines established by the Field Placement coordinator for timely submission of assignments as part of the criteria for the TARGET assessment.

FIELD I AND/OR FIELD II ATTENDANCE POLICY:

There are no scheduled personal days or sick days during Field I and/or Field II. Absences for emergencies and illnesses will have to be made up. In addition, the Field Placement Coordinator may request documentation from a medical doctor or other source. Excessive absences may result in the termination of the Field I and/or Field II placement.

When it is *imperative* that a teacher candidate must be absent from the Field I and/or Field II experience, the teacher candidate must use the following procedure:

1. Contact the site supervisor as early as possible to inform her or him that you will be absent.
2. Contact the Teacher Education/Professional Education Secretary, Ms. Dawn Swiger and indicate the reason for your absence. 3043368057. This should also be done before school begins.

PROFESSIONAL CONDUCT REQUIREMENTS FOR FIELD

All teacher candidates are to adhere to the West Virginia Board of Education Policy 5202 while teaching:

- exhibit professional behavior by demonstrating positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance **[DRESS PROFESSIONALLY - khakis (no jeans), collared shirts, dress shoes]**
- contribute, cooperate, and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development
- maintain a safe and healthy environment, free from harassment, intimidation, bullying, create a culture of caring through understanding and support
- immediately intervene in any code of conduct violation that has a negative impact on students, and in a manner that preserves confidentiality and the dignity of each person
- demonstrate responsible citizenship by maintaining a high standard of conduct, self-control, and moral/ethical behavior
- comply with all Federal and West Virginia laws, policies, regulations and procedures Additionally, teacher candidates should abide by the policies and regulations of West Liberty University and the College of Education & Human Performance.

TEACHER CANDIDATE PROFESSIONAL INTERACTION REQUIREMENTS

Professional personal appearance (dress professionally) and hygiene and appropriate relationships with all members of the community are expected at all times. Candidates may not use cell phones or text during their time at the site.

- Electronic communications or personal interactions with students must not occur.

This

includes but is not limited to email, text messaging, social networking (Facebook, Snapchat, Twitter, Instagram, Flickr, etc.)

- Candidates must adhere to all WLU Teacher Education dispositions and Field Experience requirements that may be found in the Teacher Education Student Policy manual.

Practicum I Handbook



Teacher Education Program

Procedures:

1. Completed online application/Register for EDUC 209 for the semester in which you want to complete Practicum I (If you are not registered for the course, you will not be able to continue with Practicum I for the semester.)
2. Picked up packet of information and requirements
3. After receiving placement information from the Field Coordinator, contact the school to alert teacher of first day arrival. (Retrieve school phone number by Googling school name. Leave a message at the office of the day and time that you will be making your first visit.) First visit should occur week as designated by the communication from the Field Coordinator with you.
4. Provided teacher's email address and dates scheduled for Practicum I attendance to no later than the second day of the week of your first visit to the school. The first visit to the school must take place within one week of receiving your placement notification.
5. Completed assignments on Live-text (using template provided) related to Practicum I. *The template provided for Practicum I should be utilized for all assignments. One document will be used and submitted three times throughout the Practicum I experience.)
6. Final timesheets are due, hard copy, to no later than the due date communicated at 4pm.

ORGANIZATIONAL PROCEDURES

1. Assist the teacher candidate in getting acquainted with the schedule, routine, and procedures that you have established in your classroom.
2. Direct the teacher candidate to any materials and resources that he/she will need during the placement.

EXPECTATIONS FOR TEACHER CANDIDATE

1. Teacher candidates should arrange with the teacher specific days and times that will be used to complete the Practicum One experience.
2. Teacher candidates must be punctual and participate in classroom activities as directed by the mentor teacher.
3. Teacher candidates must complete the required Practicum One reflections associated with their time in the assigned classroom.
4. Teacher candidates must complete a timesheet to be submitted to the Field Experience Coordinator and signed by the cooperating teacher.
5. Teacher candidates must abide by all WLU Teacher Education policy requirements

(found in the Teacher Education Candidate Policy Manual listed on the WLU Teacher Education website).

PROCEDURE TO USE IF TEACHER CANDIDATE IS NOT MEETING EXPECTATIONS

1. As soon as possible, please contact the Field Coordinator if the teacher candidate is not meeting professional standards within your school or classroom.

ASSESSMENTS

1. Disposition Assessment Form: Please complete the disposition assessment form by rating the teacher candidates as Target, Developing, or Unacceptable for each of the areas listed on the Disposition form. A description of Target, Developing, and Unacceptable ratings can be found on to the bottom of the Disposition form. Any questions should be directed to Field Experience Coordinator.

PRACTICUM ONE ATTENDANCE POLICY:

There are no scheduled personal days or sick days during Practicum One. All absences will have to be made up. In addition, the field experience coordinator may request documentation from a medical doctor or other source. Excessive absences may result in the termination of the Practicum One experience.

When it is *imperative* that a teacher candidate must be absent from Practicum One experience the teacher candidate must use the following procedure:

1. Contact the mentor teacher as early as possible to inform her or him that you will be absent.
2. Contact the Teacher Education/Teacher Education Secretary Ms. Swiger and indicate the reason for you're the absence. This should also be done before school begins.

TEACHER CANDIDATE PROFESSIONAL CONDUCT REQUIREMENTS

All teacher candidates are to adhere to the West Virginia Board of Education Policy 5202 while teaching.

- exhibit professional behavior by exhibiting positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance
- contribute, cooperate, and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development
- maintain a safe and healthy environment, free from harassment, intimidation, bullying, substance abuse, and/or violence, and free from bias and discrimination
- create a culture of caring through understanding and support
- immediately intervene in any code of conduct violation that has a negative impact on students, in a manner that preserves confidentiality and the dignity of each person demonstrate responsible citizenship by maintaining a high standard of conduct, self control, and moral/ethical behavior
- comply with all Federal and West Virginia laws, policies, regulations and procedures

Additionally, teacher candidates should abide by the policies and regulations of West Liberty University and the College of Education & Human Performance.

TEACHER CANDIDATE PROFESSIONAL INTERACTION REQUIREMENTS

Professional personal appearance and hygiene, appropriate relationships with all members of the school community, and teaching skill are expected at all times.

Candidates may use cell phones and text during their nonteaching periods only. The use of cellphones and texting during class or other school activities is not permitted.

Electronic communications or personal interactions with students must not occur. This includes but is not limited to email, text messaging, social networking (Facebook, Instagram, Snapchat, Twitter, Flickr, etc.) Most counties have policies that address this issue.

Candidates must adhere to all WLU Teacher Education dispositions and Field Experience requirements that may be found in the Teacher Education Student Policy manual.

Practicum II Handbook



Teacher Education Program

PRACTICUM TWO CHECKLIST FOR TEACHER CANDIDATES

1. Initiate background check
2. Pick up packet of information and requirements
3. Provide Field Experience Coordinator, by email, with mentor teacher email address no later than the date as communicated by email.
4. Provide teacher with packet of information regarding Practicum Two
5. Return signed timesheet to Field Experience Coordinator upon return to campus on the date as communicated by email
6. Pick up new time sheet
7. Bring timesheet for mid-placement review on the date as communicated by email
8. Successfully complete assignments at the required level of proficiency in Livetext related to Practicum Two, Implemented Lesson Plan activities
9. Submitted completed and signed time sheet and any other Practicum Two paperwork to Field Experience Coordinator on the date as communicated by email

ORGANIZATIONAL PROCEDURES

1. Assist the teacher candidate in getting acquainted with the schedule, routine, and procedures that you have established in your classroom.
2. Direct the teacher candidate to any materials and resources that he/she will need during the placement.

EXPECTATIONS FOR TEACHER CANDIDATE

1. Teacher candidates must be punctual and participate in classroom activities as directed by the mentor teacher.
2. Teacher candidates must successfully complete the required Practicum Two assignments associated with their time in the assigned classroom.
3. Teacher candidates must complete a timesheet to be submitted to the Field Experience Coordinator and signed by the cooperating teacher.
4. Teacher candidates must abide by all WLU Teacher Education policy requirements (found in the Teacher Education Candidate Policy Manual listed on the WLU Teacher Education website).

PROCEDURE TO USE IF TEACHER CANDIDATE IS NOT MEETING EXPECTATIONS

1. As soon as possible, please contact the Field Placement Coordinator if the teacher candidate is not meeting professional standards within your school or classroom.

ASSESSMENTS TO BE COMPLETED BY MENTOR TEACHER

1. Disposition Assessment Form: Please complete the disposition assessment form by rating the teacher candidate as Target, Developing, or Unacceptable for each of the areas listed on the Disposition form. A description of Target, Developing, and Unacceptable ratings can be found on to the bottom of the Disposition form. Any questions should be directed to Field Experience Coordinator.
2. Disposition form will be completed by use of Google Form and will be provided in an email to mentor teachers.

PRACTICUM TWO ATTENDANCE POLICY:

There are no scheduled personal days or sick days during Practicum Two. All absences will have to be made up. In addition, the field experience coordinator may request documentation from a medical doctor or other source. Excessive absences may result in the termination of the Practicum Two experience.

When it is *imperative* that a teacher candidate must be absent from Practicum Two experience the teacher candidate must use the following procedure:

1. Contact the mentor teacher as early as possible to inform her or him that you will be absent.
2. Contact the Teacher Education/Teacher Education Secretary Ms. Dawn Swiger and indicate the reason for the absence. This should also be done before school begins.

TEACHER CANDIDATE PROFESSIONAL CONDUCT REQUIREMENTS

All teacher candidates are to adhere to the West Virginia Board of Education Policy 5202 while teaching.

- exhibit professional behavior by demonstrating positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance
- contribute, cooperate, and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development
- maintain a safe and healthy environment, free from harassment, intimidation, bullying, substance abuse, and/or violence, and free from bias and discrimination
- create a culture of caring through understanding and support
- immediately intervene in any code of conduct violation that has a negative impact on students and in a manner that preserves confidentiality and the dignity of each person
- demonstrate responsible citizenship by maintaining a high standard of conduct, self control, and moral/ethical behavior
- comply with all Federal and West Virginia laws, policies, regulations and procedures

Additionally, teacher candidates should abide by the policies and regulations of West Liberty University and the College of Education & Human Performance.

TEACHER CANDIDATE PROFESSIONAL INTERACTION REQUIREMENTS

Professional personal appearance and hygiene, appropriate relationships with all members of the school community, and demonstration of teaching skills are expected at all times.

Candidates may use cell phones and text during their nonteaching periods only. The use of cell phones and texting during class or other school activities is not permitted.

Electronic communications or personal interactions with students must not occur. This includes but is not limited to email, text messaging, social networking (Facebook, Snapchat, Twitter, Flickr, etc.) Most counties have policies that address this issue.

Candidates must adhere to all WLU Teacher Education dispositions and Field Experience requirements that may be found in the Teacher Education Candidate Policy manual on the WLU website.

APPENDIX E Student Teaching Appendix

Student Teaching Placements

Student teaching outside the West Liberty University area is not possible as it involves regular observation visits from WLU supervisors, who are unable to make multiple long distance trips during the semester. In addition, student teachers are required to attend regular seminars on campus, which necessitates being in the WLU area. For these reasons, all student teaching placements arranged by the Teacher Education Program are within the WLU placement area.

The Field Experience Coordinator will work with the Teacher Education Program Director to develop a request for all counties and school districts for student teaching placements. Teacher candidates will complete an information sheet and request form in the semester preceding student teaching.

Teacher candidates must have graduated at least seven years prior to requesting placement in their hometown high school. In most instances, the Field Experience Coordinator will place student teachers in districts other than home districts.

Minimum Qualifications For Cooperating Teachers

- Must be fully certified to teach in the areas that the student teacher will be teaching.
- Must have a minimum of three years of full time teaching experience.
- Must have taught in the school system and the specialization for at least one year.
- Must have been recommended by the county or district administration and the school principal.

- May not be a friend or relative of the potential student teacher. (Relatives include: spouse, parent, stepparent, child, stepchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, etc.) .

Essential Functions of Student Teaching:

Student Safety

- Ensure safety and wellbeing of students by following school and district emergency protocols and maintaining appropriate school and classroom supervision.

Instruction and Preparation

- Plan, prepare, and implement lesson plans and instructional materials that facilitate active learning for all students.
- Design and submit lesson plans prior to implementation and in accordance with school and university policy.
- Use relevant technology to support and differentiate instruction.
- Provide appropriate verbal, nonverbal, and written feedback to students.
- Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
- Establish and communicate clear objectives for all learning activities.
- Prepare classroom in advance of instruction for class activities.
- Observe and evaluate student performance and development.
- Assign and promptly grade class work, homework, tests, and assignments and promptly return them to the cooperating teacher.
- Demonstrate preparation and skill in working with students from diverse cultural, economic, and ability backgrounds.
- Make necessary adjustments, accommodations, and modifications based on documented student needs (e.g., IEP, 504, Modified Education Plan) .

Student Behavior

- Manage student behavior in the classroom by establishing and/or maintaining and enforcing rules and procedures.
- Maintain discipline in accordance with the rules and disciplinary systems of the school.

Record Keeping

- Maintain accurate and complete records of students' progress and development.
- Follow school and district policies regarding the upkeep of records.
- Prepare required reports on students and activities.

Communication

- Communicate necessary information regularly to cooperating teacher, university supervisor, and appropriate school personnel regarding student progress and student needs in a professional manner.
- Communicate effectively and professionally orally and in writing

Professionalism

- Actively and appropriately participate in department, school, district, and parent meetings.
- Follow directives of cooperating teacher and university supervisor, professionally accept feedback, and implement suggestion at next opportunity to do so.
- Participate in appropriate professional activities (e.g., PLC, IEP meetings, Professional Development, Parent Meetings).
- Perform other duties as assigned cooperating teacher, university supervisor, and school administrative personnel.
- Demonstrate ability to establish and maintain appropriate, cooperative, and effective working, teaching, and community relationships with others.
- Must report to work on a regular and punctual basis as required by school, district, and university policy as well as follow university call off procedures.
- Meet professional teacher requirements of school, district, and state (mandated reporting, FERPA, social media, professionalism, etc.).
- Obtain student teaching permit prior to the student teaching semester.
- Maintain positive university dispositions throughout practicum and student teaching experiences.
- Adhere to university and school/district dress code.

Physical Demands

- Must be able to sit, stand, walk, talk, write, hear, operate school provided technology and other office equipment, reach with hands and arms, lift and/or move up to ten pounds, and use close vision to read handwritten and/or typed material, and ability to adjust focus.
- Reasonable accommodations must be processed through the Office of Learning and Student Development and must be requested in the semester prior to Practicum II in order to ensure accommodations can be provided in a timely manner.

Please see the Student Teaching Syllabus for all other Student Teaching guidelines and requirements.

Withdrawal from Student Teaching

Although it is anticipated that each student teacher will successfully complete the student teaching experience, there are reasons for which a student teacher may wish to withdraw from student teaching. Also, there are reasons for which the college or school personnel agree that a student teacher should be withdrawn. When withdrawal is requested or anticipated by any of the involved parties, the following procedures should be followed.

- Withdrawal Requested by the Student Teacher:
 1. Step One: Immediately notify the College Supervisor and Cooperating Teacher about withdrawal plans. The College Supervisor will notify the School Principal. **DO NOT LEAVE THE SCHOOL PERMANENTLY WITHOUT NOTIFICATION.**

2. Step Two: Before making the final decision, discuss the reasons for considering withdrawal with all involved parties. If it is possible a student teacher is not aware of alternatives available or may consider a problem more serious than it is actually.
 3. Step Three: If, after discussion and deliberation, the student teacher, still desires to withdraw, he or she should immediately submit a written notification of withdrawal to the Coordinator of Clinical Practice.
- Withdrawal Due To Injury, Physical Illness, Or Death In The Family
 4. Candidates who have withdrawn from student teaching for any of the following reasons may reapply to student teach immediately upon their recovery *physical injury, physical illness, pregnancy related complications, or death of a member of the immediate family.*
 5. Candidates should notify the Coordinator of Clinical Practice as soon as possible of their intent to reapply for student teaching. The application for readmission to student teaching must be made before the announced deadline for applying to student teach for the semester in which the candidate desires to reenroll. The candidate may be required to apply for and obtain a new WVDE Student Teaching Permit.

Withdrawal Recommended by the Principal, Cooperating Teacher, or by West Liberty University

1. Step One: Any involved party can initiate a meeting regarding the progress of a student teacher. If a consensus is reached that a withdrawal will be made, the Coordinator of Clinical Practice will immediately notify the student teacher.
2. Step Two: As soon as possible, the Coordinator of Clinical Practice will arrange for a meeting with the student teacher and the Coordinator of Clinical Practice to explain the reasons for the withdrawal. If the Director of Teacher Education is unable to attend, another faculty member may represent him or her. The college supervisor, cooperating teacher and principal may be invited but are not required to attend. If the student teacher chooses not to attend the meeting, the withdrawal from the student teaching placement will still take place.

Withdrawal Due To Unsatisfactory Teaching Performance Or Other Professional Issues

1. Candidates who withdraw or are withdrawn from student teaching because of an inability to satisfactorily perform the duties of a teacher or for other professional issues are required to wait a minimum of one semester before reapplying for readmission into student teaching. This waiting period shall apply regardless of whether a candidate withdrew on her/his own or was withdrawn by the Coordinator of Clinical Practice at the request of the school or college supervisor.

Student teachers are guests in the schools. The University has agreements with school systems accepting student teachers that when a school administrator requests that a student teacher be removed from the school and student teaching assignment, the request will be honored.

If a candidate withdraws or is removed from a student teaching placement, there is no assurance that another placement can or will be made during the same semester. In most cases, the earliest that a new placement can be made is the following semester, but the time required to obtain a new WVDE Student Teaching Permit could delay the new placement for longer.

As soon as practical after the candidate is withdrawn from student teaching, the Coordinator of Clinical Practice or the Director of Teacher Education will meet with the Admission and Retention Committee to develop a Plan of Remediation for the candidate outlining the conditions that must be met before that candidate is permitted to make another attempt at student teaching.

During the remediation semester, candidates may be required to take additional courses, participate in additional field experiences, and/or undertake other activities in an effort to overcome the problems in student teaching.

Candidates who are withdrawn or who withdraw from student teaching must notify the Coordinator of Clinical Practice as soon as possible of their intent to reapply for student teaching. The notification may be made in either print or by email. The application for readmission to student teaching must be made before the announced deadline for applying to student teach for the semester in which the candidate desires to reenroll. The notification to the Coordinator of Clinical Practice needs to be at least one semester in advance so that the candidate will have time to reapply to the WV State Department of Education for a new Student Teaching Permit.

At the time of application for readmission to student teaching, the candidate must present to the Coordinator of Clinical Practice written documentation of the steps taken to overcome the problems encountered during the first student teaching attempt. The Coordinator of Clinical Practice will review the documentation to determine if an attempt has been made to overcome the problems. The candidate may be denied readmission to student teaching if it is evident that the problems contributing to withdrawal from the first student teaching experiences still exist.

The Coordinator of Clinical Practice may enlist the aid of the Teacher Education Admission and Retention Committee in making this determination. If a candidate is denied readmission to student teaching, she/he may request an appeal to the Teacher Education Admission and Retention Committee.

- **Withdrawal Due To Unsatisfactory Teaching Performance or other Professional Issues For a Second Time**

1. Candidates who withdraw or who are withdrawn from student teaching for a *second* time due to unsatisfactory performance *will be removed from the Teacher Education Program and will not be permitted to repeat the experience for a third time.*

Candidates who are pursuing the BA degree must submit an Application for Graduation to the Registrar's office by the deadline established by that office. The Registrar's Office staff determines if the candidate has met the graduation requirements.