

## APPENDIX E Student Teaching

### Student Teaching Placements

Student teaching outside the WLU 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.

Teacher candidates will complete an information sheet and request form in the semester preceding student teaching. The Teacher Education Program 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 are not permitted placement in their hometown high school.

### Minimum Qualifications For Cooperating Teachers

*5.17.a. Effective July 1, 2018, at a minimum, the cooperating educator should: 1) hold a valid West Virginia five-year teaching credential in the content area of the candidate placed in his/her classroom with a minimum of five years of teaching experience; 2) hold "Accomplished" or higher as a summative performance rating on the West Virginia Educator Evaluation during the last two years of employment; AND, 3) have successfully completed a WVBE-approved mentor/induction coaching course, at no cost to the teacher, OR hold or be eligible for the Master Mentor Advanced Credential OR hold certification through the National Board for Professional Teaching Standards (NBPTS).*

*5.17.a.1. An out-of-state cooperating teacher must hold a valid teaching credential beyond the initial license and in the content area of the candidate placed in his/her classroom and in the state of the placement AND have a minimum of five years of teaching experience with evidence of successful performance (such as educator evaluations) during the last two years of employment OR hold certification through the National Board for Professional Teaching Standards (NBPTS).*

*5.17.b. A working definition of the cooperating teacher: A cooperating educator is an experienced and effective educator engaged in the purpose of affirming to a beginning educator the potential for professional growth through continuous improvement. The cooperating educator is proficient interacting in different interpersonal contexts, and is adept in both mentoring and coaching the beginning educator in a genuine manner that engenders trust. The cooperating educator is willing to provide instructional support and coach beginning educators to improve skill and performance no matter what level beginning educators are performing. Instructional coaching by cooperating educators is structured around fulfilling standards and performance targets, and consists of*

*discussions where the cooperating educator provides objective feedback on the beginning educator's strengths and weaknesses as aligned to both the content standards and West Virginia Professional Teaching Standards.*

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

## **Essential Functions of Student Teaching**

### **Student Safety**

- Ensure the safety and well-being 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 classwork, 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 suggestions 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 by 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 candidate will successfully complete the student teaching experience, there are reasons for which a student teacher candidate may wish to withdrawal from student teaching. Also, there are reasons for which the college or school personnel agree that a student teacher candidate 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 Candidate:**
  - 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.**
  - Step Two: Before making the final decision, discuss the reasons for considering withdrawal with all involved parties. It is possible a student teacher candidate is not aware of alternatives available or may consider a problem more serious than it actually is.
  - Step Three: If after discussion and deliberation, the student teacher candidate still desires to withdrawal, he/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**
  - Candidates who have withdrawn from student teaching for any of the following reasons may reapply to student teach immediately upon their recovery from physical injury, physical illness, pregnancy related complications or death of a member of the immediate family.
  - 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 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**
  - Step One: Any involved party can initiate a meeting regarding the progress of a student teacher candidate. If a consensus is reached that a withdrawal will be made, the Coordinator of Clinical Practice will immediately notify the student teacher candidate.
  - Step Two: As soon as possible, the Coordinator of Clinical Practice will arrange for a meeting with the Director of Teacher Education and the student teacher candidate to explain the reasons for the withdrawal. If the Director of Teacher Education is unable to attend, another faculty member

may represent him/her. The college supervisor, cooperating teacher and principal may be invited, but are not required to attend. If the student teacher candidate 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
  - 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 admission 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 teacher candidates that when a school administrator requests that a student teacher candidate 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 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 withdrawal 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 email. The application for readmission to student teaching must be made before the announced deadline 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 experience 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
  - Candidates who withdrawal 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 determines if the candidate has met the graduation requirements.