

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

Fall 2021

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 Title IX Officer.

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SECTION I: GENERAL INFORMATION

Education Program

The Education Program at West Liberty University (WLU) coordinates the state approved certification programs among the College of Education & Human Performance, the College of Science and the College of Liberal and Creative Arts. The governing body of the Education Program, the Education Unit, is comprised of a representative from each of the areas of certification offered by West Liberty University. The representatives from these certification areas discuss: certification, curriculum changes, program admission points, program policies and the assessment process/plan. All certification representatives act as liaisons between the Education Program and their respective academic departments/programs and colleges. Unit members are typically selected by Department Chairs/Program Directors and/or Deans. Unit meetings are held at a minimum of one time per term during the Fall and Spring semesters and led by the Education Department Chair.

The West Liberty University Education Unit Bylaws:

- I. *Purpose:* The Education Unit is a policy making body with authority to review, approve and deny proposed changes in the WLU 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 Education Department Chair has the authority to decide which proposed changes to Education policies or procedures need to be reviewed by the Education Unit. In addition, the Dean or Department Chair of any WLU school or department that includes an Education Program may request that the Unit consider any changes that affect those programs.
- II. *Composition of the Unit:* Each WLU Education program is entitled to one representative on the 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, Preschool Special Needs, Art, Music, Physical Education, Health, English, Social Studies, Biology, General Science, Math, Masters Special Education and Masters Reading Specialist. The Admission/Retention Coordinator, the Coordinators of Residencies 1 & 2, the Program Coordinator Teacher Candidates and the Education Program Data Manager will also serve on the Unit. The Unit will be chaired by the WLU Education Department Chair. 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 Education Department Chair 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 Education Department Chair 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.

Membership on the Education Unit

Education Department Chair, Dr. Sarah Schimmel

Data Manager, Mrs. Sarah West*

Program and Admission/Retention Coordinator, Ms. Brooke Cenkus*

Coordinator of Residency 2, Prof. Kenneth Sexton

Coordinator of Residency 1, Dr. Ronald Hulewicz

Graduate Program Director, Dr. Nicole Ennis

Special Education, Dr. Steve Richards

Social Studies, Dr. Aron Massey

English, Dr. Steve Criniti

Physical Education, Dr. Rhonda Noble, Prof. Kathleen Wack

Health Education, Dr. Aaron Huffman

Math, Prof. Jenna Cook, Dr. George Vopal

General Science, Prof. Melesa Swartz

Biology, Prof. Amanda Francis

Art, Dr. Jeffrey Grubbs

Music, Prof. Patrick Garrett

Preschool Special Needs, Dr. Hilary Bougher-Muckian

Reading, Prof. Angela Curfman

Community Education, Dr. Miriam Douglas

Center for Arts and Education Director, Lou Karas*

*non-voting members

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. The Council for the Accreditation of Educator Preparation (CAEP) replaced NCATE accreditation. West Liberty University earned full accreditation with CAEP in the Spring of 2019.

SECTION II: THE TEACHER AS CATALYST CONCEPTUAL FRAMEWORK

The Education Unit has chosen “The Teacher as a Catalyst” metaphor as a unifying theme to define the conceptual framework for the Education programs at WLU.

I. Vision

The following statement summarizes the vision of the Education Unit: *West Liberty University Teacher Education graduates will be catalysts for educational change in the 21st century global society.*

II. Mission and Purpose

To further refine that vision, the Unit has adopted the following mission statement: *The mission of the 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 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 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 Education Program, Content Knowledge is addressed through the Content portion of the Teacher Education Program and Professional Knowledge is addressed through the Residency portion of the Education Program.

IV. Dispositions

A copy of the disposition will be provided as needed.

Disposition Sequence for all program participants

Self Assessment	EDUC 100
Instructor Assessment	EDUC 207 (Pre-Admission Point 1)
Instructor Assessment	EDUC 301 (Post-Admission Point 1)
Instructor/Cooperating Teacher Assessment	EDUC 309/311 (Post-Adm. Pt. 2)
Cooperating Teacher Assessment	Mini Residency Residency Placements
Cooperating Teacher/Supervisor Assessments	Residency Placements

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

In EDUC 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 EDUC 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 Residency Semester 1, the course instructor(s) will assess all candidate dispositions using the online form.

All residency mentor teachers also complete disposition forms assessing teacher candidate dispositions while engaging 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.

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 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 Education Program office and a copy will be given to the candidate. The Director of the Education Unit will review all negative dispositions and at her discretion will convene a meeting with the teacher candidate. A plan of improvement may be written at that meeting to address the deficiencies.

It is very important that teacher candidates (TC) sign up to participate in a variety of activities attended. TC commitment impacts your professional reputation, as well as the University's. The site makes plans around the number of students that are able to attend. When TCs cancel or do not show up, it impacts the activities and adds pressure to the person in charge. This will serve as the warning. This behavior will result in a negative disposition moving forward.

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 Education Programs

Elementary Education Major

- Elementary Education K-6
- Preschool Special Needs PreK-K

Additional Endorsements available to Elementary Education Majors

- Early Education PreK-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
- 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
- General Science 5-9

Additional Endorsement available to Middle School Majors

- Multi-categorical SPED 5-Adult*

Secondary and PreK-Adult Majors

- Art PreK-Adult
- Biology 9-Adult
- Health PreK-Adult
- Mathematics 5-Adult
- Music PreK-Adult
- Physical Education PreK-Adult
- Social Studies 5-Adult
- English Language Arts 5-Adult
- General Science 5-Adult

Additional Endorsement available to Secondary and Comprehensive Majors

- Multi-categorical SPED 5-Adult*

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

Non-certification Programs

- Community Education
- Athletic Coaching

Acceptance of Transfer Coursework for all 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 Education Program may accept transfer credits from other institutions for the certain courses. Some exceptions are considered for extenuating circumstances.

Scholarships

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

<https://westliberty.edu/education/academic-programs/scholarships/>

Awards

Outstanding Education Major Awards

Each year, the 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)

SECTION III: ADMISSION, RETENTION AND PROGRAM COMPLETION

The admission and retention process for the TEducation Program at WLU consists of four distinct phases:

- Admission Point 1: Admission to Teacher Education Program
 - Admission Point 2: Admission to the Residency Semester 1
 - Admission Point 3: Admission to the Residency Semester 2
 - Admission Point 4: Completion of student teaching/application for certification
- OR
- Removal from the Education Program

Please note that a Pass/Fail grade does not equate a “C” or better. Therefore, a Pass/Fail course grade will not count towards certification.

Admission Point Number One: Admission into the WLU Education Program Teacher candidates must be admitted to the Education Program prior to enrolling in EDUC 301, Educational Psychology. All upper level classes that follow EDUC 301 in the Residency 1 & 2 sequences require admission to the Education Program prior to enrollment in those classes.

Criteria for formal admission into the teacher education program:

- Successful completion of 45 or more semester credits of 100 level or above university coursework.
- Overall GPA of 3.0 or higher. Grade of “C” or better for the following courses:
 - ENG 101 **and** ENG 102 **or** ENG 103
 - COM 101
 - EDUC 100
 - EDUC 207
 - EDUC 290
 - SPED 241
- Successful Completion of WVDE Required Praxis I Tests: CORE Reading, Writing and Mathematics tests or submission of ACT or SAT scores meeting exemption status (based upon required in the WVDE Policy 5202 and listed in the Praxis section of this manual).

Important Note: Scores/tests may be revised at any time by the WV Department of Education. To qualify for admission to 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.
- Completed a background check within the last 12 months.
- Completed a Legal Disclosure and provided a narrative for all “yes” responses.

- Successful completion of 125 hours in mini residency

Praxis I and II Test Information and Requirements

All 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 Education Program.

ALLOWABLE EXAM EXEMPTIONS

(As per WVBE Policy 5202 - effective February 10, 2021)

The following exemptions are established by the WVBE for required exams of professional licensure:

Pre-Professional Skills Tests

Individuals may be exempt from the WVBE-required tests for pre-professional skills (Reading, Writing, Mathematics), provided they meet one of the following criteria. Additional exemptions are listed in the [West Virginia Licensure Teaching Directory](#) - effective February 2021:

- Has attained from a single administration a New SAT score of 480 using the combined EvidenceBased Reading and Writing and a score of 530 in Math (effective May 2016); or
- Satisfies a passing score in basic skills reading, writing and mathematics as required in the state where the preparation program is or was completed; or

For exemption from the Reading and Writing Pre-Professional Skills Test only:

- Has attained a minimum combined score of 34 on the ACT enhanced exam (effective November 1989) in both English and Reading with a minimum individual score of 17 for each individual subject (English and Reading). Eligible scores for English and Reading on the ACT enhanced exam may be combined from multiple administrations of the exam; or

For exemption from the Mathematics Pre-Professional Skills Test only:

- Has attained a minimum individual score of 21 on the ACT enhanced exam (effective November 1989) in mathematics during any administration of the test

The Praxis II content area tests must be passed prior to entrance to the Residency Semester 2. For Teacher Candidates in the Residency 1 semester, all Praxis II tests must be passed and received by the Teacher Education Program by November 1st and in the Spring by May 1st. **It is HIGHLY recommended that Praxis II is passed before entering Residency Semester 1.**

Praxis I and II registration is completed online at:

https://www.ets.org/praxis/register/?WT.ac=praxishome_praxisregister_180911.

Information about testing dates and test preparation are also available on the ETS website at : <http://www.ets.org/praxis>.

Praxis tests are currently being administered at testing centers and with using home proctoring with ProctorU. This is subject to change. Review the ETS testing guidelines prior to registering.

Although the Praxis II test objectives generally reflect the SPA standards and the West Virginia Professional Teaching Standards, the Education Unit periodically reviews the program to ensure that test content is addressed throughout the Education Program. More information about the contents of the Praxis II tests is available on the Educational Testing Service website at: https://www.ets.org/praxis/about/subject?WT.ac=31040_praxis_about_praxisii.

In the event that a candidate does not pass any portion of Praxis I (CORE) or 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 third 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 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 5202 that waives the Praxis I for candidates who have met the required ACT, SAT, or GRE test scores, candidates who will seek teaching certification in other states may need to pass the Praxis I scores established by those states.**

Praxis I is updated as of September 1, 2019.

- Candidates that have successfully completed Praxis I, are not required to complete the new CORE assessments as long as you are continuously enrolled through certification completion. If a candidate takes time off before certification (a semester or year leave from the University), this candidate will have to complete the new Praxis Core-Reading, Writing and Math.

Criminal Records Clearance Requirement

For admission into the 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 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 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 Education Program Director will review the candidate's 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 Education Department Chair will bring those cases that may involve program denial or program discontinuation to the Admission/Retention Coordinator and the 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 they notify the candidate by email that they have been formally admitted into the 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. The add/drop date for Summer sessions is Wednesday of the first week by 4:00 pm.

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.

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 WLU
- Must have achieved at least a 3.0 overall GPA after enrolling/re-enrolling at WLU

- Must provide at least two letters of recommendation from content area faculty
- Must successfully fulfill all other Education admission requirements
- Must earn a 3.0 by the end of residency to obtain certification

Admission Point Two: Admission to Residency Semester 1

In order to be admitted to the Residency Semester 1, teacher candidates must meet the following criteria:

- Completed the [Admission Point 2: Admission to Residency Semester 1 Google Form Application](#)
- Completed EDUC 301: Educational Psychology with a “C” or better
- 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 but one of the required content courses in his or her major with letter grades of “C” or better
- Successfully completed all Field/Practicum requirements
- Earned an overall G.P.A. of at least 3.0
- *Completion of 125 mini residency hours*

Admission Point Three: Admission to Residency Semester 2

In

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

- Completed the [Admission Point 3: Admission to Residency Semester 2 Google Form Application](#)
- 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 Residency 1 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 Residency 1 requirements (*minimum of 250 hours over 14 weeks*)
- Earned an overall G.P.A. of at least 3.0
- Passed all of the required Praxis II tests in each certification area in which the teacher candidate is eligible to enter Residency Semester 2 (*for Teacher Candidates in the Fall Residency Semester 1, it must be passed and received by the Teacher Education Program by **November 1st** and in the Spring by **May 1st***).

Candidates who have met these requirements must complete the Application for Residency Semester 2. The Admissions/Retention Coordinator and the Education Department Chair 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.

**Candidates may appeal to be admitted to Admission Point 3: Admission to Residency Semester 2 if they obtain passing scores on all Praxis II tests after the deadline of November 1st or May 1st, but placements cannot be guaranteed. Candidates must complete the Google Form in addition to submitting their letter of appeal.*

By the end of the Residency Semester 1, teacher candidates must successfully complete all key programmatic assessments.

Admission Point Four: Completion of Program

Coursework, assessments and related training must be completed during the semester in which the candidate is enrolled in the Residency Semester 2. Teacher candidates must fulfill the following requirements in order to successfully complete the program:

- EDUC 485: Residency 2
 - Candidates must successfully complete one content area placement in their assigned schools in the regional area (with using prior residency experience to complete all other content area requirements)
 - 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 “Emerging” 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 Residency expectations and requirements, see Appendix E of this Student Policy Manual.

****Important- Teacher candidates have one year from graduation to acquire certification under their catalog. After one year, the teacher candidate is required to adhere to the current university catalog in which they are applying for certification. The teacher candidate will be responsible for completing any additional requirements - coursework, Praxis, etc.***

Obtaining Teaching Certification/Licensure (Optional)

Teacher candidates must complete an electronic Form 20T that can be obtained on the [WVDE certification forms website](#). In addition, teacher candidates must complete 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 Form 7, it must be returned to the Program Coordinator Teacher Candidates in Main Hall 325C. The WLU Program Coordinator Teacher Candidates 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.

Teacher candidates can monitor the status of their application online at the WVDE website. WLU may not be notified of the issuance or denial of a teacher candidate's certification. If a teacher candidate receives notification of a problem regarding his/her/their application, the candidate should inform the WLU Program Coordinator Teacher Candidates who may be able to provide assistance or advice.

Please Note: When tests or scores listed in the WVDE directory 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 Education Program

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

- Failure to maintain the required overall GPA
- A criminal background check (within the last 12 months) that reveals 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
 - Dishonesty
 - Failure to maintain confidentiality
 - Punctuality/absence issues
 - Inappropriate use of language
 - Improper dress
 - Failure to abide by WLU or public school policies or procedures
 - Unresolved negative dispositions
- Failure to fulfill requirements during a residency placement

Education Appeals

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

Actions that can be appealed through the education appeals process:

- Denial of admission into the Education Program
- Suspension of program admission status
- Removal from the Teacher Education Program
- Removal from residency placement
-
- Denial of admission that is based on the failure to meet one or more of the admission requirements, including exceeding Praxis deadlines of November 1st and May 1st

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

- Removal from a residency placement that was requested by the public/private school system
- Course grades (including the grading of projects or assignments in a course)

It is the responsibility of each Education Program student/candidate to prepare for and achieve admission criteria. The criteria for each admission point (admission to the Education Program, admission to Residency 1, and admission to Residency 2) are detailed in the Education Program Manual available online on the Education Program webpage.

Delaying and avoiding achievement of the admission criteria are not justification for an appeal. You must take Praxis 1 and 2 tests sufficiently early to allow for multiple attempts if needed and prior to admission point deadlines.

You may appeal for a waiver for any admission point once. Follow the procedures as outlined in the Education Program Manual. These procedures include an appeal to the Dean of the COEHP if the Education Program Appeals Committee denies your appeal.

If you are denied at the Dean's level, you must provide evidence that you have met all admission criteria.

A second and final appeal for a waiver for any admission point may be made directly to the Education Department Chair and Dean of the COEHP and *should describe extraordinary circumstances specifically identifying why you have not met the admission criteria.*

In order to appeal to be admitted to any admission point due to not meeting the 3.0 overall GPA, teacher candidates must earn a 3.0 for 2 consecutive semesters and pass all Praxis II tests.

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, as well as the major, minor, GPA and all successes while at WLU. 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 Education Department Chair that the letter of appeal has been received.
3. The Education Department Chair will request to provide a written report to the Admissions and Retention Committee outlining the action taken and the reasons for the action, 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 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 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 residency 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 Education Department Chair or his/her/their designee 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/her/their case to the committee.
 - e. After the candidate presents his/her/their case and answers any questions from committee members, they will be permitted to make a concluding statement.
 - f. Upon conclusion of the hearing, the committee will deliberate and arrive at a recommendation to provide to the Education Department Chair.
 - g. The Education Department Chair will make the final decision.
 - h. Within ten WLU school days of the hearing, the Admission/Retention Coordinator will notify the candidate of the Department of Education Chair's decision based upon the recommendation of the appeals committee .
 - i. 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 Education Department Chair to the Dean of the College of Education & Human Performance.
- a. Appealing to the Dean of the College of Education & Human Performance
 - i. 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.
 - ii. Upon receipt of the letter of the appeal, the Dean will notify the candidate, the Admission/Retention Coordinator and the Education Department Chair that the letter of appeal has been received.
 - iii. 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.
 - iv. 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 Education Department Chair the Admission/Retention Coordinator and Provost of West Liberty University. **This decision will be final.**

SECTION III: 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 in addition to a teacher education faculty advisor.
- Faculty members from the Teacher Education Program advise all Elementary (K-6) and Preschool Special Needs Majors.
- All Early Education and Special Education minors should seek out a supplemental advisor from their minor area if their primary advisor is not a faculty who teaches in these programs.
- 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.**

SECTION IV: RESIDENCY GUIDELINES AND INFORMATION

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

General Information about Field Experiences

The Education programs at WLU require specific residency experiences that teacher candidates complete in approved settings in which they fulfill specific program goals. The Special Education, Early Education, Preschool Special Needs and Reading courses 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 residency placements.

**Appendix A Education Program Sequence
Effective Fall 2021-2022 Catalog**

(Pre-Admission)	(Post-Admission Pt. 1)	(Post-Admission Pt. 2)	(Post- Admission Pt. 3)
<p>EDUC 100*: <i>Introduction to Education</i></p> <p>EDUC 207*: <i>Foundations of Education</i></p> <p>EDUC 290: <i>Instructional Technology</i></p> <p>SPED 241*: <i>Introduction to Exceptionalities</i></p> <p><i>Contains a required mini residency field experience</i></p> <p>Praxis I 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, EDUC 290 and SPED 241)</p>	<p>EDUC 301*: <i>Educational Psychology</i></p> <p><i>* Contains a required mini residency field experience</i></p> <p>Praxis 2 Tests</p>	<p>Residency Semester 1</p> <p>Elementary</p> <ul style="list-style-type: none"> • EDUC 311 • EDUC 412 • EDUC 460 • EDUC 461 • EDUC 462 • EDUC 463 • READ 417 <p>Secondary/ Comprehensive/ Middle Childhood</p> <ul style="list-style-type: none"> • EDUC 293 • EDUC 309 • EDUC 341** & 342** • READ 302 • SPED 320 <p>Preschool Special Needs</p> <ul style="list-style-type: none"> • EDUC 311 • EDUC 412 • EDUC 463 • READ 417 • SPED 401/402 (depending on semester) <p>Praxis 2 Tests (Must be passed prior to Residency Semester 2)</p>	<p>Residency Semester 2</p> <p>EDUC 409: <i>School Law</i></p> <p>EDUC 470: <i>Professional Seminar</i></p> <p>EDUC 485: <i>Student Teaching</i></p>

		**not for all majors	
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APPENDIX B Teacher Education Self Checklist

- _____ Completed 45 hours of 100 or higher level college coursework
- _____ Completed ENG 101 and ENG 102 or ENG 103 and COM 101 with grade of “C” or better
- _____ Completed EDUC 100, EDUC 207, EDUC 290 and SPED 241 with grade of “C” or better
- _____ Maintained 3.0 or higher overall GPA and achieved 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 Degree Works
- _____ Passed all three sections of Praxis I (or are exempt and provided ACT/SAT Scores to the Program Coordinator Teacher Candidates at Main Hall Office 325C)
- _____ Cleared CastleBranch.com background check (every 12 months)
- _____ Successfully completed all field experience requirements (125 field hours documented in Livetext and approved by supervisor)
- _____ Applied for Admission Point 1 into the Teacher Education Program
- _____ Achieved admittance to Admission Point 1 into the Teacher Education Program
- _____ Complete EDUC 301 with a grade of “C” or better
- _____ Applied for Admission Point 2 into Residency Semester 1
- _____ Achieved Admission Point 2 into Residency Semester 1
- _____ Passed all required Praxis II Tests
- _____ Successfully completed all 125 mini residency hours
- _____ Successfully completed all programmatic assessments before and during Residency Semester 1
- _____ Completed all required content courses with a “C” or better
- _____ Achieved grade of “C” or better for Residency Semester 1 GPA of 3.0
- _____ Completed 250 field hours over 14 weeks - all documented in Livetext and approved by supervisor
- _____ Applied for Admission Point 2 into Residency Semester 2
- _____ Achieved admittance to Admission Point 3 into Residency Semester 2
- _____ Applied for and received WVDE Residency Permit
- _____ Successfully completed all programmatic assessments in Residency Semester 2
- _____ Completed 500 field hours over 14 weeks - all documented in Livetext and approved by supervisor
- _____ Applied for Graduation (one semester in advance) (part of Admission Point 4)
- _____ Applied for Certification (completed the WVDE Application Packet) (part of Admission Point 4)
- _____ Graduated

_____ Finalized application for certification

APPENDIX C Education Disposition

Due to being a proprietary assessment, the disposition will be provided as needed.

APPENDIX D Residency Handbooks

Candidates are not to contact schools directly to arrange for placements. Although the Program Coordinator Teacher Candidates 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.

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.

Background Check

An individual must have cleared a program criminal record check within 12 months of the date of the application for admission. Order a background check at <https://portal.castlebranch.com/WE38>. The cost is \$38.00. 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 disqualify that individual from West Virginia teaching certification, then WLU reserves the right to delay or suspend that individual’s field experience placement until those charges are resolved. WLU 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.

Residency Semesterly Checklist

	Initiate background check (https://portal.castlebranch.com/WE38) The cost is \$38.00
	Complete Teacher Candidate Information sheet received via email from the Program Coordinator Teacher Candidates
	Read the West Liberty University Education Candidate Policy Manual and Complete the <i>Acknowledgment of Receipt of the Teacher Education Candidate Policy Manual</i> form received via email from the Program Coordinator Teacher Candidates
	Attend the mandatory Field Meeting for the semester in which field is planned and/or EDUC 207

	Visit the Card Center at the Service Center in the Student Union to obtain a West Liberty University Teacher Education photo ID card. This card must be displayed at all times while representing the West Liberty University Teacher Education Program.
	Email schedule, including dates and times to the Program Coordinator Teacher Candidates within one week of placement
	Submit your completed timesheet within the field section of Livetext) *Supervisor electronic signature is required for each line of the time sheet to verify attendance in Livetext.
	Complete assignments on LiveText related to residency
	Email the Program Coordinator Teacher Candidates to inform him/her/them that all requirements are completed and ready for review. ****Deadlines will be communicated via email. Failure to meet due dates will necessitate completion of residency and the course in which the residency is attached during a different semester****

Mini Residency: Partner School Placement

- 125 hours prior to Residency 1s
- Completed during education and content courses as designated for each certification area
- Placements are assigned by the Program Coordinator Teacher Candidates. ****Candidates are not to contact schools directly to arrange for placements.** Although the Program Coordinator Teacher Candidates 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.
- Disposition and Teacher Candidate Numerical Assessment completed by Cooperating Teacher minimally once during placement.

Residency Semester 1

- Completion of a minimum of 250 hours over 14 weeks In order to successfully complete residency 1 and move to residency 2, each candidate must complete all activities at the required level and attend and actively engage in all sessions for each school-based program during the Residency Semester 1. Each candidate, having completed the activities, will have amassed the appropriate amount of hours required for state certification.
- Must be completed during Residency Semester 1 as outlined in the course syllabus
- Placements are assigned by the Program Coordinator Teacher Candidates. **Candidates are not to contact schools directly to arrange for placements.** Although the Program Coordinator Teacher Candidates 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.

- Must be successfully completed for admission to the Residency 2 Semester
- Disposition and Teacher Candidate Numerical Assessment completed by Cooperating Teacher minimally once during placement.

Attendance Requirements:

- Candidates are expected to attend professional development days and Faculty Senate meetings unless the cooperating teacher sends an email to the Program Coordinator Teacher Candidates stating the reason the candidate is not permitted to attend.
- Candidates attend their placements even when their cooperating teacher will be absent and a substitute will serve in their place.
- During inclement weather days, candidates follow the schedule of their cooperating teacher, not that of WLU.

	Residency 1 Checklist
	Complete Admission Point 2 application found on the WLU education website.
	Complete a form 24R, which can be obtained on the WVDE application forms website.
	Complete a Form 7, which can be obtained on the WVDE application forms website.
	Read the West Liberty University Education Candidate Policy Manual and Complete the <i>Acknowledgment of Receipt of the Teacher Education Candidate Policy Manual</i> form received via email from the Program Coordinator Teacher Candidates
	Visit the Card Center at the Service Center in the Student Union to obtain a West Liberty University Teacher Education photo ID card. This card must be displayed at all times while representing the West Liberty University Teacher Education Program.
	Immediately after receiving placement information from the Program Coordinator Teacher Candidates, contact the teacher to schedule the first day. This date should be communicated to the Program Coordinator for Teacher Candidates.
	Submit your completed timesheet on the field section of Livetext. *Supervisor electronic signature is required for each line of the time sheet to verify attendance.
	Complete assignments on LiveText related to Residency 1

	<p>Email the Program Coordinator for Teacher Candidates to inform her that all requirements are completed and ready for review.</p> <p>****Deadlines will be communicated via email. Failure to meet due dates will necessitate completion of residency 1 during a different semester****</p>
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Legal Disclosure

All teacher education candidates are required to complete a [Legal Disclosure](#) before entering the field. A narrative must be emailed as an attachment to the Program Coordinator for all questions with the answer of "Yes". The narrative must be written as a formal letter providing specific details of the event including dates.

Organizational Procedures

- Cooperating teachers assist the teacher candidates in getting acquainted with the schedule, routine and procedures that you have established in the classroom.
- Cooperating teachers direct the teacher candidate to any materials and resources that he/she will need during the placement.
- Placements should be participatory, not solely observational. In advance of the lesson each week, cooperating teachers and teacher candidates will discuss the appropriate level of participation expected of the teacher candidate.
- Cooperating teachers and administrators are not to leave the teacher candidate alone with students according to Policy 2510, Article 18 and Safe and Supportive Schools Policy 4373.
 - [Policy 2510](#) (PDF/Word located on chart)
 - [Article 18](#)
 - [Safe and Supportive Schools Policy 4373](#)

Expectations For Teacher Candidates

- **Field I/II:** Teacher candidates sign up for specific dates and times. *(If petitioning hours, teacher candidates must complete and submit the petition form. The form is located outside Main Hall Room 314.)*
- **Practicum I:** Teacher candidates arrange specific days and times with his/her assigned cooperating teacher.
- **Year-Long Residency Program:** Teacher candidates follow the district calendar of their assigned placement.

Residency Schedule:

Send your schedule, including days and times, to the Program Coordinator Teacher Candidates within one week of placement.

A schedule is a very important component of residency. When assigned a placement, it is important to create a schedule that works for you and the cooperating teacher. This schedule allows you to be an active part of the classroom. The cooperating teacher knows when you are coming and can plan his/her lessons accordingly. The schedule should be made within one week of initial contact. It should contain all of the required hours and minimum days. Please attend all of the scheduled visits as listed. Poor attendance or frequent changes impacts your professional reputation and that of the university's. Once you have made a schedule, please send it to the Program Coordinator. Failure to comply with the information above will result in a negative disposition. Any changes made to the submitted schedule must be communicated to the Program Coordinator Teacher Candidates.

Teacher candidates are expected to be punctual and participate in activities as directed by the site supervisor/cooperating teacher. Cooperating teachers expect teacher candidates to be part of the instructional team during field-based assignments. Arrive at least 10 minutes in advance of the agreed upon time for placement participation and stay for the full amount of time. *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.*

- Teacher candidates are required to complete the reflections in LiveText associated with their time at the site.
- Teacher candidates are required to complete a timesheet that is signed by his/her site supervisor/cooperating teacher. Submit the completed timesheet to the Program Coordinator Teacher Candidates at Main Hall Office 325C within one week of completion. Only time sheets completed in ink will be accepted. *(If petitioning hours for Field I/II, no time sheet is required pending approval.)*
- Teacher candidates are expected to abide by all WLU Teacher Education policies contained within the Policy Manual.

Residency Program:

- Teacher candidates are expected to be punctual and participate in activities as directed by the site supervisor/cooperating teacher. Cooperating teachers expect teacher candidates to be part of the instructional team during field-based assignments. Arrive at least 10 minutes in advance of the agreed upon time for placement participation and stay for the full amount of time. *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.*
- Teacher candidates are required to complete the reflections in LiveText associated with their time at the site.
- Teacher candidates are required to complete a timesheet in Livetext that is signed electronically by his/her site supervisor/cooperating teacher.
- Teacher candidates are expected to abide by all WLU Education policies contained within the Policy Manual.

Procedures To Use If Teacher Candidate Is Not Meeting Expectations

As soon as possible, please contact the Program Coordinator Teacher Candidates if the teacher candidate is not meeting professional standards at your site/classroom.

Residency Field Placement Removal

Failure to attend placements, failure to notify schools or afterschool centers of absences, dress code violations, unprofessional behavior during residency 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 residency field placement by the Education Department Chair.

When this is necessary, the Education Department Chair will gather all necessary documentation from the school or center regarding the conduct of the teacher candidate. The Education Department Chair will meet with the teacher candidate regarding his/her conduct and resulting actions.

Removal from a residency field placement will result in the immediate termination of the field placement, a rating of Unacceptable for the field experience, a negative disposition assessment and a referral to the Education Unit Admission/Retention Committee for review of program continuation. If permitted to continue in the Education Program, the entire field experience will need to be retaken in order to attempt to achieve successful completion of the placement.

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

Assessments To Be Completed By Residents

Teacher candidates are required to complete the LiveText assignments by the deadlines established by the Program Coordinator Teacher Candidates in order to be eligible to achieve TARGET level.

Assessments To Be Completed By Residency Cooperating Teacher

Disposition Assessment Form: Please complete by rating the teacher candidates as *Target*, *Developing* or *Unacceptable* for each of the areas listed. A description of each rating can be found at the bottom of the form. Please contact the Program Coordinator Teacher Candidates with any questions.

Attendance Policy

It is very important that as you sign up to participate in a variety of activities, that you attend. Your commitment impacts your professional reputation, as well as the university's. The site makes plans around the number of students that are able to attend. When you cancel or do not show up, it impacts the activities and adds pressure to the person in charge. This email will serve as the warning. This behavior will result in a negative disposition from today moving forward.

There are no scheduled personal or sick days during any residency placement. Absences for illness and emergencies will have to be made up. In addition, the Program Coordinator Teacher Candidates may request documentation from a medical doctor or other source. Excessive absences may result in the termination of the placement.

When it is imperative that a teacher candidate be absent, the teacher candidate must:

- Contact the site supervisor/cooperating teacher by telephone as early as possible to inform him/her that you will be absent. Leave a message if unable to speak with them directly. Make sure to have the school/site phone number for immediate use.
- Call the College of Education and Human Performance Administrative Secretary Cyndi Galloway at (304) 336-8047 and indicate the reason for your absence. Please leave a voicemail if unable to reach Mrs. Galloway. Notification is required before school begins.

Please follow the steps above in the event of tardiness.

E-MAIL CALL OFF IS NOT ACCEPTABLE!

Professional Conduct Requirements

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

- Exhibit professional behavior in all staff, teacher and student interactions by demonstrating positive examples of preparedness, communication, fairness, punctuality, attendance, language and appearance. The use of profane, derogatory or sexually explicit language is prohibited.
- Maintain confidentiality regarding students and PreK-12 faculty and staff information.
- Dress professionally. Teacher education candidates are expected to dress modestly and appropriately. In order to participate in days that school staff wear jeans or other attire that is not business casual, the cooperating teacher would need to send an email to the Program Coordinator Teacher Candidates.
- 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, 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 and Human Performance.

Teacher Candidate Professional Interaction Requirements

- Proper hygiene is expected at all times.
- Teacher candidates may not chew gum, eat or drink while participating in the classroom.
- Teacher candidates may use cell phones and text during their non-teaching period only. The use of cellphones and texting during class or other school activities is not permitted. Cell phones and all other electronic devices not approved for use in advance of the lesson by the cooperating teacher must be out of sight. If an electronic device is to be utilized during the participation, prior approval from the cooperating teacher must be obtained such that the

impression is not given that the teacher candidate is participating in social conversations during the visit.

- The Education Program at WLU prohibits out of school contact between teacher education candidates and PreK-12 students in schools where those teacher candidates are completing field experiences. Electronic communications or personal interactions with students outside of school must not occur. This includes, but is not limited to email, text messaging, social networking (Facebook, Snapchat, Twitter, Instagram, Flickr, etc.). Most counties have policies that address this issue.
- Teacher candidates are expected to adhere to all WLU Education residency experience requirements found in the Teacher Education Candidate Policy Manual.

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 Education Unit Admission and Retention Committee to determine if the candidate will be permitted to continue as a teacher education candidate in the Education Program. *Criminal charges may be filed if the teacher whose signature was forged chooses to submit the case to law enforcement officials. The academic dishonesty charge could result in the expulsion of the teacher education candidate from WLU effectively ending their college career at WLU.*

Thank You Notes

Remember that you are a guest of the school and the cooperating teacher. Please take a few minutes to send a thank you note to your cooperating teacher, building Principal and the district leader involved with placements.

Communication

Please check your email at least daily for personal and/or Catalyst News updates.

Post Intervention Protocol

48 hours following a traumatic event in a school or involving a student within a school you are placed for either Practicum or Student Teaching, you are required to schedule a meeting with West Liberty's Counseling Center. In addition, the Teacher Candidate is required to schedule an additional appointment with the counseling center if the Teacher Candidate is returning to the placement after a scheduled break or if the teacher candidate is moving to a new placement.

APPENDIX E Residency

Residency Placements

Residency 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 in the semester preceding student teaching. The Program Coordinator Teacher Candidates 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 Residency

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 the 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 Residency

Although it is anticipated that each resident will successfully complete the residency experience, there are reasons for which a resident may wish to withdraw from residency. Also, there are reasons for which the college or school personnel agree that a resident 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 Resident:
 - Step One: Immediately notify the university supervisor and cooperating teacher about withdrawal plans. The university 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 resident 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 resident still desires to withdraw, he/she should immediately submit a written notification of withdrawal to the

Coordinator of Residency Semester 1 or Coordinator of Residency Semester 2 (according to semester).

- Withdrawal Due to Injury, Physical Illness Or Death In The Family
 - Residents who have withdrawn from residency for any of the following reasons may reapply to residency immediately upon their recovery from physical injury, physical illness, pregnancy related complications or death of a member of the immediate family.
 - Residents should notify the Coordinator of Residency Semester 1 or Coordinator of Residency Semester 2 (according to semester) as soon as possible of their intent to reapply for residency. The application for readmission to student teaching must be made before the announced deadline for the semester in which the resident desires to re-enroll. The resident may be required to apply for and obtain a new WVDE Residency 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 resident. If a consensus is reached that a withdrawal will be made, the Coordinator of Residency Semester 1 or Coordinator of Residency Semester 2 (according to semester) will immediately notify the resident.
 - Step Two: As soon as possible, the Coordinator of Residency Semester 1 or Coordinator of Residency Semester 2 (according to semester) will arrange for a meeting with the Director of Teacher Education and the resident to explain the reasons for the withdrawal. The university supervisor, cooperating teacher and principal may be invited, but are not required to attend. If the resident chooses not to attend the meeting, the withdrawal from the residency placement will still take place.
- Withdrawal Due to Unsatisfactory Teaching Performance Or Other Professional Issues
 - Residents who withdraw or are withdrawn from residency because of an inability to satisfactorily perform the duties of a teacher or for other professional issues will be recommended but may be required to wait a minimum of one semester before reapplying for admission into residency. This waiting period shall apply regardless of whether a candidate withdrew on her/his own or was withdrawn by the Coordinator of Residency Semester 1 or Coordinator of Residency Semester 2 (according to semester) at the request of the school or college supervisor.

Residents are guests in the schools. The University has agreements with school systems accepting residents that when a school administrator requests that a resident be removed from the school and residency assignment, the request will be honored.

If a resident withdraws or is removed from a residency 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 Residency 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 residency.

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 email. The application for readmission to student teaching must be made before the announced deadline for the semester in which the candidate desires to re enroll. 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 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 determines if the candidate has met the graduation requirements.

Post Intervention Protocol

48 hours following a traumatic event in a school or involving a student within a school you are placed for either Practicum or Student Teaching, you are required to schedule a meeting with West Liberty's Counseling Center. In addition, the Teacher Candidate is required to schedule an additional appointment with the counseling center if the Teacher Candidate is returning to the placement after a scheduled break or if the teacher candidate is moving to a new placement.

APPENDIX F Student COVID-19 Waiver

I understand and acknowledge that COVID-19 is a public health risk, and that West Liberty University cannot guarantee my safety or immunity from infection. With full appreciation of these facts, I voluntarily agree to participate in the practicum/internship. In consideration for my participation, I knowingly and voluntarily assume all risks associated with my practicum/internship, including but not limited to, the risk of illness, exposure or infection with COVID-19. With full understanding of the aforementioned risks, I knowingly and voluntarily waive and release the University from all present and future claims of any type for any harm or loss, including but not limited to, economic loss, personal injury, disease, death, or property damage suffered by me during my practicum/internship. I agree to indemnify, hold harmless, and covenant not to sue the University for any personal injury, death, medical expenses, disability, loss of capacity, property damage, court costs, attorney's fees, or other loss arising out of my practicum/internship. By my signature below, I certify that I have read and fully understand this waiver and release and understand that it affects my legal rights. I understand and acknowledge that this waiver and release shall be binding on me, my heirs, family, estate, representatives, and assigns.