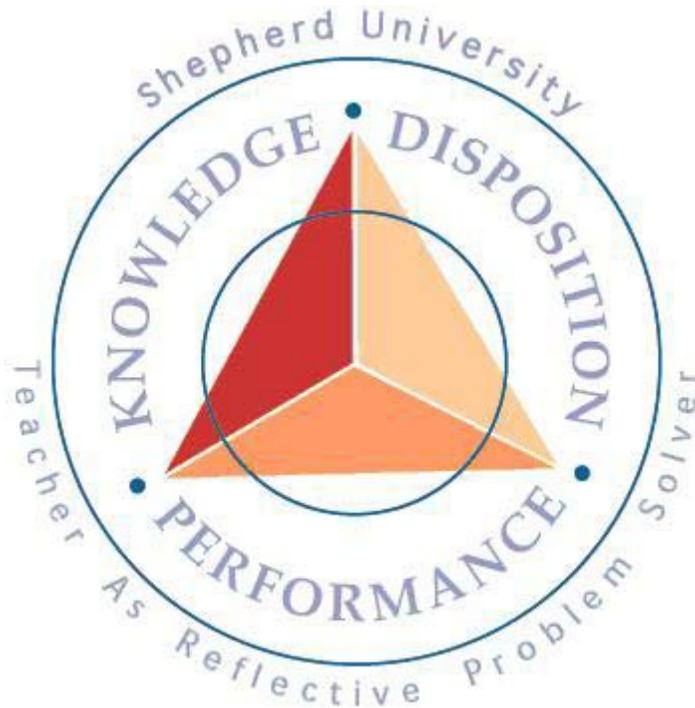


SHEPHERD UNIVERSITY TEACHER EDUCATION PROGRAM



PRACTICUM MANUAL

For COOPERATING TEACHERS

FOREWORD

This manual is designed to provide users ready access to the conceptual framework, policies, and procedures, governing the practicum components of the Shepherd University Teacher Education Program. It serves as both a comprehensive guide to all practicums within the program and as a component-specific guide for the practicum components associated with courses in the Elementary and Secondary Specializations. Thus, it can be used to examine the coherence among the components of the overall practicum experience or, component by component, to inform the various users (students, public school personnel, and University personnel) of the role of a particular practicum within the overall practicum experience, the responsibilities of the various users, and the policies and procedures governing that particular practicum component.

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THE STUDENT TEACHING SEMESTER

One of the most significant events for the pre-service teacher is student teaching. For approximately 14 weeks, student teachers, guided by cooperating teachers and University supervisors, learn to carry out the responsibilities of a professional teacher. Successful student teaching will lead to recommendation for teacher certification.

As students participate in student teaching, they should demonstrate the willingness and capacity for continuous reflection on their performance so that their professional development becomes increasingly self-motivated. When the students entering the program are successful, the teacher education program at Shepherd University is successful. This success can be achieved only when students, cooperating teachers, and school and University personnel collaborate to achieve the goal of preparing competent teachers.

For the student teaching semester, all students enroll in EDUC 400 Inclusion in the Regular Classroom. Students seeking Elementary certification enroll in EDUC 450. Secondary students, depending on the level of certification sought, enroll in one of the following: EDUC 455 (for Pre-K-Adult), EDUC 456 (for 5-Adult), or EDUC 457 (for 9-Adult). The concurrent enrollment in Inclusion in the Regular Classroom and Student Teaching, coupled with the more elaborate and intense supervision, continues the Action-Reflection-Action Cycle that characterizes all teacher education practicums.

Each student teacher has completed courses/experiences in general studies, foundations of education, pedagogy, content areas, and practicums. The practicums completed will have been at Level One, Two, and Three. These practicums prior to student teaching are designed to achieve program elements through our graduated infusion model at the learning levels of Awareness, Initiative, and Development. The final level of learning, Integration, is the focus of achievement during Student Teaching, our Level Four Practicum.

BEGINNING TEACHERS: PROGRAM GOALS AND STUDENT OUTCOMES

Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, faculty, and cooperating teachers agree that to be effective in a multicultural global society, a beginning teacher should possess the willingness and capacity to:

1. Ascertain and articulate personal, professionally held philosophical and theoretical viewpoints about schooling, teaching/learning.
2. Commit to continuous, reflective self-examination for personal/professional development.
3. Function as a change agent who can influence and improve the education of Pre-K-Adult students.
4. Undertake the professional responsibility for the development of Pre-K-Adult students' critical-mindedness, problem-solving skills, self-motivation, cooperative social interaction, and a commitment to excellent performance.
5. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities, and developmental characteristics of Pre-K-Adult students.
6. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and
 - a. Pedagogy that promotes and honors individual dignity and rights of Pre-K-Adult students
 - b. Consonant with the nature of a pluralistic and democratic society.

7. Develop learning experiences that promote acquisition of the knowledge, skills, and dispositions Pre-K-Adult students need to function productively and to become critical participants in a democratic, pluralistic social and economic world.
8. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.
9. Develop a critical understanding of the central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) s/he teaches including the use of educational multimedia technology.
10. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support Pre-K-Adult students' learning and well-being.
11. Develop a coherent, integrated view of the world of theory and practice.
12. Consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.

First-year teachers will not be effective unless they have previously conducted a serious inquiry into life in classrooms. Only when that inquiry is completed and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.

PROGRESS OF STUDENT TEACHING

There is a progression in student teaching from limited responsibility to full, independent responsibility. Prior to or on the first day of the student teaching placement, the cooperating teacher and student teacher are encouraged to negotiate the progressive assumption of classroom responsibility by the student teacher. The pace and amount of responsibility will depend upon the strength of the student teacher and the complexity of the classroom situation. Listed below are comments that may be helpful in planning the student teaching experience.

1. OBSERVATION. Spending a sufficient amount of time observing life in the classroom at the beginning of the experience and then periodically throughout the placement can be beneficial for several reasons: it helps the student teacher become familiar with the particular classroom to which they are assigned; an initial understanding of established classroom procedures can be acquired; knowledge of students' behavioral characteristics including how they interact with each other and with the classroom teacher can be observed; elements of the classroom teacher's pedagogy will reveal themselves through careful observation; etc. The student teacher is encouraged to make these observations part of their investigation of classroom life. They should take observation notes and share those with the cooperating teacher for discussion and further insight.

It is equally important that the cooperating teacher make careful and systematic observations of the student teacher. Notes from these observations should be shared in such a way that the student teacher is encouraged to reflect on their performance.

2. ASSUMING RESPONSIBILITY. There is no prescribed schedule for the student teacher assuming responsibilities in the classroom. As indicated above it will depend on the strength of the student teacher and the complexity of the classroom situation.

Student teachers vary greatly in their rate of learning and the amount of feedback needed during this time. The Shepherd University Teacher Education Program expects the student teacher to demonstrate the willingness and capacity to assume responsibility for their learning by seeking feedback, searching for adequate resources, revising planning strategies, etc. While some may benefit from specific directions, we encourage student teachers to take the initiative and present their ideas for the cooperating teacher's reaction and judgment. We encourage the cooperating teacher to share professional knowledge and experience with the student teacher. We hope that a continuous reflective conversation will take place between the student teacher, the cooperating teacher and others involved in the professional development of the prospective teacher. During this time the student teacher should also be assuming responsibility for all of the other duties that are part of the teacher's regular load.

During the final phase of each placement, the student teacher, the cooperating teacher, the University supervisor(s) and the building principal should feel confident that the student teacher is sufficiently competent to teach the full schedule and handle without supervision all regular duties assigned to the cooperating teacher. This is a minimum requirement for the successful completion of student teaching. However, this expectation is greater during the second of the two student teaching placements, if there are two placements. Much planning is required for this to be successful, and conferences during it are appropriate, although at this point, the initiative should be taken by the student teacher.

3. EVALUATION. Throughout the student teaching experience it is important that students teachers receive frequent constructive and formative feedback from all those directly involved in their professional development. The ST-11 is the only evaluation form that will be completed at the end of student teaching. The cooperating teacher will indicate whether the student has/ has not achieved an acceptable level of performance in areas defined by the West Virginia Board of Education. The cooperating teacher will be required to rate areas of teacher performance on a scale of exceeds, meets, approaches, or unsatisfactory and recommend a grade on the ST-11. The evaluation of the student teachers must be shared with them. The judgment of an experienced, successful professional is valuable and the cooperating teacher should not hesitate to make it. The University determines the overall and final grade for the student teaching experience. **The cooperating teacher should notify the University supervisor when it first becomes apparent that the student teacher's performance is less than acceptable and that a grade of "D" or "F" might be warranted.**

STUDENT TEACHING ASSIGNMENTS

In order to avoid unnecessary problems, the student teacher will not student teach in a high school from which he/she has graduated or attended, a school in which the student has family members on staff or in attendance, or a school in which the student is employed. Students who have family members who work at the Board Office or are on the Board of Education will not be placed in that district.

Elementary:

1. Elementary Education Student Teachers K-6 Certification (in Multi-Subjects):

The elementary education student teacher will be assigned a 14-week Student Teaching experience.

2. Elementary Education Student Teachers with 5-9 Endorsements:

The student teacher seeking elementary certification with a 5-9 endorsement will be assigned to a 14-week student teaching experience. Seven weeks will be in a K-5 grade setting and seven weeks will be in an approved middle school with an assignment in the subject area of the 5-9 program.

3. Elementary Education Student Teaching with Pre K-K Endorsement

The student teacher seeking elementary certification with a Pre K-K endorsement will be assigned a 7-week student teaching experience in a kindergarten classroom and a 7-week teaching experience in a 3-5 classroom.

Secondary:

Secondary education student teachers are in various fields and grade ranges: Pre-K-AD, 5-9, and 9-AD. Student teachers must complete a student teaching assignment in the content areas for which they are seeking certification and in the various grade ranges included in their certification program.

EDUCATION SUPERVISORS

Each student teacher will receive a minimum of three (3) supervisory visits from an Education Supervisor. (If the supervisor doubles as a Subject Supervisor, the student teacher will receive five visits.)

SUBJECT SUPERVISORS

Every elementary teacher candidate who is seeking a subject area endorsement (Pre K-K, General Mathematics through Algebra 5-9, or Social Studies 5-9) will be observed and evaluated by a subject area supervisor in addition to the education supervisor. Secondary specialization areas assign a subject supervisor to any student teacher in that area

ORGANIZATION AND REGULATIONS FOR STUDENT TEACHING

The organization and regulation of the student teaching program is guided in part by the “Agreement Governing the Field-Based Component of the Shepherd University Teacher Education Program.” In cases where this agreement has been formally approved by the school district, it becomes the official policy and procedure for conducting the student teaching program. Readers should note that in some instances minor changes have been negotiated with individual school systems and that the subsequent agreements may be found with building principals.

Personnel Descriptions

A. Student Teachers

This is at least the fourth practicum experience for most teacher education students at Shepherd University. During this type of experience, the teacher education student is assigned to a public school classroom on an all-day basis for the purpose of practicing pedagogical strategies and the development and implementation of educational programs for children. Student teachers should also have the opportunity to dialogue with other professionals in the school building. This type of field experience is designed to occur in the final phase of a student’s program of studies in teacher education. The student teacher has expanded responsibilities that include:

- a. Notifying the cooperating teacher prior to scheduled appearance if illness or other unavoidable circumstances make it impossible for him/her to go to school. If it is impossible to call the night before, make the call before the start of the school day. Lesson plans should be sent to the cooperating teacher. If the regular teacher cannot be contacted, notify the principal. Submit the student teacher absence request form to Knutti 108 within one week prior to a scheduled absence or one week after the absence for illness.
- b. Notifying the University supervisor in advance when he/she will not be at the cooperating school or if the regular school schedule is altered, thus allowing other plans to be made if a visit had been planned. Student teachers are accountable to the University at all times.
- c. Attending faculty meetings, participating in extra duties, including ordinary after school activities, and attend PTA meetings.
- d. Following the schedule and calendar of the cooperating school and teacher.
- e. Teaching plans must be submitted in written form to the cooperating teacher for final approval, suggestions and criticisms in ample time to permit needed revisions before teaching the lesson in question. The University supervisor may wish to review and evaluate these plans so they should be kept in a notebook for the supervisor to review.
- f. Seeking additional assistance as needed.
- g. Being responsible for meeting other requirements as specified in the *Student Teacher Checklist*.

A successful teaching career doesn’t just happen. It is evident that some student teachers possess abilities that aid them considerably in teaching and our knowledge about effective abilities is growing. A list of desired abilities would probably include the following: academic competency, reflectiveness, maturity, seriousness of purpose, ability to plan work, ability to communicate, ability to work effectively as a team member, a sincere interest in all children and youth, and a wide range of teaching skills. This list indicates the major areas that are recognized as major contributors to successful teaching.

B. Cooperating Teachers

The Cooperating Teacher plays a vital role in the preparation of a new teacher. It is recognized that the student teaching experience strongly influences the success of a beginning teacher. Cooperating teachers are recommended for this role by the school district. Through the experience of mentoring a prospective teacher, many classroom teachers find that the challenge contributes to their own professional growth.

We at Shepherd University are appreciative of cooperating teachers taking on this responsibility and hope the experience will be a personally and professionally enriching one. Because a Cooperating Teacher represents one of the primary influences on the quality of the future of our education program; he/she must be selected because he/she possesses special competencies and an interest in guiding the growth of prospective teachers. This teacher must meet the requirements established by the school district and the Shepherd University Teacher Education Program that include:

- a. Possessing a minimum of a Bachelor's Degree and a professional level license in the area they are teaching.
- b. Successfully completed a minimum of three years professional teaching experience in the field and at the level for which he/she is trained
- c. Express an interest and active participation in professional organizations and associations.
- d. Express concern for the educational process and a willingness to share knowledge, skills, talents and classroom activities with others.
- e. Receiving current recommendation by the building principal and/or appropriate school official.
- f. Be willing to become familiar with and supportive of the philosophy, theme, and practices of the Shepherd University teacher education program through the reading of program documents (i.e., the Practicum Manual) and/or the teacher education program's orientation for mentoring teachers, and/or the teacher education program's mentoring workshops.
- g. Provide the student teacher the opportunity to observe other teachers and experience other aspects of the educational process.
- h. Provide the student teacher with guidance in the use of confidential materials concerning students.
- i. Discuss problem situations that arise in the work of the student teacher with the University supervisor and principal. Removal of a student teacher from a particular assignment should adhere to procedures set out in the Practicum Manual and on page J11 of this agreement.
- j. Complete the required formal evaluation of the student teacher's performance on Tk20 on the Wednesday prior to the last scheduled day of student teaching.

C. Building Principal

The building principal is the person who has responsibility for the administration of the educational programs in a school. This includes their oversight for the field experiences occurring in their school building. This person is expected to assist in the selection of cooperating teachers working with teacher education students. In addition, the building principal has the responsibility to ensure that student teachers will not serve in the capacity of a substitute teacher.

D. Public School Board and Administration

This includes both the elected school board and the appointed administrative officials who are concerned with the district's total school program. As such, they have a responsibility to ensure that the field experience program enhances both the teacher education program and the educational activities of the school programs

E. Director of Teacher Education

The person designated by Shepherd University to have administrative responsibility for the Teacher Education Program and who ensures that the collaborative relations with the public schools result in the professional enhancement of teacher education students and the practicing professionals involved in the field experience program.

F. Field Placement Coordinator

The field placement coordinator is responsible for making the appropriate student teaching assignment. Once the student teaching placement has been confirmed, the field placement coordinator will notify the student. Students may not contact any district or school for a placement. The field placement coordinator will communicate with the cooperating teachers and University supervisors throughout the student teaching assignment to ensure that all evaluation material is complete. Students are responsible for completing directions to the school, from Shepherd University, an outline of responsibilities, and a schedule prior to the beginning of the student teaching assignment. This information must be submitted to the field placement coordinator as well as the University education supervisor and or the University subject area supervisor.

G. University Education Supervisor

The University education supervisor is a professional approved by the Shepherd University Director of Teacher Education whose concern is to see that every successful student teacher is ready to be a first-year teacher. To that end, the supervisor must seek evidence that the student possesses the disposition, knowledge, and the performance characteristics expected of a teacher education student in the Shepherd University program. The University supervisor has responsibilities that include:

- a. Developing and maintaining a professional working relationship among cooperating teachers, school administrators, school staff, and students.
- b. Observing the performance by the student teachers and give guidance designed to make him/her more effective.
- c. Conferring with the student teacher and cooperating teacher on topics pertinent to the student teacher's performance.
- d. Submitting a written evaluation report (ST-11) on Tk20 after each visit (minimum three visits) with a student teacher.
- e. Assisting the student and cooperating teacher regarding problems that may arise during the practicum period. Removal of a student from a particular assignment should adhere to procedures as defined in this manual.
- f. Assigning and submitting a grade for student teaching on the Student Teaching Grade Report on Tk20 at the end of the student teaching period. The ST-11 summative form should be submitted on Tk20 no later than two days after the last day scheduled for student teaching.

H. University Subject Area Supervisor

The University subject area supervisor is a professional approved by the Shepherd University Director of Teacher Education whose concern is to see that the student teacher demonstrates appropriate and accurate content knowledge. Elementary students with a 5-9 endorsement and secondary students have subject area supervisors. Subject area supervisors have responsibilities, which include:

- a. Developing and maintaining a professional working relationship among cooperating teachers, school administrators, school staff, and students.
- b. Observing the performance by the student teacher and give guidance designed to make him/her more effective.
- c. Conferring with the student teacher and cooperating teacher on topics pertinent to the student's performance.
- d. Submitting a written evaluation report (ST 11) on Tk20 (minimum two visits) with a student teacher.
- e. Assisting the student teacher and cooperating teacher regarding problems that may arise during the student teaching period. Removal of a student from a particular assignment should adhere to procedures as defined in this manual.
- f. Assigning and submitting a grade for student teaching on the ST-80 Subject Supervisor's Grade Recommendation Form on Tk20 at the end of the student teaching period.

QUESTIONS ASKED BY COOPERATING TEACHERS

Are lesson plans required?

Yes. There is no specified planning format prescribed by the Teacher Education Program. Individual supervisors may have particular requirements. New teachers need to develop the ability to plan for effective educational experiences for children.

How often should student teacher/cooperating teacher conferences be held?

They should occur frequently. Mini-conferences may occur several times a day as the cooperating teacher and student teacher engage in an ongoing conversation about the experience. At least once a week, a formal systematic conference should be scheduled to review past performance and plan for the future. Such conferences are invaluable to the student teacher. They increase security, provide feedback, strengthen the relationship, enable analysis of students, and clarify the planning process. These conferences are best held privately to permit candid discussion.

Who grades the student teacher?

The University determines the final grade for the student teacher. The cooperating teacher submits a recommended grade on the ST-11 in Tk20 at the conclusion of the student teaching placement. These grades along with those submitted by the University supervisor are considered in determining final grade.

When should the cooperating teacher's evaluation take place?

The final evaluation should take place during the final days of the student teaching assignment in that teacher's class. A preliminary evaluation should be held about midway through the assignment to enable the student teacher to make a formative analysis of their performance. Informal evaluations should be held frequently.

On what criteria should student teachers be evaluated?

The West Virginia Professional Teaching Standards and the National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers defined by the West Virginia Department of Education and listed on the ST-11 provide one the basic criteria for evaluation. The Shepherd University faculty is most interested in the ratings of the qualities listed on the Evaluation by Cooperating Teachers form (ST-11).

Should the student teacher be responsible for special duties?

Yes. If handling bus duty is part of a teacher's assignment, the student teacher should learn how to perform that role. Judgment should be exercised, however, as to when the student teacher is able to handle such responsibilities alone.

Should student teachers attend after-school meetings such as those with faculty or parents?

Definitely. Such meetings are an integral part of the teaching experience.

What can I do if a student is clearly inadequate and does not respond to suggestions or other feedback?

Confer with the student teacher's education supervisor. Do this as early in the placement as is warranted. Additional supervision will be provided. As a last measure the University will remove a student teacher at the joint request of the cooperating teacher, building administrator, and University supervisor.

Are the students familiar with the curricula of the schools where they will student teach?

Not necessarily. Since there are no nationally determined curricula for American schools and since many districts develop their own, student teachers must learn these just as new teachers do.

CURRICULUM LIBRARY

Classroom textbooks can be found in the circulating collection. They can be found in MAX, the library's online catalog by searching by Title, Subject, etc... Student teachers are urged to use them as a source of enrichment material in addition to the materials available in the cooperating schools.

CLASSROOM ORDER AND ORGANIZATION

Student teachers should have developed an understanding of the principles underlying wholesome classroom organization. During student teaching the task is to learn to apply those principles to establish and maintain an orderly learning environment. The key to an orderly classroom is to keep students profitably engaged in meaningful learning. Discipline will result from positive, constructive, and reasonable treatment of children.

The cooperating teacher should talk with the student teacher about maintaining an orderly classroom. During the observation period the student teacher should make notes on various actions of students and plan a course of action for handling a problem if it should develop. **THE STUDENT TEACHER MUST NOT ADMINISTER PHYSICAL PUNISHMENT OR BE A WITNESS TO PHYSICAL PUNISHMENT.** If a problem becomes as serious as to require this course of action, the cooperating teacher or principal will deal with the offender.

EVALUATION OF STUDENT TEACHING

Evaluation of student teachers should focus on their demonstration of a willingness and capacity to function as a Teacher As Reflective Problem Solver (TARPS) and other abilities that are recognized as being related to student learning. In addition, qualities needed to function effectively as a member of a school community should be evaluated. These might include cooperativeness, demeanor and general appearance, reliability, trustworthiness, neatness, diligence, and so on. It is important to keep in mind that strength in only one dimension does not compensate for weakness in the other.

Note: If a student teacher does not receive "Acceptable" ratings on all five standards of the ST-11, the student shall receive a grade of Incomplete, D, or F, in Student Teaching, after a discussion with the classroom teacher. (*Passed by PEUC, 4/5/2006.*)

All student teachers are not equally strong and the grade for student teaching should reflect the quality of performance of the student teacher, not the effort or the anticipation of what the student teacher will become in the future. Shepherd University uses the following grades for student teaching.

Standards for Grading

The marks assigned in student teaching may be interpreted as follows:

1. The student teacher receiving an "A" grade must have **three or more** standards at the **Exceeds Standards and All other Standards at Meets Standards** level.
2. The student teacher receiving a "B" grade must have **One or two** standards at the **Exceeds Standards level and All other Standards at Meets Standard level**.
3. The student teacher receiving a "C" grade must have **all five** standards at **Meets Standards** level.
4. The student teacher receiving a "D" grade has **One or more** standards at the **Approaches Standard** level and **NO Standards at Unsatisfactory**. Not eligible for state licensure. This student's opportunity to repeat student teaching will be decided by the supervisor in consultation with the Director of Teacher Education.
5. The student teacher receiving a grade of "F" has not met the expectations for student teaching and has received **One or more** standards at **Unsatisfactory** Level. This student's opportunity to repeat student teaching will be decided by the supervisor in consultation with the Director of Teacher Education. Student teachers may be removed from a school at the request of school or district personnel, if the student teacher provided evidence of a lack of fitness for student teaching such as (a) failing to prepare satisfactory lesson plans, (b) chronic tardiness or absence, (c) general unreliability or untrustworthiness, (d) unethical behavior, if the student teacher is an inappropriate or undesirable model for students, or (e) if the student teacher is clearly lacking knowledge of the curriculum of the certification area, these would be indicators that a grade of "F" for student teaching is warranted. This grade is an indicator of so severe a lack of fitness that it is unlikely, although not impossible, that a student teacher will be permitted to reenter student teaching. The University supervisor should be contacted at the earliest indication when a recommended grade of "D" or "F" may be warranted.
6. Apart from the letter grades already specified, the following action could be taken:
If the student teacher has shown improvement, has made use of feedback, has the potential for continued improvement but has not met the expectations for a recommendation for certification, a grade of "I" (Incomplete) may be recommended. This will only be awarded when there is compelling evidence for success in a subsequent student teaching experience. This student will have the opportunity to request an additional assignment the following semester.

Note: If a student teacher does not receive "**Meets Standards**" ratings on all five levels of the ST-11, the student shall receive a grade of Incomplete, D, or F, in Student Teaching, after a discussion with the classroom teacher. (*Passed by PEUC, 4/5/2006.*)

A student teacher is not well served when the grade awarded does not match the performance demonstrated. A student teacher that earns a high grade for student teaching ought to be one who has performed strongly as a student teacher. The last day of student teaching will be the deadline for getting the recommended grades submitted on Tk20.

CERTIFICATION PROCEDURES

Teacher candidates will obtain the required forms for requesting state certification from the Certification Analyst at Shepherd University. Also, personnel from the Department of Education will provide time and instructions needed for completing these forms during a student teaching meeting on campus. University officials will complete the forms and send them to the West Virginia Department of Education to be processed. The applications cannot be submitted until the cooperating teachers and the supervisors have completed the ST-11 form. The State Department will issue certificates and forward them to the candidates or the employing Board of Education. All graduates in education from Shepherd University should apply for West Virginia Provisional Professional Certificates.

The teacher candidate will need to consult the University Catalog, Specialization Handbook, and Practicum Manual to make sure that all work has been completed for the degree before applying for a certificate. A person ordinarily has a limited number of years to complete a degree according to the catalog in use at the time of entrance. The state requirements for certification, however, may have changed within that period.

CAREER DEVELOPMENT SERVICES

Shepherd University's Advising Assistance Center- Career Services offers a variety of career-related services to Shepherd students and alumni. The office provides resources on resume development; cover letter writing, interviewing skills, job search strategies, graduate schools etc. All graduating seniors in the teacher education program are encouraged to utilize career services even if they do not plan to teach immediately. Feel free to contact Career Services at 304.876.5317, email jobweb@shepherd.edu, or visit www.shepherd.edu/jobweb for more information.

STUDENT TEACHER ABSENCE POLICY

The Teacher Education Program considers three days of absence due to personal illness, illness of an immediate family member, or death of a family member during your total period of student teaching to be excusable without extending your student teaching assignment. Additional days of absence will extend student teaching.

Approval of absences for reasons other than those listed above will be considered on an individual basis. All absences for reasons other than those listed must be made up and will extend your student teaching assignment. **A STUDENT SHOULD NOT EXPECT ABSENCES TO BE APPROVED UNLESS THEY ARE UNAVOIDABLE.** Substantiation documents may be attached to the request form.

The student teacher must complete a "Student Teacher Absence Request" form for every absence from the student teaching assignment. Forms may be obtained from the Department of Education office or are available via email from the Field Placement Coordinator. Further directions concerning the completion of the form may be found printed on the form.

Upon completion of the form, the Director of Teacher Education will indicate the extended student teaching date on item number five of the form and copies of the completed form will be sent to all parties concerned.

PRACTICUM WITHDRAWAL PROCEDURES

Voluntary Withdrawal

The student has the right to terminate her/his practicum assignment. Student responsibilities:

- Provide written notification to public school and University personnel of decision and reason(s) for withdrawal
- Withdraw from University course, if applicable
- Return any borrowed materials, records, and/or keys to rightful owner
- Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

Involuntary Withdrawal

Field-based students may be removed from placement under any of the following circumstances:

1. Formal request by public school administrator or appropriate teacher to terminate placement.

ACTION:

- Termination is immediate
 - Student shall be informed of decision of public school personnel
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program
2. Student does not demonstrate an acceptable level of competence or behavior as evidenced by:
 - a. Negative evaluations by public school and/or University personnel, and/or
 - b. Requests by public school personnel for additional support and/or re-evaluation of student's ability

ACTION:

- Student informed of inadequate performance by public school and/or University personnel
- Student given opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
- Student will be re-evaluated for retention or removal
- Removal requires written notification and justification by the Director of Teacher Education
- Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

**PROCEDURES TO FOLLOW FOR ASSISTING A STUDENT TEACHER
HAVING SERIOUS PERFORMANCE PROBLEMS**

This handbook, the *Shepherd University Teacher Education Practicum Manual*, states on pages J3 and J11 that “The University supervisor should be contacted at the earliest indication when a recommended grade of “D” or “F” may be warranted.” Pursuant to this, the following procedure is set forth:

1. With appropriate documentation, the cooperating teacher, University supervisor, subject area supervisor, or building principal indicates their judgment that a student teacher is having serious performance problems.
2. Within five school instructional days after the indication in step 1 is communicated, the University supervisor arranges for at least two supplemental observation visits to be conducted by another classroom teacher, the building principal, or University faculty.
3. Upon completion of these two additional visits, a conference will be held between the student teacher, the cooperating teacher, University supervisor, and the supplemental supervisor to establish whether or not a specific improvement action plan should be written and implemented.
4. If a decision to enact an improvement action plan is made, a conference between the student teacher, the cooperating teacher, and the University supervisor will be arranged to discuss the specifics of such a plan.
5. The University supervisor will finalize the plan within two school instructional days and present it to the cooperating teacher and student teacher. A reasonable time period will be set in which the student teacher must demonstrate adequate improvement.
6. If adequate improvement has been made, in the judgment of the cooperating teacher and University supervisor, a conference will be held between the student teacher, the cooperating teacher, and the University supervisor to determine whether the student teacher should be retained or withdrawn from the experience. Form ST 90 will be used to document this procedure.