

**SCHOOL OF
EDUCATION
HEALTH & HUMAN
PERFORMANCE**



**TEACHER CANDIDATE/ STUDENT TEACHING
HANDBOOK**

**FAIRMONT STATE
UNIVERSITY**

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The Fairmont State University Professional Development School Handbook can be found online at:
<http://www.fairmontstate.edu/schoolofeducation/>

Introduction and Program Information

The School of Education and Health and Human Performance Educator Preparation Provider (EPP) has prepared this handbook to provide guidance to teacher candidates, host teachers, coordinators, and university liaisons to ensure a productive and meaningful field experience. The purpose of the field experience is to provide teacher candidates with rich opportunities to learn about the practice of teaching while trying out instructional and management strategies, simultaneously building knowledge through their course work. The fieldwork experiences also serve to expose candidates to learner diversity and to diverse learning contexts.

The policies and procedures presented here are meant to provide constructive assistance to everyone involved with the shared goal that field experiences will be substantive and rich with significant learning experiences for all.

Every effort has been made to provide as clear an account as possible of this experience. No handbook can cover or anticipate every situation. Should you have any questions, please contact the appropriate personnel at the university.

Dear Teacher Candidates & Student Teachers,

Welcome to the Field Experience Program at the Fairmont State University. Congratulations! You have made a choice to enter a select group of professionals who hold a significant, critical, and unique place in our society.

As you matriculate through this program, you will refine and hone the skills that you will learn from study and observation during the university teacher education program. You will begin to develop your own unique teaching style and practice the methods and strategies that are effective in helping students learn.

Approach this program and the beginning of your teaching career with an inquiring mind. Learn to share your own experiences that you bring to the classroom, but also develop an interest in learning all that you can from the teachers, students, and parents that you are working with. You will have host teachers who have been chosen for you because they are experienced professionals, and you will have a university liaison who can assist, guide, and collaborate with you about all aspects of becoming a knowledgeable and effective teacher. Listen and embrace what they have to say and learn everything you can from them.

This will be an exciting journey for you and one that demands a great deal of work. It will take an enormous amount of your time and energy. You must be genuinely involved in the process of becoming a reflective and responsive practitioner who sets high standards for yourself and equally high standards for your students, colleagues, and the larger educational community. Demonstrate fairness and a belief that all students can learn.

As you get to know your students, show them respect and truly celebrate their achievements with them. The teacher-student relationship is critical to a successful classroom.

Fairmont State University has a long-standing commitment to excellence in Teacher Education, the focal point of which is to guide and prepare you for the practice of your pedagogical and professional responsibilities. We believe that you will continue our tradition of excellence in teacher education with integrity, enthusiasm, and vigor.

I congratulate you for what you have accomplished thus far in your journey toward becoming a teacher. Best wishes for many successful semesters of teaching and learning.

Barbara Owens



Director, FSU/PDS Partnership

Important University Contacts

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Graduate Programs in the School of Education.....	304-367-4241
Enrollment Services.....	304-367-4141
Career Planning and Placement.....	304-367-4688
Campus Police – Security Office.....	304-367-4157
Student Affairs.....	304-367-4215
Student Disabilities.....	304-367-4586
Student Health Services.....	304-367-4155
Testing (PPST, PRAXIS).....	304-367-4662
Tutorial Services.....	304-367-4081

Program Information

Destination Education Program

This retention initiative is unique to the School of Education, Health & Human Performance. The focus is on promoting student success by providing consistent support throughout a student's entire collegiate experience. *Destination Education* is based on a number of simple but important concepts: Creating connections, "intentional walking", and developing a sense of belonging. For more information on the *Destination Education Program* can be located at <http://www.fairmontstate.edu/schoolofeducation/destination-education>.

Bachelor of Arts in Education

The General Studies requirement for Fairmont State University teacher education students differs for elementary and middle/adolescent education programs; however, each consists of a minimum of 30 credit hours distributed over humanities, mathematics, natural sciences and physical education and health. The General Studies requirements for elementary education also fulfill selected requirements for the Elementary/K-6 specializations and are included with the Elementary and the Early/Middle Specialization in determining the 2.75 grade point requirement for eligibility for the Clinical (Student Teaching) component of the program.

To meet the requirements for the Bachelor of Arts in Education, the candidate must:

- earn a minimum of 120 hours' credit in approved subjects, with a quality point average of 2.75 or better for all courses attempted;
- attain a 2.75 average in each teaching specialization and professional education;
- meet the general and specific requirements set up for the curriculum and teaching specialization(s) elected;
- achieve acceptable scores on the CORE;
- achieve a minimum grade of "C" or better in all EDUC classes.

Pre-Admission Requirements to Teacher Education

Any student may enroll in EDUC 2200, Introduction to Education, or EDUC 2201, Instructional Technology. While enrolled in EDUC 2200, teacher candidates will complete a "Declaration of Intent" to be used as the initial step in the application process.

In order to be admitted to teacher education a candidate must have:

- Earned passing scores on all three sections of the CORE Academic Skills for Educators Test
- 2.75 overall GPA
- 2.75 education GPA
- 2.75 GPA in each teaching specialization
- Submitted a Declaration of Intent
- Completion of all Early Field Experiences

To apply for the admission to the teacher education program, students are required to submit a portfolio in TaskStream to verify all requirements are met. Students will be notified in writing of the decision to admit

or not admit. The SOE Teacher Education Selection Committee reviews all applications. Applications must be submitted by either March 1 or October 1

Pre-Admission Field Experience 1

The Teacher Education Program at Fairmont State University includes an Early Field Experience (EFE) Field Experience 1 designed to help introduce prospective teacher certification candidates to the teaching profession, work of educators in the school and community settings and program of study.

The Early Field Experience is also designed to create a community of pre-education majors by providing increased support, communication, and contact with pre-majors prior to actual admission to Teacher Education.

Focus on Diversity: As much as setting, agencies, and contexts for the Early Field Experiences allow, candidates should seek out locations that support interactions, relationship-building and activities with communities who represent diversity. Diversity may represent a broad range of identities, experiences, and lives that include race and ethnicity, class, gender, and special learning needs. At Fairmont State University the School of Education, Health and Human Performance uses CREDE (Center for Research on Education, Diversity, and Excellence) standards to frame how we think about diversity and what it means to be an educator who believes that engagement with and learning for diverse communities is central to being an educator. We believe that experiences such as these for the pre-service teachers are essential to the process of deciding to major in education and becoming a member of the profession. The CREDE standards can be located at <https://crede.berkeley.edu>.

Potential program candidates will complete two field experiences between the prior to admission to Teacher Education. Both field experiences must be pre-approved by the teacher education program and include:

- EFE - Community. In this requirement, the student self-selects a site. This experience could be paid or volunteer and be completed at home, in high school, in community agencies, over breaks or summer. EFE Community must be a minimum of 30 clock hours scheduled over at least 5 separate visits to the site.
- EFE Professional Development School (PDS). In this second field experience, students are placed in a local PDS school. PDS sites are schools that formally partner with Fairmont State University. The PDS based experiences must total a minimum of 20 clock hours scheduled over at least 5 days.
- Students will be asked to complete an evaluation of their experience in each setting. The EFE-PDS experience must be completed during the same semester it was initiated.

Transfer Students

Transfer students must complete all FAIRMONT STATE UNIVERSITY teacher education admissions requirements. Any substitute experiences completed at another institution must be approved as having met Fairmont State University program requirements prior to application for admission to Teacher Education. Note: During the file review period, a request for information on candidates will be sent to all School of Education, Health & Human Performance faculty, staff and administrators. Feedback on a candidate's "dispositions" is a significant part of this process. According to the Council for Accreditation of Educator Preparation (CAEP) a disposition is defined as those "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities." Candidates should be aware of how personal and professional behaviors may reflect on their pursuit of a career in Teacher Education.

Teaching Curricula

Fairmont State University recommends for professional licensure only those persons who have graduated and have satisfactorily completed a teacher education curriculum approved by the West Virginia Board of Education. Students who satisfactorily complete a teaching curriculum in a given area and achieve passing scores on the CORE PLT and appropriate content exams will be recommended for a Professional Certificate in one of the following grade areas:

- 1) K-6
- 2) Pre K-Adult
- 3) 5-9
- 4) 5-Adult
- 5) 9-Adult

Teaching Specialization Areas

Elementary

Optional specializations which may be combined with Elementary Education are as follows:

- 1.) General Mathematics through Algebra I (5-9)
- 2.) Special Education- Multi Categorical (K-Adult)
- 3.) Spanish (PreK-Adult)

Pre-K-Adult Programs (Secondary)

Students who pursue a degree in Elementary Education, Physical Education, or Health Education will be assigned an academic advisor by the School of Education, Health, & Human Performance. All other Teacher Education majors will be assigned an academic advisor by the academic college/school that houses their primary specialization area (ex. Theatre Education = School of Fine Arts, Mathematics = School of Science and Technology). In addition, students with majors that are housed in colleges outside the School of Education, Health, & Human Performance will receive an additional advisor who will be listed as a Special Advisor in the Student Records section of their FELIX account. This second advisor is part of the School of Education, Health, & Human Performance Destination Education Program and provides additional support and information specific to Teacher Education Students. For course requirements in each specialization, refer to the chapter for the desired subject (e.g.: for Art, see the School of Fine Arts catalog section). Secondary special methods and student teaching are required in all areas in order to be licensed. Secondary and Pre KAdult specializations are also available via the Master of Arts in Teaching program.

- 1) Art..... Pre K-Adult
- 2) Biology9-Adult
- 3) Chemistry.....9-Adult
- 4) Earth, Space and Science5-Adult
- 5) English5-Adult
- 6) General Science.....5-Adult
- 7) Journalism5-Adult
- 8) Mathematics.....5-Adult

9) General Mathematics through Algebra I*	5-9
10) Music.....	Pre K-Adult
11) Physical Education.....	Pre K-Adult
12) Physics.....	9-Adult
13) School Health Education	5-Adult
14) Social Studies.....	5-Adult
15) Spanish	Pre K-Adult
16) Theatre Education	Pre K-Adult

*requires second specialization for 5-Adult, 9-Adult, or Pre K-Adult

Special Education

There are multiple paths for pursuing certification or a degree in Special Education at Fairmont State University. Students who are seeking Elementary (K-6) certification may add a concentration in Multi-Categorical Special Education (Grade K-12) to their Elementary program. This concentration allows teacher candidates to graduate with an Elementary Multi-Subject (K-6_ degree and a Multi-Categorical Special Education (K-12) concentration by taking three additional courses.

Students at Fairmont State University who are interested in obtaining certification or a Master of Education degree with an Emphasis in Special Education [Multi-Categorical with Autism (K-Adult) may do so by linking their undergraduate and master's degrees. Undergraduate students in Education or pursuing majors in other fields have the opportunity to begin the graduate program by applying for concurrent enrollment in a limited number of graduate degree courses during their senior year. For more information about this option, or to request a transcript evaluation for the program, please contact Joyce Rose, School of Education, Health and Human Performance

Post Admission Field Experiences 2 and 3

Once a student is admitted to the Teacher Education Program, students are required to complete additional field and clinical experiences. Fairmont State University adheres to the requirements of WV State Policy 5100. This policy mandates that each teacher candidate:

- Is required to have clinical practice at both the elementary and middle or secondary levels.
- Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels in the Pre K-Adult degrees.
- The third programmatic level will be determined by the institution of higher education.

This sequence is required for all teacher education candidates. At the present time, placements are made at the Professional Development Schools (PDS), which encompass public schools in a five county area. These schools are sites of “best practice” and are schools who work collaboratively with Fairmont State University to ensure quality teacher education and professional development for practicing teachers. All such experiences are cooperatively arranged by university and public school personnel. All assessments are aligned with the new West Virginia Professional Teaching Standards (WVPTS).

EDUC 2265 – Field Experience 2

Progression to the student teaching clinical experience requires the following field experiences and the co-requisite courses:

EDUC 2265 FIELD EXPERIENCE 2.....1 CREDIT

This is a one-credit-hour lab that must be completed as a clinical experience in the public school setting. This clinical experience will be 30 clock hours and allow the teacher candidate the opportunity to apply and reflect on his/her content, professional and pedagogical knowledge, skills, and dispositions. This is a co-requisite with EDUC 2260 Instructional Design I.

EDUC 3365 – Field Experience 3

This is two-credit-hour lab that must be completed as a clinical experience in the public school setting. The clinical experience will be 75 clock hours and allow the teacher candidate the opportunity to apply and reflect on his/her content, professional and pedagogical knowledge, skills and dispositions. In addition, the teacher candidate will be provided with experiences that allow for immersion in the learning community so that s/he is able to demonstrate proficiency in the professional role for which s/he is preparing. This is a co-requisite with EDUC 3340 Instructional Design II and EDUC 3351 Inclusive Practices.

* Field Experiences 2 and 3 are sequential and cannot be taken in the same term. EDUC 2203 and EDUC 2240 must be completed prior to Field Experience 2.

Clinical Experience - Student Teaching 16 Weeks

Student teaching is required in all programs. Students must complete student teaching or comparable experience at state required developmental levels and in all of the teaching specializations for which they expect to be licensed. At the present time, placements are made at the Professional Development Schools (PDS), which encompass public schools in a six county area. All such experiences are cooperatively administered by college and public school personnel. Student teaching is comprehensive immersion into the public school setting at two developmental levels. Teacher candidates apply and reflect on content, professional, and pedagogical knowledge, skills and dispositions required of a teacher. During this experience, teacher candidates will design and implement an action research project to demonstrate its effect on student learning. West Virginia Department of Education Policy 5100 requires that teacher candidates pass the PRAXIS II content area tests prior to placement in the student teacher clinical experience. Due to the uniqueness of the off-campus student teaching experience, a candidate may be administratively removed if there is cause.

Admission Requirements to Student Teaching

To participate in student teaching, a teacher candidate must apply for and receive a student teaching permit as required by the West Virginia Department of Education. In addition, the student must meet the requirements listed below:

- All general studies requirements of the University as well as the minimum requirements of the teaching specialization must be completed before student teaching can be scheduled.
- Be officially admitted to teacher education.
- Complete all required hours with a minimum grade point average of 2.75 overall in education foundation and professional education courses, and each teaching specialization. All courses in the teaching specialization (major) must be completed prior to admission to Student Teaching.
- Have a grade of “C” or better in all EDUC classes. 142
- Be willing to adhere to the West Virginia Teacher Code of Conduct with regard to dispositional behaviors.
- Successful completion of the appropriate PRAXIS II Specialty Area Test beginning Fall 2018 academic year.

SHARED VALUES & BELIEFS

Fairmont State University
School of Education, Health & Human Performance
Educator Preparation Provider (EPP)



The Reflective and Responsive Educator (R²E)

**Preparing “Reflective and Responsive Educators”
who possess the knowledge, skills, and dispositions to
help all students learn by demonstrating:**

- **Reflective** habits of practice
- Culturally **responsive** teaching stance
- Content **knowledge**
- Pedagogical **knowledge** and **skills**
- Commitment to and **dispositions** for renewal of self, curriculum, school, profession
- Broad definition of **diversity**
- **Technology** as an opportunity for learning



FAIRMONT STATE
UNIVERSITY

School of Education, Health &
Human Performance

EPP's Shared Values and Beliefs for Educator Preparation

The EPP's mission is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. The EPP integrates the mission across the curriculum, field experiences, clinical practice, and assessments of candidates. The mission provides the structure and guiding principles that are necessary to prepare reflective and responsive educators.

The West Virginia Professional Teaching Standards (WVPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and the Council for the Accreditation of Educator Preparation (CAEP) Standards establish and represent the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. The mission includes the cross-cutting themes of diversity and technology.

Demonstrated competencies within the standards empower candidates to develop and function as reflective and responsive educators who help all students learn. The EPP's research-based mission incorporates educator best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The mission and the respective standards are also central guiding elements of the FSU Professional Development School (PDS) Partnership. The PDS Partnership provides for an exemplary collaboration with P-12 schools that allow candidates multiple, quality field experiences/internships as well as professional development opportunities for all stakeholders. The EPP's shared values and beliefs include reflective habits of practice; culturally responsive teaching stance; content knowledge; pedagogical knowledge and skills; commitment to and dispositions for renewal of self, curriculum, school, profession; broad definition of diversity; and, technology as an opportunity for learning.

The EPP outcomes relate to the shared values and beliefs and incorporate the WVPTS and InTASC Standards. The EPP assesses the outcomes in a systematic and coherent manner throughout the program. Additionally, the EPP reports, analyzes, and shares the results of these outcomes with the purpose of continuous improvement.

The EPP Program Outcomes are:

1. **Curriculum and Planning** based on current knowledge of content, pedagogy, assessment, instructional design, and the integration of 21st century tools to help all students learn,
2. **The Learner and the Learning Environment** with a focus on how to create a culture and learning environment that meets the learning needs of all students,
3. **Teaching** based on the best teaching practices for the integration of knowledge of content, pedagogy, the learner, and the learning environment to involve all students in relevant, engaging, and effective learning opportunities while engaging in a reflective instructional cycle of planning, instructing, assessing, and adjusting based on data,
4. **Professional Responsibilities for Self-Renewal** through individual and collaborative processes in the teaching profession to improve learning for all students,
5. **Professional Responsibilities for School and Community** through strategies for engagement of the larger community of parents and stakeholders to maintain an environment that fosters learning for all students,
6. **Professional Responsibilities for Technology in Education** by transforming teaching and learning to engage all students through the meaningful integration of technology,
7. **Culturally Responsive Teaching Practice** that create ideal learning conditions for all students under a broad definition of diversity,

8. **Effective Communication** through face-to-face and media techniques in interactions with all students, colleagues, parents, and community, and
9. **Professional Dispositions** that demonstrate a commitment to help all students learn.

Vision, Mission, and Goals

The mission of FSU is: “Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact.” The EPP's mission statement, "to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn," is supportive of the institution's commitment to excellence and transformational impact, but extends the meaning, specifically addressing the success of EPP candidates.

FSU's vision statement is “Fairmont State University will be renowned for its innovative pedagogical practices and programs and as the first-choice institution for students seeking a transformative educational experience.” The EPP values the institution's vision statement by implementing innovative pedagogical practices and programs. The EPP seeks to provide teacher candidates with a transformative educational experience as a first-choice institution renowned for its teacher preparation history. The EPP continually strives to improve all program aspects related to innovations in teaching excellence, conducive learning environments, and supportive services. Furthermore, the EPP develops candidates with the knowledge, skills, and dispositions to be reflective, responsive, and successful educators. Destination Education, the EPP student support system, is student-centered and focuses on providing an environment that facilitates the education of global citizen leaders.

The acronym SOAR represents the institution's core values - Scholarship (to celebrate the joy and wonder of discovery), Opportunity (to grow, learn, engage, and contribute), Achievement (to reach personal and community goals), and Responsibility (to fulfill obligations to the learning community, our society, the future, and ourselves). The EPP embraces FSU's core values.

The EPP goals include but are not limited to:

- Recruiting candidates who successfully meet all the requirements for program admission and providing scaffolded and sequenced opportunities to support candidates' success.
- Retention of candidates by providing effective advising and support mechanisms as well as programmatic resources from candidate admission through candidate exit and beyond.
- Graduating highly qualified teacher candidates who meet or exceed all requirements for program completion, certification, and licensure.
- Recruiting and retaining exemplary faculty from a broad range of diverse backgrounds who positively impact candidates' learning.

The EPP's Recruitment and Retention Plan describes the recruitment and retention strategies geared toward all undergraduate students, but also specifically addresses the EPP's effort to increase the number of teacher candidates from a broad range of backgrounds and diverse populations.

The EPP's mission mirrors FSU's mission/vision with its shared goal of a commitment to excellence and student success.

Professional Development School (PDS) Partnership

The Professional Development School (PDS) Partnership at Fairmont State University was established in 2007-08 based on a strong call nationally for educational change at all levels. The citizens of West Virginia recognize that they must have a system of public education that is meeting the needs of children who in turn must meet the opportunities of the 21st century. All stakeholders in the Partnership realize that our current and future teachers must be second to none. Our school-university Partnership is one of the state's most promising practices in preparing and supporting high quality educators. Teacher quality and improved student achievement through enhanced instruction are the fundamental purpose of the PDS model, not only during initial teacher preparation, but throughout a teacher's career. The FSU Partnership strives to continually focus on this endeavor.

Although the main purpose of our PDS network is to provide a unique setting for the education of students and the preparation of new teachers, the PDS environment has so much more to offer. It allows for the development of innovative teaching practices as university faculty and classroom teachers collaborate on new methods and approaches to instruction. It provides university faculty with an opportunity to conduct research, and field test and disseminate educational innovations. Working together the FSU Partnership faculty along with public school colleagues has forged these working professional relationships in a valuable and meaningful way.

What are Professional Development Schools (PDS)?

Professional Development Schools combine the best teaching practices with the best of professional development to enhance learning opportunities for students. In essence, PDS is a collaboration of public schools and the university partnering in an effort to “grow” together. The focus of the PDS partnership is improved student performance through research-based teaching and learning. Currently Fairmont State University works collaboratively with 40 schools in six counties. For a list of the partner schools, go to <http://www.fairmontstate.edu/schoolofeducation/pds-partnership/pds-partner-schools>.

Who is involved in the Professional Development School Concept?

Teachers, principals, and university faculty collaborate to determine instructional strategies that would be most successful in enhancing student learning. University faculty and public school professionals build professional programs as a basis for “best practice”. The interaction and collaboration ultimately improve public school and university classroom teaching. Responsibility for learning is shared.

FSU/PDS Partnership Mission Statement

The mission of the FSU/PDS Partnership focuses on student learning. While the partnership will have effects on all students, all aspects of our educator preparation programs are designed to positively impact student learning in a seamless, 21st century guided, public education system. A positive impact on student learning, increased professional development among practicing educators, and enriched site-based educator preparation programs are the expected outcomes of the FSU/PDS Partnership program.

FSU/PDS Partnership Strategic Plan Goals

- To strengthen relationships and collaboration between FSU higher education, PK-12, local, and state communities to improve teacher education.
- To build support for professional development among all stakeholders in the Partnership to ensure best teaching practices to meet the needs of all learners.
- To ensure all teacher education candidates are challenged to meet high standards in content preparation.
- To engage in research, assessment and evaluation that support teacher professional development schools across the Partnership.
- To foster common language and an understanding of the work of professional development schools across the Partnership.
- To develop resources to build and sustain the work of the Partnership.

FSU/PDS Partnership Core Values

- We function as one community. We share a dedication to our mission. We embrace equity among our schools and the broader community.
- We foster an environment that furthers our goals and enables us to take on active roles in both local and global conversations.
- We are an open, ethical, highly engaged, and collaborative community based on trust, transparency, and mutual respect.
- We believe in the importance of equity, embracing diversity, and making a difference.
- We actively and intentionally seek a range of perspectives and approaches to research, scholarship, and creative work. Together, we are able to make curricular changes and partnership decisions more creatively and effectively than we could independently.
- We value a collaborative governance structure with clearly delineated roles and responsibilities.
- We are dedicated to educating and nurturing a diverse group of students, faculty, and staff and we are committed to helping all members of our community to achieve to their fullest potential.

What It Means to Be a Professional Development School

A Statement by the Executive Council and Board of Directors of the National Association for Professional Development Schools

www.napds.org

The nine required essentials for a PDS are:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community;
3. Ongoing and reciprocal professional development for all participants guided by need;
4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in a public sharing of the results of deliberate investigations of practice by respective participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P-12 faculty in formal roles across institutional settings;
and
9. Dedicated and shared resources and formal rewards and recognition

Field Experience General Information and Policies

Assignment of Teacher Candidates

1. All teacher candidates and student teachers will be assigned to a Fairmont State Professional Development School. These sites provide the greatest possible diversity of experiences and meet the standards of the West Virginia Department of Education. It is the intent of the Clinical Office to place the teacher candidate for as many clinical placements as possible at their initial PDS, but not necessarily with the same host teacher.
2. Fairmont State University adheres to the requirements of WV Policy 5100. This policy mandates that each teacher candidate/student teacher must adhere to the following:
 - a. Any Pre K-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution.
 - b. Any K-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution of higher education.
 - c. Any 5-Adult program is required to contain field based experiences and/or clinical practice at a minimum of two different programmatic levels.
 - d. Any 9-Adult program is required to contain field based experiences and/or clinical practice at a minimum of one programmatic level.
 - e. The elementary education specialization, K-6, is also exempt to the programmatic level coverage for required field based experiences at each programmatic level for which the candidate anticipates licensure. A placement in any grade including kindergarten and extending through grade six will satisfy the programmatic level requirement. This exception for elementary education cannot be used to satisfy the requirement for other specializations that require experiences in grades 5-9. If the candidate combines elementary education with another specialization, the required programmatic level placement for the other specialization must be satisfied. These required field based experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills.
3. Teacher Candidates are not assigned to buildings in which they have been a student, are well known by school personnel, have children in attendance, or have other relatives employed. Teacher candidates and student teachers are not assigned to a school where they will be coaching.
4. The field experience and/or student teaching assignment may be changed or canceled at any time if the PDS Principal, the host teacher, the university liaison, and the Clinical Experiences Director believe the change is beneficial to the student or host school.

Expectations of Teacher Candidates:

The profession of education requires teachers to demonstrate many skills and behaviors known as professionalism. Therefore, pre-service teacher education candidates will be expected to exhibit the same professional standards.

All candidates are expected to:

- Dress in a professional manner every day unless special attire is warranted due to an activity (e.g., field day). Student teachers and teacher candidates must wear clothes and accessories appropriate for the role of a teacher. Piercings, nose rings, etc. (except limited ear piercings) must be removed or hidden during the school day.
- The following attire is not acceptable:
 - Jeans
 - Shorts
 - T-shirts
 - Tank tops or spaghetti straps not covered by an outer garment
 - Overly short skirts
 - Flip flops
 - Exposed midriffs
 - Exposed cleavage
 - Any attire that is excessively tight, revealing, or disruptive to the learning environment
 - Any clothing that promotes alcohol, tobacco and controlled substances or displays profanity, or sexual words or symbols.

Note: It may be advisable to take the host teacher's lead and advice on appropriate dress.

- Demonstrate professional behaviors:
 - Refrain from online activities inappropriate for education professionals
 - Store and mute cell phone during instructional and non-instructional duty times
 - Refrain from texting during instructional time
 - Be aware of allergies and sensitivities to perfume, colognes, and cigarette smoke
 - Obtain and know the policies of the school. Ask if student and faculty handbooks are available for use
 - Develop an appropriate rapport with students, faculty, staff, administration, and the public
 - Engage in activities in the PDS or school district that meet with the full knowledge and consent of the local school administration
 - Obtain and maintain the classroom management plan - be firm, but fair
 - Use your time efficiently
 - Make constructive notes during your observation periods and apply them to teaching
 - Be reflective, responsive, and inquisitive
 - Become familiar with classroom and school procedures and schedules

Attendance Policy and Absences

During the first meeting, the host teacher and the teacher candidate will develop a schedule of attendance that is agreeable to both parties. Candidates are expected to adhere to the schedule, and must inform the host teacher and the school PDS coordinator of any absences or changes in the schedule. All absences must be made up. Failure to adhere consistently to the schedule will result in disciplinary action.

ID Badge Policy

All teacher candidates who are enrolled in the teacher education program at Fairmont State University must obtain an official ID badge when they enroll in their Field Experience 2 course (EDUC 2265). ID badges are to be obtained from the Office of Clinical Experiences/PDS Office in Room 328A Education Building. All teacher candidates who are participating in clinical experiences must wear and display this ID badge whenever they are participating in a clinical experience in a public school setting. Building principals/PDS site coordinators have been informed that teacher candidates are not to be in the building without the official ID badge.

The teacher candidates first badge is issued free of charge. A teacher candidate requesting a replacement is charged a fee of six dollars (\$6.00) that must be paid at the time the replacement badge is issued. The ID badge is issued to a teacher candidate for the duration of their program and will expire upon graduation. Should a teacher candidate drop a course that has a clinical component, the teacher candidate must return the badge to the Office of Clinical Experiences immediately.

(Implemented: September 2009)

Criminal Background Check and TB Policy

As part of the pre-major requirements through the Early Field Experience, and as a Teacher Education major, candidates will be part of the work of community agencies, activities, and before and after-school programs that serve children. Candidates will also be required to participate in activities in public schools that are part of the Fairmont State University Professional Development School (PDS) Partnership.

Community agencies and programs that offer learning opportunities for children have institutional policies related to who may enter and work in their settings. The School of Education, Health and Human Performance at Fairmont State University informs all of our partners in community agencies, programs and public schools that we respect their institutional policies, and expect students in our academic programs to adhere to those policies.

Candidates should be aware that while the Fairmont State University School of Education does not require a criminal background check or TB test *for entrance into the Teacher Education major*, the State of West Virginia does have policies related to who may enter public schools and work directly with children. Candidates will be required to provide documentation of completion of these two procedures prior to entering any public school facility for the purpose of field experiences and student teaching. It is recommended that pre-majors plan on completing these state requirements during their first semester in college.

It is also the candidate's responsibility to discuss with any agency, program or school what they require for entrance onto their site.

Failure to provide this documentation upon request by an agency, program or school *may* result in the candidate's inability to complete the Early Field Experience and the requirements for Teacher Education.

If you have any questions or need any assistance in making sure you can be responsible for these expectations, please contact the following:

- Early Field Experience: Contact Carol Tannous at 367-4025 or carol.tannous@fairmontstate.edu.
- Teacher Education majors (students admitted to the major): Barbara Owens at 367-4886 or barbara.owens@fairmontstate.edu. (Appendix D p.37)

Procedure for Teacher Candidate withdrawal/removal from any assigned clinical placement:

If a teacher candidate voluntarily withdraws at any time during his/her field placement, the student will be responsible for doing the following:

- Verbally report the withdrawal to the Director of Clinical Experiences the same day.
- Make a written report to the Director of Clinical Experiences which describes in detail the circumstances of the withdrawal. A copy of this report is to be placed in the department files and the teacher candidate's file. This report should be made as soon as possible after the withdrawal.
- Make an appointment to meet with the Director of Clinical Experiences.
- Officially withdraw from the course.

Student Teacher Guidelines

Because a student teacher must be extremely committed and focused during the final semester, there are certain expectations that will help ensure a successful experience. Student teachers will:

- Know the materials contained in this handbook. They are responsible for the rules, assignments, forms, etc. included herein.
- Attend the after school seminars. It is required that student teachers also attend additional professional development opportunities held at their PDS.
- Make detailed lesson plans. (Refer to the required lesson plan format housed in TaskStream.) Lesson plans must be developed for every lesson that is taught. The host teacher must receive the lesson plans for review and approval on the Thursday prior to the week of instruction. Adjust lesson plans as necessary, with the guidance of the host teacher. Having the lessons prepared in advance will help to reduce anxiety as well as that of the students and host teacher.
- Enter lesson plans in TaskStream and keep them up-to-date. Copies must be presented to the host teacher and initialed before the lesson is taught. A hard copy of lesson plans must also be readily available to the university liaison. Weekly lesson plans must be sent to the university liaison the Sunday before lessons are taught.
- Submit a schedule to the university liaison (using the format that they request) making certain that it is correct and properly completed. Changes that affect the daily schedule must be reported to the university liaison.
- Write and reflect in a dialogue journal during student teaching. The journal must be shared with the host teacher at least weekly and one entry per placement must be entered in Task Stream and sent to the university liaison.
- Follow the public school calendar of the county rather than the university calendar, including early dismissal, Instructional Support (IS) and vacation days. Student teachers are required to attend all meetings that take place during an IS day and PD/early dismissal day. Schools may decide that student teachers may not attend Faculty Senate meetings. Student teachers must then stay in the building during this time and work on other school-related tasks.
- Participate in campus seminars and other professional development activities as scheduled by the county, school or site coordinator.
- Be held to the standards set forth in the West Virginia Code of Conduct.
- Not accept compensation or be used as a replacement for a qualified teacher. A student teacher may not be used as a substitute teacher, but may teach in the absence of the host teacher with a substitute teacher in the room.
- To miss an instructional day to take part in any university sponsored activity, the student teacher must complete a Request for Institutional Absence Form and give to Director of Clinical Experience 4 weeks before requested date for approval.
- Make appropriate arrangements for housing, travel, child care and other obligations.
- Inform the clinical director of changes in work status.
- Communicate frequently with the university liaison and keep him/her informed of schedules, changes in school schedules, and any other personal or professional issues.

Role of the Student Teacher

A student teacher should spend the first few days observing his/her host teacher before gradually assuming classroom responsibilities. Even as the student teacher assumes increasing responsibility for instruction, there are many occasions to collaborate with the host teacher. (Appendix F p.42) These are perfect opportunities to observe and analyze the strategies used by the host teacher.

The student teacher must remember that he or she is a guest in the host teacher's classroom. As such, the purpose of the observations is not to critically evaluate the host teacher, but to identify effective strategies and techniques employed by that teacher. The student teacher may also use the observation to identify potential problems and possible solutions before he/she actually teaches a specific class. The observations can be used to plan future strategies, incorporate new techniques into a basic repertoire, and prepare approaches to problem situations.

Student Teacher Absence Policy

The student teacher has the same responsibilities for reporting and attending school as does any employed teacher.

All absences from student teaching must be made up prior to Fairmont State University graduation, if at all possible. The final grade and paperwork for state certification will be submitted to the appropriate offices after all absences have been rescheduled. Any exceptions to this policy must be approved by the Director of Clinical Experiences, and host teacher.

Absences for professional development days must be approved 4 weeks beforehand by the Director of Clinical Experience. The student teacher will complete the Request for Institutional Absence Form and gather all required signatures before giving to the Director for approval. The Director of Clinical Experiences will notify student teacher of approval or non-approval.

In-service days, as well as the day before or after holidays are scheduled teacher days. Student teachers are considered professional staff and are required to adhere to the county calendar and to the Fairmont State University student teaching schedule (which often differs from the Fairmont State University calendar).

Host teachers should be made aware of this policy, and student teachers should be instructed to refrain from putting host teachers in an awkward position by asking them to deviate from the policy. Following the established policy will ensure fairness to everyone involved.

Student Teacher Removal

Except in extreme or unusual cases where the public school requests an immediate removal of a student teacher, the following procedure should be followed prior to the removal of a student teacher:

- a. The student teacher should be informed in writing whether his/her progress is satisfactory or unsatisfactory following each observation. This report must be made available to the student in TaskStream and discussed by both the university liaison and host teacher. It is imperative that the student teacher be kept informed of his/her evaluation during the entire student teaching experience.
- b. The university liaison should conduct at least one three-way conference involving the student teacher, host teacher, and university liaison as soon as progress is determined to be unsatisfactory. This conference, if the student is not performing satisfactorily, should result in a report which is to be signed by the university liaison, host teacher, and student teacher and given to the clinical director.
- c. If the student teacher's progress is unsatisfactory the Director of Clinical Experiences must be informed. When possible, the methods instructor, clinical director and university liaison will be brought in for observation and/or consultation prior to removal.
- d. At this point, the university liaison will write a Plan of Improvement for the student teacher, which indicates deficiencies and detailed information for improvement. This document is shared with the student teacher, signed and implemented. If the student teacher is not successful in implementing the plan, Step E is then implemented.
- e. If removal seems likely, the university liaison should arrange for a meeting with the host teacher, university liaison, student teacher, the clinical director, host teacher, site coordinator, and if appropriate, the building principal. If the participants in the conference agree to the action to be taken, the Clinical Director will inform the student teacher of the group's decision. The PDS liaison and the clinical director will assume responsibility for documenting whatever action is taken as a result of the conference.

Special Provisions

Disciplinary Action

Teacher candidates are obligated to abide by the Student Code of Conduct (Appendix B p.34) as outlined in the Fairmont State University Student Handbook as well as all local, state, and federal laws. Candidates must follow the standards for their respective teacher education programs and respective department. Candidates can be dismissed from the program/university for actions that are deemed inappropriate by the PDS as well as the University/School/Department. The candidate is expected to act professionally at all times, as they not only represent themselves but the university.

Revocation of Admission to the Professional Program

Admission to any of the professional programs at FSU can be revoked if the candidate:

- Demonstrates unprofessional behavior or an inability to respond appropriately in various contexts affecting her/his performance as a teacher
- Falsifies or misrepresents any documentation or information provided for programmatic, academic, or professional qualification/competency purposes
- Achieves an unacceptable assessment on one or more standard on the performance assessments required by the School of Education, Health and Human Performance
- Has been or is convicted in a court of law of a felony or misdemeanor
- Has engaged in any documented act that calls into question good moral character and physical, mental, and emotional qualifications to perform the duties of a teacher

Student Complaints: Initial Process

Fairmont State University is committed to high quality education and encourages all students to say when there is cause for concern in individual matters. The university, as well as the School of Education, Health and Human Performance, take such matters seriously. It is the intent of this institution to handle any and all concerns/complaints in a sympathetic, fair and efficient manner which facilitates early resolution and maintains the confidentiality and individual privacy of the student. At the earliest state of the process, a teacher candidate/student teacher should discuss any concern(s) in regards to their clinical placement with the person directly involved (i.e. host teacher, university liaisons, etc.). If those concerns are not addressed to the satisfaction of the teacher candidate/student teacher, she/he must meet with the Director of Clinical Experiences who will then offer advice and guidance on the matter. Should that not meet the needs of the student, then she/he must consult with the Dean of Education who will then determine the need for any further action. The Dean keeps records of all formal complaints and their outcomes.

It is advisable that the teacher candidate/student teacher voice concerns as soon as possible and that university faculty, in the appropriate order, facilitate an early and fair resolution.

Partnership Roles and Responsibilities

PDS Site-Based Coordinator

The PDS site-based coordinator serves as the “point person” for teacher education and professional development coordination between FSU and their PDS. This person is selected by the school/and or school administration and assumes a myriad of roles and responsibilities in collaboration with the university and their PDS.

The site-based coordinator has agreed to the following responsibilities:

- Plan and conduct site committee meetings
- Document and distribute to the school minutes from the site meetings
- Work collaboratively with the principal to make clinical placements for FSU students and relay that information to the Partnership office in a timely manner
- Work collaboratively with the principal and site committee to address professional development needs within the school
- Be a spokesperson for the school with Fairmont State University
- Encourage teachers within the school to be involved in Professional Development School activities
- Attend Site Coordinator meetings or send a representative from your school
- Be willing to share school initiatives with other PDS schools
- Help organize on-site professional development activities
- Maintain budget information in regards to site-based grants and stipends for teachers and principals
- Keep all records and receipts documenting on-site activities
- Coordinate Partnership work with clinical students and FSU faculty Liaison
- Work with the building principal to plan activities for teacher candidates, such as orientations, closing celebrations, etc.
- Publicize PDS partnership activities within and beyond the school site
- Consider presenting at conferences, institutes, and other forums to disseminate best practices
- Collect observation, assessment forms and other written documentation for teacher candidates on site and submit those forms to the Partnership office at the end of each semester

PDS Principal

The PDS principal assumes many different roles and responsibilities in collaboration with the Partnership Director, FSU liaison and Partnership Executive Committee. The contributions of this individual greatly influence the smooth operation and success of the PDS partnership. The principal serves as the “point person” or designated representative for the school partnership work and helps resolve many questions and problems on behalf of the school administration.

The responsibilities of the PDS principal include the following:

- Be committed to the Professional Development School concept
- Works closely with the site coordinator to facilitate teacher candidate placements within the school and help ensure that those placements are relayed to the FSU Partnership office in a timely manner
- Participate in the site PDS meetings
- Participate in the PDS orientation and other PDS site sessions
- Work collaboratively with the PDS coordinator and site committee to address professional development needs within the school
- Serve as an intellectual resource for partnership teachers, university liaisons and FSU teacher candidates
- Encourage teachers within the school to be involved in Professional Development School activities
- Attend PDS principal meetings or send a representative from your school
- Be willing to share school initiatives with other PDS schools
- Encourage all school faculty to participate in Partnership activities and to host/mentor FSU clinical education students
- Ensure that Partnership work is a part of the school's missions and strategic plan
- Publicize PDS partnership activities within and beyond the school site
- Consider presenting at conferences, institutes, and other forums
- Be willing to observe teacher candidates at your school
- Conference with teacher candidates and approve their Action Research proposal

PDS Liaison

The university liaison is the university-based representative who has primary responsibility for facilitating communication between the university and the PDS campus. The university liaison works with the host teacher to observe and mentor teacher candidates, and participates in professional development initiatives on site. Responsibilities include supporting and conferencing with candidates and engaging with the schools' professional development initiatives.

The Liaison Network meets the first Friday of each month during the academic year. Liaisons also participate in Continuous Improvement Summer Work Teams and Liaison Retreats.

The university liaison has agreed to the following responsibilities:

PDS Partnership Governance Participation

- Attend campus liaison meetings (once per month)
- Attend Partnership governance meetings as appropriate (Executive Committee)
- Participate in Partnership-wide activities (professional development, planning activities, celebrations, etc.)

Teacher Education Support

- Student Teacher support: Two visits- One is a direct observation per eight week placement
- Support Action Research project, and participate where appropriate as a co-researcher

- Weekly communication with key PDS leadership at the site (telephone or email: principal, site coordinator, teacher leaders)
- Communicate with FSU methods-specific faculty and Partnership Director on performance of Candidates at the sites if problems arise

Teacher Candidate Support

- Work with Site Coordinator and Partnership Director to ensure that clinical assessments are submitted
- At least one visit to observe teacher candidate (75 hour) and record the observation in TaskStream
- Engage with and provide feedback for teacher candidate using Edthena

PDS Site Support

- Trip to PDS site at least two times per semester to talk face-to-face with Principal, Site Coordinator, Teacher Leaders
- Communicate with Partnership Director on activities with PDS
- Network with other liaisons to share ideas and activities across sites

Faculty Scholarship and Professional Development (optional but desirable)

- Work with PDS sites and other liaisons to solicit external funding to support professional development, teacher education, and other partnership related activities.
- Participation in scholarly dissemination of partnership work at state, national and international conferences (supported by available funding)
- Participation in scholarly dissemination of partnership work through publication where appropriate and tied to faculty interest

Role of the Host Teacher

Host Teachers are school-based teachers in a PDS who serve as the supervising teacher for a teacher candidate or student teacher. Host teachers model classroom practices that support the benchmark expectations for the university students they mentor and supervise. The responsibilities of a Host Teacher include co-planning, co-teaching, and observing/conferencing with the FSU teacher candidate. Host Teachers collaborate with the PDS Site Coordinator and the university Liaison to assess the performance of the candidates and student teachers, to make decisions about the candidate and student teacher readiness for increased responsibilities, and to determine evaluation and final grades.

Professional development is provided for Host Teachers by Site Coordinators and the PDS Partnership Office. PDS faculty members interested in serving as Host Teachers should review the Roles and Responsibilities of a Host Teacher and conference with the Site Coordinator and Principal at their school.

The role of the host teacher is to serve as model, guide, and instructor for the teacher candidates. While the primary responsibility is always to the students in the classroom, you will want to be aware that the teacher candidate is someone who is growing in competence and needing assistance while gradually assuming an increasing amount of responsibility. Though teacher candidates will make mistakes and need the benefit of constructive criticism, host teachers will want to avoid making the criticism public in such a way that impairs the relationship between teacher candidates and students in the classroom.

The host teacher has agreed to the following responsibilities:

- Inform the students, parents, and building personnel of the Student Teacher's arrival.
- Collect district, building, classroom, and curricular materials for the Student Teacher.
- Provide a work and storage space.
- Refer to the provided schedule that will enable the Student Teacher to gradually assume teaching and other responsibilities.
- Introduce the Student Teacher to the principal and all significant personnel within the building
 - Share gathered materials including classroom management and evaluation systems.
- Discuss expectations, building regulations, and use of building and classroom equipment.
- Formalize the Student Teacher's schedule with input from the University Supervisor and Student Teacher.
- Explain developmental and unique learning characteristics of your students.
- Model instructional procedures and encourage discussion about pedagogy.
- Provide opportunities for the Student Teacher to observe teaching, parent conferences if appropriate, and instructional support procedures.
- Provide opportunities for the Student Teacher to collaborate with personnel responsible for supporting students with special needs and those who are linguistically and/or culturally diverse.
- Confer with Student Teacher on a daily basis and frequently provide written and verbal feedback.
- Interact with the University Supervisor when he/she visits and by phone or e-mail whenever successes and concerns arise
- Complete all required assessments in TaskStream and conference with student teacher about documents

Selection of Host Teachers

The Fairmont State University office of clinical experiences selects host teachers from the schools involved in the PDS partnership. The host teachers are those that model best practices and serve as exceptional role models for future teachers.

WV Policy 5100 5.17.a. states:

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).

In addition, Fairmont State University adheres to these additional requirements:

- a. Be recommended by the school principal.
- b. Enter into a contractual agreement that semester with Fairmont State University to accept student teachers and receive a stipend for their work.
- c. Have agreed to demonstrate leadership skills and assist the teacher candidate/student teacher throughout their placement.

Generally, only one student teacher will be placed with any host teacher, but this may be modified when necessary if the situation is advantageous to the student teacher and FSU.

Appendix A

Glossary of Terms

[Adapted from the NCATE Standards for Professional Development Schools]

Assessments – Techniques to analyze candidate and student accomplishments against specific goals and criteria; includes paper-pencil tests, exhibits, interviews, surveys, and observations. Good assessment requires a balance of techniques because each technique is limited and prone to error.

Candidates – Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers and other professional educators.

Clinical practice – A candidates' intensive, long-term school experience in a PDS. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the instructional and school-based professional roles for which they are preparing. Mentoring and supervision are provided to candidates collaboratively by university and school faculty.

Dispositions – The values, commitments, and professional ethics that influence practices and behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by knowledge bases and beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Diversity – Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

Equity – PDS partnerships are committed to developing the professional skills, knowledge, and dispositions associated with providing equitable opportunities to learn for all students including those in underserved, economically disadvantaged schools.

Inquiry – In a PDS, partners engage collaboratively in examining and assessing their practices and the outcomes achieved. By studying phenomena directly related to the teaching/learning process, PDS partners and candidates monitor their own work in order to improve their performance. Participants raise specific questions, seek to answer them systematically, use their findings to inform practice, and relate their findings to others. PDS inquiry supports change at the individual, the classroom, and the institutional level.

INTASC – The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. Knowledge bases, empirical research, disciplined inquiry, informed theory, and the wisdom of practice that undergird practice in a professional development school partnership.

Field Experiences – A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research in PDSs.

Other Professional Personnel – Educators who provide professional services other than teaching in schools and the university. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instruction technology specialists, deans, associate deans, and department chairs.

PDS Memorandum of Understanding – An agreement which commits the P-12 school or schools, school district, the professional education unit, and university to the mission of a PDS partnership.

PDS Partnership – A special relationship between a professional education unit in a college or university and P-12 school or schools, whose purpose is to support the preparation of new teachers and other educators, professional development, inquiry directed at the improvement of professional practice, and improved student learning in the context of PDS and the professional education unit.

PDS Participants – Includes PDS partners, candidates, students in the PDS, and other members of the PDS partnership extended community (arts and sciences faculty, parents and families, members of the community).

PDS Staff – School and university faculty and other professional personnel whose responsibility is carrying out the work of the PDS Partnership. School faculty is licensed in the fields they teach or supervise.

PDS Work – Professional work undertaken by PDS partners and candidates the simultaneously focuses on meeting students’ needs and supporting the learning of faculty and candidates. Such work is characterized by collaboration, inquiry, accountability, and learning in the context of practice.

Standards – PDS have a unique role in the preparation of development of professionals and school reform. Dedicated to the support of good teaching and learning, they serve as “standards bearing institutions” – committed to implement professional standards for teachers, curriculum content standards, student learning standards, and school and university standards.

Student Teacher - Pre-service clinical practice in P–12 schools for candidates preparing to teach.

Professional Development School (Personnel) Definitions

Clinical Faculty

Host Teacher – The host teacher is a school-based teacher in a PDS who is the supervising teacher for a teacher candidate or student teacher. The host teacher models classroom practices that support the benchmark expectations for university students. Responsibilities include co-planning, co-teaching, and observing/conferencing with the FSU teacher candidate. A university liaison collaborates with the host teacher and the Site-Based Coordinator on deciding the student teacher’s readiness or increased responsibilities and on the student teacher’s evaluations and final grades.

Site –Based Coordinator – The Site based Coordinator is the school-based representative with primary responsibility for the teacher education candidates in the PDS. She/he may perform such functions as facilitating placements of teacher candidates, supporting candidates and host teachers, supervising candidates, and co-teaching courses in collaboration with university-based faculty.

University Faculty

Partnership Director – The Partnership Director is the university based representative who works collaboratively with the university and the school districts involved in the Partnership. Responsibilities include developing and managing the budget, representing the partnership at local, state, and national functions, convening the executive committee and securing external funding and support on behalf of the Partnership.

University Liaison – The University Liaison is the university-based representative who has primary responsibility for facilitating communication between the university and the PDS. The University Liaison works with the Host Teacher to observe and mentor teacher candidates, and participates in professional development initiatives on site. Responsibilities include supporting and conferencing with candidates and engaging with the school’s professional development initiatives.

Appendix B

Employee Code of Conduct WV Administrative Code

TITLE 126

LEGISLATIVE RULE

BOARD OF EDUCATION

SERIES 162

EMPLOYEE CODE OF CONDUCT (5902)

§126-162-3. Purpose.

3.1. The West Virginia Board of Education recognizes that the capabilities and conduct of all school employees greatly affect the quality of education provided to students in the public schools. The West Virginia Board of Education further believes that all school employees should be intrinsically motivated by the importance of the job that they do. The purpose of the Employee Code of Conduct is to establish appropriate standards of conduct for all West Virginia school personnel.

3.2. These regulations also require that West Virginia public school employees respond immediately and consistently to incidents of bullying, harassment, intimidation, substance abuse, and/or violence or any other code of conduct violation that impacts negatively on students in a manner that effectively addresses incidents, deters future incidents, and affirms respect for individuals.

§126-162-4. Employee Code of Conduct.

4.1 "Employee" shall include all school personnel employed by a county board of education whether employed on a regular full-time basis or otherwise, and shall include other personnel such as employees of the West Virginia Schools for the Deaf and the Blind, and all employees of West Virginia Department of Education Institutional Programs.

4.2 All West Virginia school employees shall:

4.2.1. Exhibit professional behavior by showing positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance.

4.2.2. 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.

4.2.3. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, substance abuse, and/or violence, and free from bias and discrimination.

4.2.4. Create a culture of caring through understanding and support.

4.2.5. 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.

4.2.6. Demonstrate responsible citizenship by maintaining a high standard of conduct, self-control, and moral/ethical behavior.

4.2.7. Comply with all Federal and West Virginia laws, policies, regulations and procedures.

Appendix C

POLICY ON EQUAL OPPORTUNITY AFFIRMATIVE ACTION

Fairmont State University is an Equal Opportunity-Affirmative Action institution. In compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act, West Virginia Human Rights Act, Title IX (Educational Amendments of 1972), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the other applicable laws and regulations, the institution provides equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, sex, religion, age, national origin, disability, or sexual orientation as identified and defined by law. FSU neither affiliates knowingly with nor grants recognition to any individual, group or organization having policies that discriminate on the basis of race, color, age, religion, sex, national origin, disability, or sexual orientation as defined by applicable laws and regulations. Further inquiries may be directed to Assistant Vice President/Human Resources, who is the Section 504, Title IX Coordinator, located at Room 324 Hardway Hall, (304) 367- 4386, or the Americans with Disabilities Act Coordinator, located at Room 309 Colebank Hall, (304) 367-4215.

SERVICES FOR STUDENTS WITH DISABILITIES

As required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided for those students whose disability may affect their pursuit of a college education.

These students must contact the Coordinator for Services for Students with Disabilities, who is located in Student Affairs, Colebank Hall 307, if these services are desired. Documentation of the disability that is to be accommodated is required. Documentation requirements are available on the web site. Priority scheduling procedures have been established for students with disabilities. Students should contact their advisor for priority class pre-registration. For additional information contact the Coordinator for Student.

Appendix D

Criminal Background Check and TB Tests

Procedures for Completing Background Checks

Pre-Teacher Education Major Information

All Pre-education candidate must complete a background check for participation in the Early Field Experience PDS. The Background Check is also valid for the 30 & 75 hour field experiences completed after you are accepted into the major. The criminal background check is required for entrance into the public schools and is not a part of the Teacher Education program requirements. Students are responsible for maintaining their own background check records. Please review the steps below for completing this process. Students who begin the process of completing a Student Teaching Permit will be required to complete a different criminal background check process.

1. Go to www.sentrylink.com
2. Click the red **“Order Now - \$19.95”** box.
3. Fill in your personal information boxes located on the right side of the page.
4. Click **“Order now”** when you are ready.
5. Fill in your **“Email Address”** and click **“No, I Am a New Customer”** and select the red **“Sign In”** button.
6. To create an account, **“Confirm Your Email Address”**, create a **“Password”** and select **“Sign Me Up!”**
7. Re-check that your personal information listed on the left side of the page is correct.
8. Fill out your **“Credit Card Information”** including your billing address and phone number.
9. In the **“Select Reason”** drop-down box choose **“Checking My Own Record.”**
10. Scroll to the bottom of the screen and select that you have **“Read the Agreement and Terms of Use”** then click **“Order My Report”**.
11. When your report comes back, print your results. It is highly recommended that students print multiple copies of their report; a minimum of one report will be required for placement into the public schools and an additional report should be kept for the student’s personal records.

Criminal Background Check Information

ALL candidates participating in the student teaching clinical experience, which includes MAT or SPED Students who are teaching under permit or in a permanent substitute position for a county Board of Education, MUST apply for a WV Student Teaching Permit. This permit is required by the WV State Department of Education and includes both a WV Background Check and a FBI Background Check. Please review the steps below to complete the required background check.

1. Criminal Background Checks

- You can schedule an appointment at any location online at <http://11enrollment.com>
- This site will take you to **IdentoGO**; Scroll to the middle of the screen and select the first box “**State Fingerprinting**”.
- Select “**West Virginia**” and GO.
- Click on the Appointments box.
- Select the first box at the top “**Make a New Appointment**”
- The Type of Background Check needed is **EDUCATION**.
- Select **(WVDE) Verification/Licensure – APPLICANT PAYS** (The third option) and continue.
- Confirm that you have selected to send both **STATE** and **FBI** results to the WV Dept. of Education.
- Select **Continue** again.
- Fill out your personal information (Only Red Asterisks *****) & click continue.
- Click on the **City** you want to go for your appointment.
- Once you find an open appointment that fits your schedule, click the **white box**.
- Double check your information to be sure it is correct and that you selected the correct appointment window. If yes, click submit and continue.
- On the next screen, there are payment options. You can choose to make the amount due (approx. \$47.25) online through credit card or electronic check or you can choose to pay on-site at your appointment. Follow the directions on the screen.

2. Required Forms:

The following forms will need to be submitted:

a. **Form 24:** (2 Pages) Clinical Experience Permit, Applicant Information Page Clinical Experience Permit

- Fill out all highlighted portions.
- On the first page, projected placements, if you do not know the school you will be placed for student teaching, leave it **BLANK**.
- On the second page, be sure to fill in numbers **24 & 7**(Forms being submitted) in the blanks in Part 3.
- Go online to <https://wveis.k12.wv.us/certpayment/> to pay the required processing fee (approx. \$35) & **Print receipt** (See next page for instructions).

b. **Form 7:** Applicant Consent/Release of Background Results

- Fill out all of the highlighted portions.
- Obtain Verification of Notary Public (Erica Garrett (335 ED) UPS, Post Office).

3. Clinical Experience/ Student Teaching Permit processing fee

- Go to <https://wveis.k12.wv.us/certpayment/>
- Select **Paper Applications.**
- Enter your Social Security number.
- Enter your date of birth.
- Verify that your information is correct.
- Select the option: ***I am applying for a Student Teaching Permit/Field Experience request or Teacher in Residence Permit.***
- Select the forms that you will be sending: ***Form 24 Student Teaching Permit*** [approx. \$35.00]
- Please verify that your information is correct and that all of the forms you are submitting are listed.
- You will now be directed to the WV State Treasurer's Office web site to pay for your online fee. You must click the '**Continue**' button on the WV State Treasurer's confirmation page to complete your transaction.
- ***You must print your confirmation/receipt*** after your payment is processed. You will need to include this receipt with your application. **You will not be able to print the receipt after you exit the confirmation page.**
- Enter your name, address, email, credit card, and billing information.
- Once this process is completed, please **print your confirmation/receipt.**
- Please return this confirmation/receipt along with the forms **to ED Room 328A** as soon as possible.

**** A valid credit card and email address will be required to process all payments. Payments will be processed by the West Virginia State Treasurer's office.**

Tuberculosis (TB) Testing

- A TB test uses the top layers of skin as a means for detecting tuberculosis. Please be aware that you will be required to return to the original test site two days after the test to have your results read.
- The Teacher Education major includes multiple field and clinical experiences in a variety of community and public school settings. In order to provide proof of testing at each location requested, it is **strongly advised** that you make copies of your original test results. Failure to do so may result in a \$5.00 administrative copying fee or \$20.00 re-test fee.
- TB tests are conducted in a variety of settings including physicians' offices, walk-in clinics (such as Med Express) and county Health Departments. Prices for these different organizations may vary.
- Candidates are sometimes given the actual test TB or may only receive a risk evaluation when there are shortages.

County Health Department Information

Information regarding site locations is subject to change. Candidates are strongly encouraged to verify the above location prior to going.

	Days/Times/Fees	Location	Phone
Marion	Candidates are encouraged to contact the agency directly for the most accurate information related to scheduling options and fees.	300 Second Street Fairmont (Note: TB testing is located in the building across the street from this location.)	304-366-3360
Harrison		330 West Main Street Clarksburg	304-623-9308
Monongalia		453 Van Voorhis Road Morgantown	304-598-5100
Preston		106 West Main Street Suite 203 Kingwood	304-329-0097
Taylor		718 West Main Street Grafton	304-265-1288

Appendix E

Praxis II and Specialty Area Tests

Praxis II Specialty Area Tests

Successful completion of the appropriate PRAXIS II Specialty Area test(s) and PLT are requirements for licensure. A report of the Specialty Area Test(s) and PLT scores must accompany the application for licensure to the West Virginia Department of Education. If the test scores do not meet the state minimum score, the application must be held pending receipt of acceptable scores. Candidates should keep in mind that a denial of licensure at the time of graduation may subject them to changes in program requirements if they seek licensure later.

Currently, the required Praxis II exams are as follows:

Content Area	Test Code	Contest Test	PLT Exam
Art (PreK-Adult)	5134	Art: Content Knowledge	0524
Biology (9-Adult)	5235	Biology: Content Knowledge	0524
Chemistry (9-Adult)	5245	Chemistry: Content Knowledge	0524
Elementary Education (K-6)	5001 5003 5002 5005 5004 5203	Elementary Education: Multiple Subjects Mathematics Subtest Reading Language Arts Subtest Science Subtest Social Studies Subtest Teaching Reading: Elementary Education	0522
English (5-Adult)	5038	English Language Arts: Content Knowledge	0524
General Science (5-Adult)	5435	General Science: Content Knowledge	0524
Journalism (5-Adult)	5223	Journalism	0524
Mathematics (5-Adult)	5161	Mathematics: Content Knowledge	0524
Music (PreK-Adult)	5113	Music: Content Knowledge	0524
Oral Communications (5-Adult)	5221	Speech Communication: Content Knowledge	0524
Physical Education (PreK-Adult)	5091	Physical Education: Content Knowledge	0524
Physics (9-Adult)	5265	Physics: Content Knowledge	0524
School Health Education (5-Adult)		??	
Social Studies (5-Adult)	5081	Social Studies: Content Knowledge	0524
Spanish (5-Adult)	5195	Spanish: Content Knowledge	0522, 0523 or 0524
Theatre (PreK-Adult)		No Test Required	0522, 0523 or 0524

Licensure

Applications for West Virginia licensure are located in the Certification Office, 340ED, and on the West Virginia Department of Education website. The specified fee, official transcripts, fingerprint cards and copy of the results of required Praxis scores must accompany all applications. Post-baccalaureate and graduate students must also provide transcripts or academic work completed outside of Fairmont State University. The West Virginia Department of Education may take up to three months to process applications and actually issue the license. Letters of eligibility requested by school systems may be written for students who have completed a licensure program but have not yet received their license. Students are responsible for checking requirements for out-of-state licensure. If another state offers a comparable endorsement, students from FSU will probably be eligible for licensure; however, there may be additional tests, course work, or GPA requirements that must be completed.

Appendix F Student Teaching Semester Suggested Sequence

<u>Week</u>	<u>Experience</u>
One/Two	<p>Orientation, Participation in Teaching</p> <p>The student teacher gets acquainted with the school policies, the classroom and the students: observes and assists with teaching and begins planning for teaching. (Second placement student teachers may not need as much time for orientation.)</p>
Two/Three	<p>Teaching</p> <p>Host teacher gradually shifts responsibility, one class at a time, to the student teacher; student teacher begins full time teaching.</p>
Three/ Four	<p>Teaching</p> <p>The student teacher is responsible for full time, full day teaching duties and responsibilities. (If secondary student teachers are assigned to more than one host teacher, full time teaching may occur later during week, five.</p>
Five, Six, Seven	<p>Teaching</p> <p>Student teacher continues full time teaching responsibilities.</p>
Eight	<p>End of Placement</p> <p>The student teacher and host teacher collaboratively decide if there needs to be a transition back to the host teacher.</p>

Appendix G

Graduate Studies

Graduate studies at Fairmont State University are designed to give students advanced knowledge in a special field of study, higher levels of professional competence, an understanding of and respect for scholarly research and a sophisticated knowledge of the techniques of continued, lifelong intellectual growth. These goals are achieved through coherent, orderly programs of study, investigation and professionally mentored practical experiences that are carefully planned by each individual student in consultation with his or her graduate faculty adviser.

Fairmont State University currently offers the following graduate degrees:

- Master of Education (M.Ed.)

The Master of Education (M.Ed.) degree includes six concentrations designed to meet the needs of college graduates seeking to enhance their career opportunities through advanced study. M.Ed. concentrations leading to teacher certification include:

- o Multi-Categorical Special Education
- o Reading Specialist Certificate

Concentrations designed to enhance the career and professional opportunities of candidates who are not seeking teaching certification include:

- o Digital Media, New Literacies, and Learning
- o Exercise Science, Fitness and Wellness
- o Professional Studies

- Master of Arts in Teaching (M.A.T.)

The following specializations are offered for MAT candidates:

- | | |
|------------------------------------|----------------------------------|
| o Art, PreK-Adult | o Mathematics 5-Adult |
| o Biology, 9-Adult | o Music, PreK-Adult |
| o Chemistry, 9 | o Oral Communications, 5-Adult |
| o English, 5-Adult | o Physical Education, PreK-Adult |
| o General Science, 5-Adult | o Physics, 9-Adult |
| o School Health Education, 5-Adult | o Social Studies, 5-Adult |
| o Journalism, 5-Adult | o Spanish, PreK-Adult |
| o Mathematics 5-9 | o Theater, PreK-Adult |

The MAT Program does not currently offer licensure in Special Education; however, an endorsement for certification in Special Education may be added after the initial license in a content area is earned.

Choosing to pursue a Master's degree program at Fairmont State University represents a commitment to excellence, personal growth, and lifelong learning. Our graduate programs are committed to a student-centered learning environment that emphasizes concrete experiences, intellectual discourse,

and critical reflection. FSU is small enough to allow each graduate student opportunities for interaction with fellow students and distinguished faculty members, yet large enough to provide challenging and diverse areas of study. To better serve graduate students, the university schedules classes at times designed to meet the scheduling needs of part-time as well as full-time students.

<http://www.fairmontstate.edu/graduatestudies/default.asp>

Appendix H

FAQ's for Teacher Candidates/Student Teachers, PDS Professionals, University Liaisons

Can my teacher candidate/student teacher accept supplementary positions in my county (coaching, tutoring, etc.)?

Yes, but the first priority is always their student teaching requirements. If there are potential conflicts and their supplementary role interferes with their classroom experience in any way, the student teaching experience will always take precedent.

Can the teacher candidate/student teacher substitute in the absence of a host teacher?

No, this never permissible. It is required that a licensed substitute be present in the classroom with the teacher candidate/student teacher if the host teacher is absent.

Can the teacher candidate/student teacher be excused for interviews for potential teaching positions?

Yes. They should contact the appropriate personnel and give their host teacher as much advanced warning as possible. The teacher candidate/student teacher should also make appropriate arrangements (sub plans) if necessary. Please note that these absences will count toward your three days.

What can I expect if my teacher candidate/student teacher is absent?

He or she is responsible for informing the host teacher, site coordinator, and university liaison. In addition, the teacher candidate/student teacher is responsible for providing written lesson plans as per school policy and procedures. If concerns arise about excessive absences, the liaison should be notified. Missed days are to be made up during the second 8-week placement.

Is there an expectation that the student teacher participates during professional development time, early release dates, staff development, etc...?

Yes, the student teacher is required to fulfill all of the professional obligations as a full time faculty member of the building and county. Student teachers, for example, should not be excused for or ask for permission to be excused due to outside commitments.

Can my teacher candidate/student teacher leave the classroom on any given day for an outside job?

No. Much like extracurricular activities, the student teaching experience should take precedence over other responsibilities. If this is occurring, please inform the university liaison.

Can student teachers be excused from teaching due to Fairmont State University commitments?

There may be cases where the Clinical Director excuses a student from a teaching day to represent FSU (ex. Cheerleading competition, etc...) These must be discussed in advance and approved by the clinical office, host teacher and university liaison. The Institutional Absence Form must be used and approved by the Clinical Director.