

Glenville State College

Teacher Education

Field Experiences Handbook

The Glenville State College Teacher Education Field Experiences Handbook outlines and details the guidelines and policies and procedures for field experiences within the teacher education program.

The Glenville State College Education Department is committed to preparing candidates who are skilled, reflective, and responsible teachers. To that end, and in order to meet state certification regulations and national accreditation requirements, teacher candidates complete an array of carefully planned field experiences. These experiences are systematically integrated into the teacher education program curriculum.

In order to ensure high quality experiences, there is ongoing collaboration between the education unit and the public school partners on the field experience sites. The College's development of the Professional Development School (PDS) concepts has established a network of clinical sites where candidates can complete field experiences. In addition, sites are established through the program faculty that governs the curriculum for the particular certification area. Selection decisions are based on program goals, accreditation standards, and certification requirements.

All teacher education candidates are expected to complete each field experience in the approved site. Documentation and assessments are to be completed and recorded before the candidate receives credit for the field experience(s).

Revised June 2019 – This handbook is reviewed and revised on a continual basis according to guidelines and policies set and approved by Glenville State College Teacher Education Department and the West Virginia Department of Education.

Education Program

Conceptual Framework

The Skilled, Reflective, and Responsive Teacher

To meet the challenge of preparing teachers for modern American schools, the teacher education program at Glenville State College is designed to prepare graduates who are skilled, reflective, and responsive teachers. A thorough understanding of content, along with skills in instruction, classroom management, educational applications of technology and evaluation are essential for successful teaching. It is equally essential that prospective teachers develop the ability to reflect on their learning and related experiences and make curricular adaptation, which cause learning to occur. This ensures that reflective, responsive practice will be used systematically as vehicles for learning and continued professional growth.

At Glenville State College, the Department of Education has embodied many instructional strategies and skills in both presentation and content within our professional education course and field experiences. Further, the department believes that continued improvement in teacher preparation demands refinement beyond the skillful practitioner. Thus, the concept of the skilled practitioner is extended to the conceptual framework of the Skilled, Reflective, and Responsive (SRRT). The SRRT framework is not at all exclusive of the current teacher preparation curriculum, but rather surrounds effective teaching skills with the reflective nature of good teaching. The faculty believes that skills, strategies and reflective behaviors can be modeled and taught.

The **Skilled, Reflective, and Responsive Teacher** Assessment Flowchart

Pre Admission

EDUC 203
CSCI 267
EDUC 205
GPA
PRAXIS CORE
Partner Teacher Evaluation
Disposition Survey



Admission

2.75 GPA
Referral for admission by advisor
Self-evaluation
Partner Teacher Evaluation
Disposition Survey
Portfolio Interview // Admission to Teacher Education



Internship

PRAXIS II
PLT
2.75 GPA in all areas
Professional Semester Evaluation
Special Subjects Supervisor Evaluation
Disposition Survey
Final Professional Semester Evaluation
WV TPA
Teacher Candidate Assistance (*When Appropriate*)



Capstone Assessment/Portfolio Interview

Intern Interview
InTASC Standards (Supporting Artifacts & Rationales)
Content Standards (SPAs)
Resume
Transcript
PRAXIS II // PLT
Internship evaluations
Evidence of Student Learning



SRRT Graduate



InTASC – Model Core Teaching Standards

Developed by

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) April 2011

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually and implements developmentally appropriate and challenging learning experiences

Standard #2: Learning Differences

The teacher uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional Learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Implemented in Teacher Education Fall 2011

21st Century Learning

Six Key Elements of 21st Century Learning

1. **Emphasize Core Subjects.** Knowledge and skills for the 21st century must be built on core subjects. No Child Left Behind and Every Student Succeeds Act identify these as English, reading or language arts, mathematics, science, foreign language, civics, government, economics, art, history and geography. Further, the focus on core subjects must expand beyond basic competency to the understanding of core academic content at much higher levels.
2. **Emphasize Learning Skills.** As much as students need knowledge in core subject, they also need to know how to keep learning continually throughout their lives. Learning skills comprise of three broad categories of skills:
 - Information and communication skills
 - Thinking and problem-solving skills
 - Interpersonal and self-directional skills

Good teachers always have fostered these skills. The challenge now is to incorporate learning skills into classrooms deliberately, strategically and broadly.

3. **Use 21st Century Tools to Develop Learning Skills.** In a digital world, students need to learn to use the tools that are essential to everyday life and workplace productivity.

Skilled 21st Century citizens should be proficient in ICT (information and communication technologies) literacy, defined by the Programme for International Student Assessment (PISA) as “the interest, attitude and ability of individuals to appropriately used digital technology and communication tolls to access, manage, integrate, and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.”

4. **Teach and Learn in a 21st Century Context.** Students need to learn academic content through real-world examples, applications and experiences both inside and outside of school. Students understand and retain more when their learning is relevant, engaging and meaningful to their lives. In the global, networked environment of the 21st century, student learning also can expand beyond the four classroom walls. Schools must reach out to their communities, employers, community members, and, of course, parents to reduce the boundaries that divide schools from the real world.
5. **Teach and Learn 21st Century Content.** Education and business leaders identified three significant, emerging content areas that are critical to success in communities and workplaces:
 - Global awareness;
 - Financial, economic and business literacy; and
 - Civic literacy.

Much of this content is not captured in existing curricula or taught consistently with any depth in schools today. An effective way to incorporate this content is to infuse knowledge and skills from these areas into the curriculum.

6. **Use 21st Century Assessments that Measure 21st Century Skills.** States and districts need high quality standardized tests that measure students’ performance of the elements of a 21st century education.

However, standardized tests alone can measure only a few of the important skills and knowledge we hope our students will learn. A balance of assessments—that is, high-quality standardized testing for accountability purposes and classroom assessments for improved teaching and learning in the classroom—offers students a powerful way to master the content and skills central to success in the 21st century. To be effective, sustainable and affordable, sophisticated assessments at all levels must use new information technologies to increase efficiency and timeliness.

Nine Steps to Build Momentum

1. Embrace a powerful vision of public education that includes 21st century skills.
2. Align leadership, management, and resources with educational goals.
3. Use this tool to assess where schools are now.
4. Develop priorities for 21st century skills.
5. Develop a professional development plan for 21st century skills.
6. Make sure students have equitable access to a 21st century education.
7. Begin developing assessments to measure student progress in 21st century skills.
8. Collaborative with outside partners.
9. Plan collectively and strategically for the future.

West Virginia Professional Teaching Standards

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional development. Professional teaching standards provide a common language that describes what teacher needs to know and be able to do. The curriculum for West Virginia higher education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards.

Professional Teaching Standards:

These professional teaching standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teachers must know and be able to do:

- **Curriculum and Planning**
- **The Learner and the Learning Environment**
- **Teaching**
- **Professional Responsibilities for Self-Renewal**
- **Professional Responsibilities for School and Community**

As taken from WVDE website

As taken from the Glenville State College Catalog:

BACHELOR OF ARTS IN EDUCATION:

Students pursuing a teacher education degree may select from the following combinations of teaching specializations:

Elementary Specializations:

Early Education (PreK-K) & Elementary (K-6)

OR

Multi-Categorical (K-6) & Elementary Education (K-6)

OR

Elementary Education (K-6) may also be combined with any of the following (select one):

Middle School Specializations:

A student must combine a middle school specialization with either Elementary Education or a Secondary Field:

English (5-9)

General Science (5-9)

General Math-Algebra I (5-9)

Social Studies (5-9)

OR

Secondary Education:

A student may select one secondary specialization:

Biology (9-Adult)

Chemistry (9-Adult)

English (5-Adult)

General Science (5-Adult)

Mathematics (5-Adult)

Social Studies (5-Adult)

Comprehensive:

Health and Physical Education (PreK-Adult)

Music (PreK-Adult)

STATE LICENSURE PATTERNS AVAILABLE AT GLENVILLE STATE COLLEGE

Glenville State College recommends the issuance of the teaching license. The West Virginia Department of Education is the agency that issues the license for teaching professionals.

1. ELEMENTARY EDUCATION (K-6)

The elementary education program is designed to prepare educators who will teach children kindergarten through the sixth grade. Candidates in the elementary education program are required to complete at least one additional teaching specialization, such as PreK-K, Multi-Categorical Special Education or a Middle School endorsement.

2. CONTENT/SUBJECT SPECIALIZATIONS

Specializations are available at the Middle Childhood Education (5-9) level; the Adolescent Education level (9-Adult); and/or combinations of the Middle Childhood and Adolescent levels (5-Adult). Subject specializations in Music and Physical Education and Health are preschool to adult grade level. Even though the candidate is interested in teaching in one particular specialization, the faculty advisor and the candidate should discuss employment possibilities and make wise choices based on the needs of the public schools. In addition to the faculty advisor, current employment information is available in the Academic Success Center.

Bachelor of Arts

Elementary Education (K-6)

Mission Statement:

The Department of Education of Glenville State College is committed to educating students to be thoughtful, productive, engaged, and responsible citizens. The Bachelor of Arts Elementary Education Program is designed to prepare teacher candidates who are skilled, reflective and responsive educators. The program encourages candidates to engage in learning activities in the constant pursuit of the enhancement of teaching skills.

Goals:

The Elementary Education graduate will be able to:

1. Secure employment in public school (K-6) classrooms.
2. Demonstrate competence and excellence in teaching in elementary settings.
3. Demonstrate preparation for graduate-level education.

Objectives:

A graduate of this program will:

1. Understand the development levels of the learner so that appropriate techniques and methodology can be used to teach in the most effective manner possible.
2. Apply highly developed skills in the areas of planning, instruction, classroom management, and evaluation based on research and best practice.
3. Work effectively with others, including colleagues, administrators, students, parents, and community citizens.
4. Be effective consumers of research.
5. Demonstrate fluency in communication skills and the educational uses of technology.
6. Allow for individual differences, encouraging students to be critical thinkers and problem solvers in a global society.
7. Develop and employ problem-solving techniques and reflective practices in order to make sound educational decisions.
8. Demonstrate a sound foundation of understanding in the liberal arts and mastery of content in the fields of elementary education and professional teaching and learning.

Bachelor of Arts

Early Education (PreK-K)

Mission Statement:

The Department of Education of Glenville State College is committed to educating students to be thoughtful, productive, engaged, and responsible citizens. The Bachelor of Arts Early Education Program is designed to prepare teacher candidates to work effectively with young children in a skilled, reflective and responsive way with young adolescents. The program encourages candidates to engage in learning activities in the constant pursuit of the enhancement of teaching skills.

Goals:

The Early Education graduate will be able to:

1. Secure employment in public school preschool/prekindergarten (PreK-K) classrooms.
2. Secure employment in child care facilities including accredited child care and federal Head Start Programs.
3. Establish developmentally appropriate child care facilities in existing centers or personal homes.
4. Demonstrate competence and excellence in teaching in preschool and kindergarten settings.
5. Demonstrate preparation for graduate-level education.

Objectives:

A graduate of this program will:

1. Understand the developmental needs of young children so that appropriate techniques and methodology can be used in the most effective manner possible.
2. Employ problem-solving techniques in the teaching process.
3. Apply highly developed skills in the areas of planning and curriculum design, developmentally appropriate practice, and evaluation based on research and best practice.
4. Work effectively with others including colleagues, children, and families.
5. Be effective consumers of research.
6. Demonstrate fluency in communication skills and the educational uses of technology.
7. Understand and meet the individual and diverse needs of children and families.
8. Develop and employ reflective practices in order to make sound educational decisions.
9. Demonstrate a sound foundation of understanding in the liberal arts and mastery of content in the fields of elementary education, early education, and professional teaching and learning.

Bachelor of Arts

Multi-Categorical Special Education (K-6)

Mission Statement:

The Department of Education of Glenville State College is committed to educating students to be thoughtful, productive, engaged, and responsible citizens. The Bachelor of Arts Multi-Categorical Special Education Program is designed to prepare teacher candidates to work effectively and in a skillful, reflective and responsive way with elementary students identified as having special needs. The program encourages candidates to engage in learning activities in the constant pursuit of the enhancement of teaching skills.

Goals:

The Multi-Categorical Special Education graduate will be able to:

1. Secure employment in public school special education (K-6) classrooms.
2. Secure employment in adolescent mental health programs as well as private schools, residential programs, and correctional facilities.
3. Demonstrate competence and excellence in teaching in a variety of settings,
4. Demonstrate preparation for graduate-level education in a variety of areas, including counseling, school psychology, reaching or additional areas of special education.

Objectives:

A graduate of this program will:

1. Understand the unique characteristics of individuals with special needs so that appropriate techniques and methodology can be used to enhance learning in the most effective manner possible.
2. Apply highly developed skills in the areas of planning, instruction, classroom management, and evaluation based on research and best practice.
3. Work effectively with others, including colleagues, administrators, students, and families, and community citizens.
4. Be effective consumers of research.
5. Demonstrate fluency in communication skills and the educational uses of technology.
6. Understand and meet the individual and diverse needs of special needs students and their families.
7. Develop and employ problem-solving techniques and reflective practices in order to make sound educational decisions.
8. Demonstrate a sound foundation of understanding in the liberal arts and mastery of content in the fields of special education and professional teaching and learning.

Bachelor of Arts

Health and Physical Education (PreK-Adult)

Mission Statement:

The Department of Education of Glenville State College is committed to educating students to be thoughtful, productive, engaged, and responsible citizens. The Bachelor of Arts Health and Physical Education Program is designed to prepare teacher candidates to teach health and physical education in grades PreK through twelve.

Goals:

A graduate of this program will be:

1. Certified to teach health and physical education in grades PreK through twelve while meeting the West Virginia Department of Education content standards objectives.
2. Able to obtain licensure in the many states with whom we have reciprocity.
3. Able to enter and succeed in graduate school while pursuing an advanced degree.

Objectives:

A graduate of this program will:

1. Understand the developmental levels of the learner so that the proper skills and techniques can be taught in a progressive and systematic manner.
2. Apply a variety of sound teaching strategies that will enhance the effectiveness of learning in the classroom.
3. Effectively manage the classroom by recognizing the many individual learner differences that exist in this environment.
4. Maintain the integrity of the subject matter while realizing that all disciples must work together to educate the whole person.
5. Integrate and continually update technological changes that are occurring so that students are able to compete in a contemporary society,
6. Allow for individual differences so that students can be critical thinkers and problem solvers in a global society.
7. Develop an understanding of the art of human movement through fundamental motor skills, game, sports, dance, exercise, and physical fitness.
8. Develop an understanding of the science of human movement through exercise physiology, human anatomy psychology, philosophy, and mechanics of human movement, history and sociology of physical education and sports, and motor learning theories.
9. Develop an appreciation for the role of physical educating as a profession by understanding the social, political, and economic forces as well as the philosophies and philosophical implications of physical education programs.
10. Understand the role of health and physical education within the total school curriculum.
11. Be able to plan, implement, and evaluate the teaching/learning process.

Bachelor of Arts

Music Education (PreK-Adult)

Mission Statement:

The Department of Fine Arts of Glenville State College is committed to educating students to be thoughtful, productive, engaged, and responsible citizens, and to expand the spectrum of humanity through music by preparing teacher skilled in this art. The Bachelor of Arts Degree in Music Education is designed to prepare teacher candidates to teach music education.

Goals:

A graduate of this program will be:

1. Certified to teach music education content in West Virginia schools while meeting the West Virginia Department of Education content standards objectives.
2. Able to obtain licensure in the many states with whom we have reciprocity.
3. Able to enter and succeed in graduate school while pursuing an advanced degree.

Objectives:

A graduate of this program will:

1. Understand the developmental levels of the learner so that the appropriate techniques and methodologies can be used to teach in the most effective manner possible.
2. Apply highly developed skills in the areas of planning, instruction, classroom management, and evaluation based on research and best practices.
3. Work effectively with others including colleagues, administrators, students, and parents fostering civility and integrity.
4. Develop necessary leadership skills for successful community service and participation.
5. Demonstrate fluency in communication skills and the educational uses of technology.
6. Allow for individual differences and tolerance, encouraging students to be critical thinkers and problem solvers in a global society.
7. Develop and employ problem-solving techniques and reflective practice in order to make fair and responsible educational decisions.
8. Demonstrate an understanding of music theory and history and its application to teaching music in the classroom.
9. Demonstrate a high level of competency in music performance.
10. Demonstrate a sound foundation of understanding in the liberal arts and mastery of content in the field of music education and professional teaching and learning.
11. Demonstrate a high level of competence in pedagogical skills for beginning voice, piano, woodwind, brass, percussion, and string instruments combining traditional methodologies with innovative techniques.

Bachelor of Arts

English (5-Adult)

Mission Statement:

The Department of Language and Literature of Glenville State College is committed to educating students to be thoughtful, productive, engaged, and responsible citizens. The Bachelor of Arts program in English requires teacher candidates to interact with multiple texts from various time periods. Teacher candidates in this teacher preparation program will complete many written papers, essays, and reports as they master the skill of writing.

Goals:

The Teacher Candidates will be:

1. Prepared to enter the public school classroom as a skilled and reflective teacher, thoroughly grounded in the content knowledge.
2. Certified to teach English in middle or secondary schools, meeting all West Virginia Department of Education content objectives.
3. Eligible for licensure in the states of West Virginia has certification reciprocity.
4. Prepared for graduate school programs in their content or related professional areas.

Objectives:

The Teacher Candidates will:

1. Develop and employ suitable strategies and materials for the delivery of a competent English Language arts program.
2. Identify and select content materials which promote multicultural understanding and diversity, and an understanding of special needs.
3. Acquire an informed sense of literary history through reading selected major works of world literature, including those representing distinctly non-western points of view.
4. Interpret through written analysis and research English and American literature in terms of the respective historical, social, and economic background of the various periods and movements.
5. Evaluate and reflect on the literary expression of historically under-represented groups, particularly people of color, women, and Native Americans.
6. Develop an informed awareness of the composition process and a mastery of traditional rhetorical strategies for written and oral expression.
7. Evaluate and interpret the current values and ethical standards which emanate from adolescent literature, identifying appropriate criteria for selection.
8. Develop and implement interpretive strategies appropriate to the aims and standards of literary study.
9. Produce written and oral interpretation of literature that adheres to accepted principles of scholarly practice and integrity.

10. Evaluate and interpret the history of the English language while tracing the influences of other languages and cultures in the evolution from Old English to modern English.
11. Master the conventions and practices of Standard English grammar balanced with a sensitive awareness of grammar as a psycho-social construct and as a socioeconomic marker.
12. Develop critical thinking, writing, and assessment skills through a wide variety of writing and research projects.
13. Evaluate and utilize new technologies, multi-media applications, and other non-print resources that augment an effective English language arts program, noting how these resources are informed by, and influence, larger cultural issues.
14. Effectively review current assessment theory and practices, and develop instruments and procedures which meaningfully measure student progress and success.
15. Understand and continually assess the role and professional responsibilities of the English teacher, utilizing current research to strengthen their professional development.

Bachelor of Arts
Biological Science (9-Adult)

Mission Statement:

The Bachelor of Arts Degree in Education with a specialization in Biology (9-Adult) is designed to prepare teacher candidates to teach biological sciences in grades nine through twelve.

Goals:

A graduate of this program will be:

1. Certified to teach biological science content in grades nine through twelve and will be able to address in their teaching the overarching themes that are an integral part of the WV State Department of Education's content standards objectives.
2. Able to obtain licensure in the many states with whom we have reciprocity.

Objectives:

A graduate of this program will be able to:

1. Demonstrate an appropriate depth in the study of science themes and subject matter.
2. Maintain the integrity of the subject matter in classroom presentations at an adequate breadth to communicate the interrelationships that exist among the disciplines.
3. Demonstrate the essential skills imperative in the effective teaching of the biological sciences.
4. Utilize essential skills that would include: critical thinking; the understanding of the scientific method; a wide variety of instructional strategies; classroom management techniques.
5. Recognize and address the differences that exist in students as they progress through their scientific development.

Bachelor of Arts

Chemistry (9-Adult)

Mission Statement:

The Bachelor of Arts Degree in Education with a specialization in Chemistry (9-Adult) is designed to prepare teacher candidates to teach chemistry in grades nine through twelve.

Goals:

A graduate of this program will be:

1. Certified to teach chemistry in grades nine through twelve and will be able to address in their teaching the overarching themes that are an integral part of the WV State Department of Education's content standards objectives.
2. Able to obtain licensure in the many states with whom we have reciprocity.

Objectives:

A graduate of this program will be able to:

1. Demonstrate an appropriate depth of knowledge of chemistry and relate science themes to maintain the integrity of the subject matter in classroom presentations.
2. Communicate the interrelationships that exist among the disciplines.
3. Adapt instructional approaches to meet the needs of a wide range of students with varying backgrounds and goals.
4. Design and implement laboratory exercises that enhance the instructional material.
5. Relate current events and research result to the classroom material and to the students' lives. Explore relationships and issues in science, technology, human concerns, and cultural values.
6. Use classroom management techniques to establish an environment conducive to learning chemistry.
7. Establish and maintain safety in chemistry laboratories and chemical demonstrations.
8. Integrate and continually update technological changes for teaching chemistry.
9. Encourage students to consider career opportunities in the sciences fields.

Bachelor of Arts

General Science (5-Adult)

Mission Statement:

The Bachelor of Arts Degree in Education with a specialization in General Science (5-Adult) is designed to prepare teacher candidates to teach general science in grades five through twelve.

Goals:

A graduate of this program will be able to:

1. Obtain certification in general science grades five through twelve while meeting the West Virginia State Department of Education's content standards objectives.
2. Able to obtain licensure in the many states with whom we have reciprocity.

Objectives:

A graduate of this program will be able to:

1. Teach the overarching themes that are an integral part of the WV State Department of Education's content standards objectives.
2. Demonstrate competence in science themes and subject matter to maintain the integrity of the subject matter in classroom presentations.
3. Demonstrate in adequate breadth to communicate the interrelationships that exist among the disciplines.
4. Develop higher order thinking skills.
5. Implement hands-on experiences in the lab.
6. Humanize topics through historical chronology.
7. Use the appeal of everyday examples in bringing the subject to a personal level.
8. Draw concepts from a wide range of traditional topics in science.
9. Communicate science literacy to a society that needs to understand.

Bachelor of Arts

Mathematics (5-Adult)

Mission Statement:

The Bachelor of Arts Degree in Education with a specialization in Mathematics (5-Adult) is designed to prepare teacher candidates to teach mathematics in grades five through twelve.

Goals:

A graduate of this program will be:

1. Certified to teach mathematics content in grades five through twelve and will be able to address in their teaching the overarching themes that are an integral part of the West Virginia State Department of Education's content standards objectives.
2. Able to obtain licensure in the many states with whom we have reciprocity.
3. Able to enter and succeed in graduate school while pursuing an advanced degree.

Objectives:

A graduate of this program will be able to:

1. Design and solve problems in algebra.
2. Design and solve problems in calculus
3. Design and solve problems in geometry
4. Design and solve problems in probability and statistics.
5. Write and solve non-routine and open-ended problems.
6. Recognize connections of mathematics to the real world and use them in teaching.
7. Use mathematical reasoning and, where appropriate, proof to support and justify answers.
8. Reflect on the effectiveness of the lessons that he/she plans.

Bachelor of Arts

Social Studies (5-Adult)

Mission Statement:

The Department of Social Sciences is committed to educating the students to be thoughtful, productive, engaged, and responsible citizens. The Department operates to instill in its graduates an ability to think critically and to use the Social Sciences to improve the human condition. The Bachelor of Arts Degree in Education with a specialization in Social Studies (5-Adult) is designed to prepare teacher candidates to teach Social Studies in grades five through twelve.

Goals:

A graduate of this program will be:

1. Qualified to attain certification in social studies for grades five through twelve while meeting West Virginia State Department of Education's content standards objectives.
2. Able to obtain licensure in the many states with whom we have reciprocity.
3. Able to enter and succeed in graduate school while pursuing an advanced degree.

Objectives:

A graduate of this program will be able to:

1. Have a multidisciplinary understanding of American experience and its place within a complex global society.
2. Understand the American and international political and governmental processes that typify the modern world and contribute to its stability and capability for self-government.
3. Specialize in historical knowledge of the American experience.
4. Understand the political, social, economic, and cultural institutions that have shaped past and present civilizations.
5. Understand economic and political process at local, regional, national, and international scales that influence the policy decision-making process, which is vital to every member of the global community.
6. Understand how and why social force influence various groups and organizations and shape the character of the individual.
7. Apply a variety of sound teaching strategies that will enhance the effectiveness of learning in the classroom.
8. Understand individual differences and ways to foster critical thinking and problem-solving skills in children.

Field Experiences—Expectations and Guidelines

EDUCATION 203/10 HOURS – Foundations of Education

(must be in any classroom setting)

This experience is designed to help candidates make an informed decision about becoming a teacher. The candidates will identify and describe the roles and routines of public school teachers.

EDUCATION 205/20 HOURS – Educational Psychology

(must be in any classroom setting)

This experience provides opportunities for the candidates to observe developmental levels of school age children.

EDUCATION 207/10 HOURS – Cultural Diversity and Exceptionalities in Early Education including Families and Communities

(must be in a PreK or K setting)

This experience provides candidates with the opportunity to note exceptionalities among elementary children, as well as the needs of the culturally diverse, and how well these needs are being met.

EDUCATION 213/10 HOURS – Early Childhood Development: Infant/Toddler, Preschool, and Primary (Ages 0-8) Years

(must be in a PreK or K setting)

The emphasis of this experience will focus on the developmental characteristics of the young child concentrating on developmental skills, strengths and areas needing strengthening in physical, emotional, social, and cognitive development.

EDUCATION 218/10 HOURS – Introduction to Early Education

(must be in a PreK or K setting)

The emphasis of this experience is to note developmentally appropriate practices and curriculums as well as hands-on experiences in the classrooms of the young child.

EDUCATION 319/10 HOURS – Organization and Administration of Early Education Programs

(must be in a PreK or K setting)

This experience is to focus on the practices and procedures in planning, organizing, scheduling, transitions, pacing, and administrative duties of an early childhood classroom.

EDUCATION 320/10 HOURS – Assessment of Young Children

(must be in a PreK or K setting)

The emphasis of this experience is on assessment and evaluation of skills and development in young children. Students evaluate assessment tools and prepare individual prescription plans addressing strengths and weaknesses of the child's development.

EDUCATION 321/20 HOURS – Early Education, Curriculum, Methods, and Materials
(must be in a PreK or K setting)

The emphasis of this experience will focus on curriculum, methods, and materials in an early education classroom setting. Students' active involvement in language experiences and science/discovery projects are included with this experience.

EDUCATION 411/ 40 HOURS – Curriculum and Assessment: Elementary
(must be in an elementary setting)

The emphasis of this experience will focus on preparing the candidate for Internship. The candidate will develop a unit plan with the assistance of the partner teacher, highlight InTASC Standards addressed in the unit plan, design instructional strategies that meet the needs of all learners in the classroom, teach all lessons planned, and maintain a daily reflective, responsive journal detailing academic and disciplinary issues.

EDUCATION 412/ 40 HOURS – Curriculum and Assessment: Content (5 – Adult)
(must be in the candidate's content area)

The emphasis of this experience will focus on preparing the candidate for Internship. The candidate will develop a unit plan with the assistance of the partner teacher, highlight InTASC Standards addressed in the unit plan, design instructional strategies that meet the needs of all learners in the classroom, teach all lessons planned, and maintain a daily reflective, responsive journal detailing academic and disciplinary issues.

PHYSICAL EDUCATION 326/10 HOURS – Physical Education in the Elementary School

(must be in a Physical Education setting)

The Physical Education major will participate in the organizational, management and assessment techniques that are present in an activity-based setting.

SPECIAL EDUCATION 220/20 HOURS – Educating the Student with Exceptional and Cultural Diversity

(must be in a Special Education setting)

This experience will focus on the characteristics of exceptional and culturally diverse learners. Special consideration will be given to the modification of instruction, assignment, and discipline of the students.

SPECIAL EDUCATION 321/10 HOURS – Mental Impairments: Characteristics and Strategies

(must be in a Special Education setting)

This experience will focus on the characteristics of the mentally impaired and the strategies for their instruction in the public schools, including the transition to working and living in the community.

SPECIAL EDUCATION 331/10 HOURS – Introduction to Learning Disabilities
(must be in a Special Education setting)

This experience will focus on a study of students displaying learning disabilities in one or more of the basic psychological processes.

SPECIAL EDUCATION 332/10 HOURS – Introduction to Behavior Disorders
(must be in a Special Education setting)

The emphasis of this experience will focus on the characteristics of students with behavioral disorders and note specific evaluative techniques, diagnoses, and modifications of instruction, assignment, and discipline.

SPECIAL EDUCATION 334/10 HOURS – Strategies with Students with Learning Disabilities and Behavior Disorders
(must be in a Special Education setting)

This experience will focus on strategies and for teaching students with learning and behavior problems.

SPECIAL EDUCATION 363/20 HOURS – Behavior Management in the Classroom
(must be in a Special Education setting)

The emphasis of this experience will be to focus on various behavior modification techniques used in the public school special education settings, as well as developing, implementing, and monitoring behavior modification programs.

SPECIAL EDUCATION 420/20 HOUR PRACTICUM
(must be in a Special Education setting)

The candidate will practice development of IEPs, identify and implement techniques of collaboration, inclusion, and working effectively with parents in the public school setting.

In addition: Content methods courses may also have co-requisites of field experiences. Course instructors may design activities for field experiences as guided and/or directed field experiences.

Field Experiences

General Responsibilities and Expectations

Director of Field Experiences

1. Arrange and coordinate field placements in accordance with county/school systems.
2. Prepare the following documentation: data sheet, field experience card, time sheet and partner assessment evaluation form.
3. Maintain and coordinate communication between public schools and Glenville State College.

Field Experience Course Instructor

1. Explain general expectations and responsibilities to Glenville State College candidates.
2. Prepare a letter explaining relation of the field experience to course objectives and the required hours, behaviors and assignments.
3. Explain documentation forms to Glenville State College candidates.
4. Maintain communication with candidates about the field experience throughout the course.
5. Collect documentation forms at the end of the field experience (data received by course instructor) and return to teacher education office for filing.
6. Report to Director of Field Experiences all candidates who **do not** complete the field experience.

Field Experience Partner Teacher

1. Provide opportunities for candidates to assume the responsibilities as outlined in the course instructor's letter.
2. Plan dates and times for Glenville State College candidate to be in your classroom.
3. Complete documentation forms (sign time sheet and partner assessment).
4. Provide informal discussions and feedback to Glenville State College candidate.

Glenville State College Candidate

1. Complete student data sheet for Director of Field Experiences.
2. Bring Current TB documentation to teacher education office for filing before beginning your placement.
3. All teacher candidates are **required** to a criminal background check prior to participating in field experiences.
4. Provide partner teacher with documentation forms for field experience (field experience card for the principal's and teacher's signature, time sheet, letter from course instructor, partner teacher assessment).
5. Return documentation forms to the course instructor at the end of placement.
6. Maintain professional dress and appearance.
7. Report your arrival to the school office.
8. Be familiar with school and county policies.

9. Be amenable to the expectations of the partner teacher.
10. Be prompt for your appointment with classroom experiences.
11. Notify your partner teacher in advance when appointment must be canceled.
12. Respect the privacy of students in the classroom and the confidentiality of information about students.

Field Experiences

Documentation

1. Time Sheet
2. Partner Teacher Assessment
3. Course Instructor's Requirements

*All documentation must be turned in to the Field Experience Director one week prior to finals' week of each semester.

TB Tests -- as required by partner public school district(s)

Throughout the professional preparation sequence, candidates must maintain current proof of negative results from testing for tuberculosis (TB) as required by partner public school district(s).

Early in the EDUC 203 semester, candidates should take steps to complete TB testing at the college health office, county health office, or physician of choice. Detailed information will be provided by the EDUC 203 professor.

Documentary proof of testing with negative results must be provided to the Teacher Education Office and must be updated when required. This is the responsibility of the candidate, without exception.

Background Checks

All teacher candidates are required to have a criminal background check prior to field experience observations. Each candidate will have a background check before the first course in which field experience is required, usually in EDUC 203 semester.

The purpose of the background check is to identify any criminal history prior to entering the public school.

**GLENVILLE STATE COLLEGE
FIELD EXPERIENCES**

TIME SHEET

Candidate _____ Class _____

School/Grade _____ Partner Teacher _____

Date	Time In	Time Out	Total Time Spent	Teacher's Signature

TOTAL HOURS _____

PARTNER TEACHER SIGNATURE _____

Glenville State College
Field Experiences
Partner Teacher Assessment

PDS Non-PDS

Teacher Candidate: _____ Course: _____

Knowledge/Performance

- Demonstrates an understanding of subject matter
- Develops grade/age-appropriate lesson
- Creates a learning environment in which individual differences are respected
- Encourages student development of critical thinking, problem solving, and performance skills
- Manages and organizes the instructional environment to enhance student learning
- Models effective communication strategies
- Uses formal and/or informal assessment

Exceeds Target	Target	Acceptable	Unacceptable	Not Applicable

Dispositions

- Is enthusiastic for the discipline(s) he/she teaches
- Is a responsive and thoughtful listener
- Is willing to give and receive help
- Respects the privacy of students and confidentiality of information
- Establishes respectful and productive relationships with other professionals

Exceeds Target	Target	Acceptable	Unacceptable	Not Applicable

Comments: _____

Candidate Signature: _____ Partner Signature: _____

Date: _____ School: _____ Grade/Setting: _____

Internship

Internships are arranged through cooperative agreements between Glenville State College and county school districts. The internship is full-time (12 hours) for a fifteen-week semester. The experience is structured to provide involvement with appropriate age groups in elementary, middle, and/or secondary schools under the direct supervision of public school (partner teacher) and college personnel (general supervisors and special subject supervisors.)

The teacher candidate must demonstrate competency at each programmatic level for certification (PreK-K, K-4, 5-9, 9-Adult). Therefore, placements are made according to the programmatic level of certification.

Admission to Student Internship

Typically, student internship occurs in the last semester prior to graduation. Candidates must apply for admission to student internship during the semester **prior** to student internship.

Requirements for Admission to Student Internship

To be eligible for Admission to Student Internship, candidates must meet the following requirements:

1. Hold full admission status to Teacher Education Program.
2. Maintain a minimum overall 2.75* grade point average.
3. Maintain a minimum 2.75* grade point average in the specialization area(s) for which the candidate seeks licensure. Completion of all required credits in specialization area(s) with grades of "C" or better.
4. Maintain a minimum 2.75* grade point average in all education coursework and have a "C" or better in each required education course.
5. Pass all state required tests, and meet all department requirements.
Candidates are responsible for all testing codes.
6. Maintain a clear social record in the Office of Student Life.

*2.75 GPA as of 2015-2016 Catalog/Academic Year

Internship General Policies

School Visitations by GSC Personnel

Upon entering a school, general and special subject supervisors must always report their presence to the school office.

Internship Assignments

Each intern is expected to devote the full day to the school program in keeping with the teaching schedule and other responsibilities of the assigned partner teacher. The Director of Field Experiences is responsible for selecting and securing all intern placements.

Professional Days

Interns are required to attend all professional days on main campus. Refer to your professional semester calendar for these days.

Substitute Teaching

In view of the fact that the intern is not fully prepared or certified teacher, he/she should be expected to perform tasks only under appropriate supervision. At no time should the intern be expected to serve outside of his/her certification area. In case of an extended absence of the partner teacher, the intern will be given another assignment or will be permitted to work under the supervision of a fully qualified substitute teacher.

Handling Records

The intern should develop an awareness of how to handle routines, keep records and the importance of confidentiality of student records.

Sexual Harassment

Glennville State College **does not** tolerate the sexual harassment of any student. Any intern who thinks he or she is the victim of sexual harassment should report the incident to his or her supervisor and the Director of Field Experiences.

Teacher Candidate Assistance Program (TCAP)

The Teacher Candidate Assistance Program was developed to provide remediation and guidance for teacher candidates. A TCAP candidate may be identified when exhibiting one or more of the following characteristics:

1. Deficit areas as noted during field experiences or classroom performances in the curriculum areas
2. Recommendation for inclusion in TCAP by a faculty member familiar with student's abilities
3. Inadequate knowledge of content areas
4. Lack of skill in classroom management techniques that allow learning to occur
5. Demonstrates poor dispositional demeanor which interferes with a positive learning environment
6. Neither plans effectively nor implements lesson plans so that learning occurs
7. Does not plan for or adapt instruction to meet students' individual needs
8. Earns an unacceptable rating in any area of competency on our intern evaluation instrument
9. Exhibits poor oral and/or written communication skills which interfere with the learning product
10. Cannot self-evaluate to determine problem areas, lack of effectiveness, and techniques that would contribute to improvement
11. Does not respond to reflection by adapting instruction to enhance instruction

Intern Absences

Absences caused by health problems or death in the family must be reported to partner teacher and supervisors (as specified by both). Any other absences require prior approval by the partner teacher, principal, supervisors, and Director of Field Experiences. Each intern is responsible for his or her absences. Once the total exceeds three (3) days, the intern may be required to make up days missed. This may result in delaying the next placement and/or graduation dates. Unexcused absences, falsified reports, or no reports may result in termination of the internship.

Retention in Student Internship

The Department of Education is dedicated to preparing teachers who are skilled, reflective, and responsive, with a commitment to their profession and to the students they serve. This requires that all candidates be monitored as they progress through the teacher preparation program. If teacher candidates encounter difficulties, remediation plans will be developed and implemented through the Teacher Candidate Assistance Program (TCAP).

Teacher candidate may only attempt Internship twice. After the second unsuccessful attempt at Internship, the teacher candidate **will not** be allowed to continue in the Teacher Education Program.

Grading of Student Internship

Candidates enrolled in Student Internship will receive either CREDIT or NO CREDIT. CREDIT indicated successful performance of competencies; NO CREDIT indicates inadequate performance of competencies. Credits will vary based upon the number of Student Internship specializations the candidate pursues or the length of each required placement. Candidates unsure of the number of credits needed for Student Internship should check with their faculty advisors or the Director of Field Experiences.

One credit hour of the Internship is the Capstone Assessment. Using portfolio artifacts and oral defense, candidates must validate that they have met the Interstate (N)ew Teacher Assessment and Support Consortium (InTASC) standards as well as the standards designated for their particular content area. Candidates must successfully complete the Capstone Assessment based on rubric evaluation in order to receive full credit for the internship.

Timing of Internship Experience

The intern experience is a phase-in, phase-out process based on extensive collaboration between the teacher candidate, the partner teacher and the college supervisors. Teacher candidates should begin their experience with observing and working individually with students in the classroom. The next step in the process includes co-teaching, working with small group instruction, and planning for that instruction when appropriate. For the majority of the intern placement, the placement, the teacher candidate should accept full responsibility for planning and instruction of all classes for the entire day. However, co-teaching should be considered, when appropriate, in order to meet the needs of the students in the classroom. Near the end of the placement, teacher candidates will gradually return classroom responsibilities to the partner teacher.

Phase I

The teacher candidate will observe and work individual students and with small groups under the direction of the partner teacher. Teacher candidates should note the following:

- Effective techniques and patterns of instruction
- Movement patterns
- Teacher expectations
- Clarification of roles and responsibilities

Phase II

The teacher candidate will collaborate and co-teach with the partner teacher, as well as plan and implement small group instruction. The teacher candidate will assist with the following:

- Monitoring during independent practice
- Maintain classroom reports and records
- Partner teacher duties
- Preparing bulletin boards and classroom displays
- Assessing and recording student progress

Phase III

Although ongoing collaboration is essential, the teacher candidate will assume the role of **lead** teacher and become responsible for managing the **entire** instructional day. This will include daily planning, as well as a long range of planning using an approved GSC lesson plan format. Co-teaching will continue to be an expectation of this phase.

Phase IV

Near the end of the placement and after the mastery of all required competencies the teacher candidate will gradually return the majority of the classroom responsibilities to the partner teacher. The teacher candidate will resume individual and small group assistance, as well as co-teaching and collaboration.

Once the partner teacher, college supervisor(s) and intern recognize that all intern competencies have been mastered (documentation by GSC evaluation form), and as the partner teacher reassumes the majority of the teaching responsibilities, the intern may use whatever "free" time remaining in that placement as an exploratory period into the various facets of teaching. Although this time will be minimal, students should make maximum use of it by visiting and observing other classrooms visiting with and consulting with other professionals in the school system.

These activities must be pre-approved by classroom teachers and college supervisors.

Intern Responsibilities

The following are the responsibilities of the intern:

1. Being present every school and professional day in all placements (must follow county calendar and professional semester calendar).
2. Discussing the checklist for intern orientation with your partner teacher.
3. Being familiar with and complying with school and county policies.
4. Maintaining professional dress and appearance.
5. Following the daily routine of your partner teacher and participate in all activities that make up the partner teacher's day.
6. Performing professional, non-teaching activities (clerical work, extracurricular activities, classroom displays, bulletin boards).
7. Maintaining daily and long-term lesson plans as required by the school and GSC.
8. Planning and implementing effective instruction, incorporating the West Virginia Content Standards and Objectives.
9. Maintaining current and accurate grades.
10. Seeking and implementing feedback from partner teacher as well as your supervisors.
11. Maintaining accurate records required by GSC (e.g., intern class schedules and absence reports).
12. Maintaining a reflective journal electronically.

Partner Teacher Responsibilities

The partner teacher is the public school teacher. The following are the responsibilities of the partner teacher:

1. Familiarizing oneself with the policies and procedures outlined in the Field Experience Handbook.
2. Discussing the checklist for the intern orientation.
3. Working closely with the intern to help them meet the responsibilities required by the Glenville State College Teacher Education Department.
4. Providing regular feedback and advice about the intern's teaching on a daily basis.
5. Guiding interns as they reflect upon each experience and develop their own teaching styles.
6. Maintaining communication with the general and special subject supervisors.
7. Phasing the intern into the classroom experience at the beginning of the placement and phasing the intern out of the classroom near the end of the placement.
8. Completing at least two (2) Professional Semester Evaluations (PSE) and returning the completed assessments to the Director of Field Experiences or the general supervisor.
9. Complete at least one (1) Special Subjects Evaluation in the related content/specialization area. [This evaluation form will be given to the partner teacher by the general supervisor and is the form(s) completed by the special subjects supervisor.]
10. Collaborating with the general supervisor and the intern in the final three-way conference and assisting the general supervisor and intern on the completion of the final PSE (signature must be on the final PSE).

Partner Teachers receive a Partner Teacher Packet at the beginning of the internship semester which includes general information about internship policies and procedures, as well as the necessary evaluation forms which must be completed during the internship placement. Furthermore, a Professional Development Schools dinner and training is held at the beginning of each semester for all interns and partner teachers. The General Supervisor will also make an initial visit to the intern's classroom within the first days of the student teaching placement and review the Partner Teacher Packet of information, answer any questions that the partner teacher may have, and complete the Partner Teacher Training document.

Professional Semester Evaluation (PSE)

The Glenville State College Professional Semester Evaluation (PSE) is an instrument designed for documenting the candidate's knowledge, skills, and dispositions related to the practice of effective teaching during the internship. The performance standards are adapted from the Interstate New Teacher Assessment and Support Consortium Standards (InTASC) which include:

- I. Learner Development
- II. Learner Differences
- III. Learning Environments
- IV. Content Knowledge
- V. Innovative Applications of Content
- VI. Assessment
- VII. Planning for Instruction
- VIII. Instructional Strategies
- IX. Reflection and Continuous Growth
- X. Collaboration

Included with each standard are the indicators which help explain teaching behaviors that interns exhibit when meeting a particular standard; they also serve as guides for observation, discussion, and reflection on practice.

As part of the continuous assessment of the Teacher Education Program, the performance assessment of the intern involves collaboration among the general and special supervisors from Glenville State College Teacher Education Department and the Partner Teacher in the public school classroom.

Partner Teachers received Professional Semester Evaluation (PSE) forms at the beginning of the semester.

Intern Rating Scale

The following scale and descriptors reflect the level that the intern has met each InTASC standard. The following categories correspond to the ratings used on the Professional Semester Evaluation (PSE):

Ratings:

Exceeds Target: The teacher candidate is exceptional in the knowledge, skills, and dispositions exhibited during the internship. S/He models the Skilled, Reflective, and Responsive teacher attributes. The "outstanding" teacher candidate is always prepared to teach, can think on his/her feet, is able to change the lesson at a moment's notice based on specialized needs of the diverse students. This teacher candidate is able to reflect on teaching and learning and make positive changes which will cause learning to occur. The "outstanding" teacher candidate displays the dispositions which will allow for effective communication and interaction, fostering a community approach to educating children. The "outstanding" teacher candidate works effectively with parents and performs well above expected levels.

Target: The teacher candidate rated as "good" has a basic grasp of the knowledge, skills, and dispositions needed to cause learning to occur. S/He knows the SSRT model but does not always reflect the tenets of the model. Lesson planning is adequate and steady but not necessarily creative or exciting. The "target" teacher candidate teaches to the lesson plan and may not be able to adjust during the teaching/learning, but is able to readjust the next day's instruction, based on responsive reflection, to meet the needs of the student. The "target" teacher candidate performs at expected levels of performance.

Acceptable: A teacher candidate rated as "acceptable" meets minimal competencies in all area. This candidate is familiar with the SRRT model but has minimal skills in the implementation and modeling of SRRT concepts. The "acceptable" teacher candidate is prepared but lessons may not reflect appropriateness to meet student needs for mastery of content. Dispositional interactions may cause problems with parents, colleagues, college personnel, or partner teachers. The "acceptable" teacher candidate tried but does not have a solid foundation in the teaching/learning process.

Unacceptable: The "unacceptable" teacher candidate has deficiencies in many areas. Most would be enrolled in the Teacher Candidate Assistance Program (TCAP). This candidate does not reflect the SRRT model concepts nor are the dispositions conducive to appropriate interaction in the teaching/learning environment. The candidate rated as "unacceptable" is deficient in the planning and delivery of instruction and may have difficulty reflecting on performance and modifying instruction based on that reflection. A "unacceptable" candidate would not be recommended for licensure.

Not Applicable: No opportunity to demonstrate competence in this area; no opportunity to observe competence

Capstone Assessment Intern Exit Portfolio

The intern exit portfolio documents and validates the intern's experiences, competencies, and growth over the four-year teacher education program at Glenville State College.

At exit, all teacher certification candidates must present an Exit Portfolio for review by the appropriate program faculty. The exit portfolio will be organized by the InTASC standards and will include artifacts selected by the candidate and required by the teacher education department. The program faculty must certify that a review of the Exit Portfolio and other pertinent documents has demonstrated that the candidate has met all of the requirements of Glenville State College Teacher Education before recommending the Candidate for a teaching license.

The contents of the Exit Portfolio must include:

- Resume
- Philosophy of Education
- Reflective Writing
- Performance Evaluations
- Dispositions Evaluations
- Final Professional Semester Evaluation (PSE)
- InTASC Principles (Artifacts and Rationales)
- Special Professional Associations Standards
- Transcripts/Test Scores (Praxis I CORE & II)
- Evidence of Student Learning
- West Virginia Teacher Performance Assessment Final Grade Sheet

CAPSTONE ASSESSMENT OVERVIEW and EVALUATION OF LEARNING: (All requirements and direction for portfolio development for the Capstone Assessment will be shared during the Intern Orientation and Professional Development Days which occur prior to and during the Internship semester.)

During the final weeks of the internship semester, teacher candidates complete a Capstone Assessment – Portfolio Presentation and Interview. The Capstone Assessment will contain the contents listed below and will include artifacts that demonstrate mastery of each of the ten InTASC standards (Interstate New Teacher Assessment Support and Consortium Standards).

Interns must include one artifact for each InTASC standard – total of 10 artifacts to support InTASC. This will be for the 2nd placement of internship.

Interns will complete the West Virginia Teacher Performance Assessment (WV TPA) as designated by the WVDE during the 1st placement of internship. Training for WV TPA will be provided for interns at the beginning of the internship semester.

Interns must successfully complete the Capstone Assessment, as evaluated by the Capstone Assessment Rubric, before being recommended for graduation and teaching licensure.

The Capstone Assessment – EDUC 493 is graded as No Credit (NC) or Credit (C) and is a 1 hour credit course taken with completing the internship semester.

Capstone Assessment Intern Exit Portfolio Interview

Each intern's portfolio will be reviewed by a collective team, which may include the Director of Field Experiences, GSC Faculty member from the specialization area of the intern, the Chair of Teacher Education and an Education Department faculty member. The review session time frame will be as follows:

Initial review by interview team (10 Minutes)

While the intern waits in another room, the interview team will review the overall appearance and organization of the portfolio. In addition, the interview team may review specific contents that provide evidence of the intern's mastery toward performance standards and goals of the teacher education program.

Intern presentation of portfolio (20 minutes)

After being called into the room the intern will...

- Remind the team of the area of specialization
- Briefly summarize educational philosophy
- Demonstrate the application of knowledge, performance and dispositions through the InTASC standards
- Demonstrate positive effect on P-12 learning
- Respond to questions from the review team

The exit portfolio will be left with the interview team for further review. The team will discuss the interview and collectively decide a rating for each of the InTASC artifacts noted on the assessment rubric. The Director of Teacher Education Field Placement will compile the results and return the portfolio and the final grading sheet to the intern at a later date – generally at the Exit Day for Interns meeting at the end of the semester.