1. Description

   a. Instructional Practicum is a semester long, 135 hour practicum with an arranged schedule. Students will arrange individual practicum contracts which define their obligation to complete these hours in some combination of settings such as: intern in a specialization area, mentor to less experienced students, and guest teacher in a professional development school (PDS). The individualized arrangement will enable students to design, with the consent of the faculty, a practicum which meets specific professional development goals and the goals of their PDSs.

   b. 3 credit hours

   c. Practicum in teaching and mentoring in professional development school and university setting. Admission restricted to majors who have successfully completed EDUC 612. Students and faculty collaborate to design individualized practicum contracts.

2. Relationship to Overall Program

   a. This practicum, which follows the professional internship, allows students an opportunity to design a professional development experience which meets their personal goals. Taken in the final semester, concurrent with other Professional Development Semester courses, this practicum will enable students to translate and refine prior and current learnings in the context of professional development schools and or university teaching and mentoring. Faculty will collaborate with students to design individual performance contracts which specify the tasks to be performed and how those tasks will be assessed.

   Students in the teacher education program are also required to have experiences working with students with special needs. Students will fulfill this requirement in this and/or other program practica.

   b. Chart: see attached

   c. Prerequisite: Satisfactory completion of EDUC 612.

   d. Instructional Practicum is taken in the tenth semester of the program, concurrent with other Professional Development Semester courses.

3. Objectives

   a. Design an instructional practicum contract which meets one’s individual professional development goals and incorporates the goals of his or her PDS.

   b. Build professional skills by participating in teaching and mentoring at the university and/or in PDSs.

   c. Document and assess one’s own progress toward professional development goals.

4. Learning Experiences

   a. The range of learning experiences which may be contracted for in this practicum includes:
      • teaching in PDSs
      • mentoring less experienced teacher education students
      • assisting in university classes

   b. Attend, and Participate in, Seminars. *[Unexcused absences from scheduled seminars will result in a deduction of one letter grade.]*
5. Required Text/Materials
   a. Articles/Readings as assigned.
   b. EDUC 687 documents from course website, as appropriate: http://cils.wvu.edu/5-yr-teacher-ed/class/educ687

6. Required Assignments
   a. Development of an instructor-approved performance contract proposal and a chart of activities (consisting of no less than 135 hours of planned work) that is aligned to approved theme and specifies practicum settings, tasks, and assessment criteria, as well as Evaluator “Agreement” signatures/initials.
   b. Development of an instructor-approved chart of at least 15 hours of “Alternate” activities of planned work (to be implemented in the event that an equivalent number of the initial 135 hours cannot be fulfilled due to unforeseen circumstances) that is also aligned to approved theme and specifies practicum settings, tasks, and assessment criteria, as well as Evaluator “Agreement” signatures/initials.
   c. Satisfactory completion of all contract requirements including the development of a documentation notebook and maintenance of a log of recorded hours completed toward fulfillment of approved contract activities.
   d. Reading, and active participation in discussion of, assigned articles/readings in accordance with course sequence as determined by instructor.
   e. Regular active participation in/preparation for assigned tasks (presentations/discussion, etc.) during scheduled EDUC 687 seminars.

7. Evaluation plan *

Grading of this course will be the result of a combination of: (a) active participation during in-class discussion and or cooperative group work preparation/presentation as assigned and (b) evaluative information provided by EDUC 687 Contract Activity “evaluators”.

A - The grade of “A” will be issued when the instructor and contract activity “evaluators” agree that the student's work has been consistently excellent and the student is rated as having achieved "outstanding competence" in the summary rating on the required contract evaluation form. The documentation of activities is thorough and thoughtful. All seminars are attended*.

B - The grade of “B” will be issued when the instructor and contract activity “evaluators” agree that the student's work has been consistently good and the student is rated as having achieved "above-average competence" in the summary rating on the required contract evaluation form. The documentation of activities is thorough. All seminars are attended*.

C - The grade of “C” will be issued when the instructor and contract activity “evaluators” agree that the student's work has been at least adequate and the student is rated as having achieved "minimum competence" in the summary rating on the required evaluation form. The documentation of activities is adequate. All seminars are attended*.

F - The grade of “F” will be issued when the instructor and contract activity “evaluators” agree that the student's work has been less than adequate and the student is rated as "does not demonstrate minimum competence" in the summary rating on the required contract evaluation form. Because work of this quality has a negative impact on public school students, students receiving this rating will not be recommended for graduation.

* [Unexcused absences from scheduled seminars will result in a deduction of one letter grade.]
WVU Five-Year Teacher Education Matriculation-related Policy clarifications:

- Students must maintain a 3.0 GPA during the Internship portion of the Five-Year Teacher Education Program. Earning a GPA less than a 3.0 will result in the student being removed from the program. In this event, the student must contact the Director of the Five-Year Teacher Education Program immediately.
- If the student does NOT earn a passing grade, or the required GPA has not been maintained, the he or she will NOT be recommended for graduation. In this event, the student must contact the Director of the Five-Year Teacher Education Program immediately.

Professional Candidate Dispositions Assessment Statement:

In this course you will be assessed on three “dispositions” related to professional behaviors of teachers. You will be expected to demonstrate acceptable behaviors in the areas of: 1) fairness, 2) learning for all, and 3) professionalism. The three items will be described further as part of this course. Failure to exhibit acceptable behaviors in each of these three areas may result in further evaluation by program faculty possibly leading to program dismissal (depending on severity and or failure to meet the expectations agreed upon in the plan for improvement) and negate recommendation for graduation.

Disposition scoring definitions are as follows:
- **Fairness:** Demonstrates behaviors that are consistent with equitable treatment of all students in an environment that demonstrates respect and empathy for the fundamental rights, dignity, and worth of others.
- **Learning For All:** Provides equitable learning experiences that meet diverse learning needs of all students while recognizing various perspectives and fostering the right of all students to develop their talents as they become self-directed learners.
- **Professionalism:** Demonstrates behaviors consistent with the WVU Student Conduct Code and of the teaching profession (including relating to and developing relationships with peers, professors, parents, students, administrators, and others) in addition to demonstrating responsibility, adaptability, flexibility, professional appearance and composure, and commitment to life-long learning.

Cell Phones:

Cellular phones and other electronic devices (including but not limited to PDAs, iPods, Blackberries, Tablets, etc.) are not to be used in class, unless directed by the instructor. All such devices must be turned off before the beginning of the class period and placed out of sight (for example, in a backpack or purse) until the class has ended. We may be using laptops for research and note-taking, however, these must be closed during whole and small group discussions and or any presentations.

CAEP Accreditation Requirements:

All faculty and instructors of courses in the five-year teacher education program are required to document student performance and faculty/instructor feedback on selected assignments throughout the semester. The documentation is accomplished by keeping photocopies of students’ work, evaluative comments, and rubrics. Students’ privacy rights will be honored by removing all names and identifying notations from photocopied assignments selected as documentation samples.

Scholastic Honesty:

Scholastic dishonesty involves misrepresenting as your own work any part of work done by another; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written approval and consent of all instructors concerned; depriving another student of necessary course materials; and interfering with another’s work. In order to facilitate your
understanding of what West Virginia University considers cheating and plagiarism, the following definitions are based on the WVU Undergraduate Catalog. Please see the section on Academic Integrity/Dishonesty for the full definition and discussion of procedures. Scholarly Dishonesty is defined as:

1. **Plagiarism**: material that has been knowingly obtained or copied in whole or in part (without acknowledgement), from the work of others.
2. **Cheating**: obtaining help from hidden notes or another student during examinations; doing academic work for another student, or providing one’s own work for another student to copy and submit as his/her own.
3. ** Forgery**: signing another student’s name to indicate he/she was present when he/she was absent.

Plagiarism, cheating, and forgery are serious offenses. The instructor will take action according to the published procedure for handling academic dishonesty.

[See Also: WVU Student Code of Conduct policy re: Academic Dishonesty.]

**Social Justice Statement:** “West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this course will be appreciated and given serious consideration.”

**Sexual Harassment Statement:** “West Virginia University is committed to providing faculty, staff and students with a work and educational environment free from all forms of sexual harassment. Therefore, sexual harassment, in any manner or form, of West Virginia University students and employees is a violation of University policy and expressly prohibited.” Students should contact the Office of Social Justice at West Virginia University (293-5496) for information or assistance.

**Cancellation of Class Policy:** If weather or another emergency closes the University, an announcement will be posted immediately on various web sites, including www.wvu.edu and MIX, and through WVU’s text messaging system. Our particular class cancellation will be announced through your individual MIX account and/or a notice posted on the door. In all emergency situations, however, we rely on individuals to make the best decisions for themselves about their safety.

**Disability Accommodations Statement:** Students who have a disability and anticipate needing any type of accommodation in order to participate in this class should advise the instructor immediately and make appropriate arrangements with Disability Services at West Virginia University (293-6700).
APPENDIX A

ISTE's National Educational Technology Standards for Teachers Addressed in EDUC 687: Instructional Practicum/Technology Applications

1. Facilitate and Inspire Student Learning and Creativity
   Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   a. promote, support, and model creative and innovative thinking and inventiveness
   b. engage students in exploring real world issues and solving authentic problems using digital tools and resources
   f. promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.
   g. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments
   Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
   a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
   b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
   c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
   d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning
   Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
   a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
   b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
   c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
   d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.
APPENDIX B
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 a 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

Standard 1: Curriculum and Planning

The teacher displays deep knowledge of the core content skills and tools and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of and depth of knowledge in the West Virginia Content Standards and Objectives. The teacher uses knowledge of content, process and 21st century learning skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Function 1A: Core Content – The teacher has a deep knowledge of the content and its interrelatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.

Function 1B: Pedagogy – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.

Function 1C: Setting Goals and Objectives for Learning – The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.
Function 1D: Designing Instruction – The teacher designs instruction that engages student in meaningful instructional activities using the WV Content Standards and Objectives and resulting in intentional student learning.

Function 1E: Student Assessments – The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

Standard 2: The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings—to assure student learning. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students’ misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Function 2A: Understanding intellectual/cognitive, social, and emotional development – The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

Function 2B: Creating an environment of respect and rapport – The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

Function 2C: Establishing a culture for learning – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

Function 2D: Implementing classroom procedures – The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.

Function 2E: Managing student behaviors – The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.

Function 2F: Organizing the learning environment – The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

Standard 3: Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.
The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment for learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

**Function 3A: Importance of Content** – The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

**Function 3B: Communicating with Students** – The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

**Function 3C: Questioning and Discussion Techniques** – The teacher practices quality questioning techniques and engages students in discussion.

**Function 3D: Student Engagement** – The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

**Function 3E: Use of Assessments in Instruction** – The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.

**Function 3F: Demonstrating Flexibility and Responsiveness** – The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”

**Standard 4: Professional Responsibilities for Self-Renewal**

The teacher persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other’s practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice, be supported by colleagues in engaging in that practice, and significantly contribute to the learning of others as members of a professional learning community. Teachers contribute to the teaching profession through the implementation of practices that improve teaching and learning.

**Function 4A: Professional Learning** – The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.

**Function 4B: Professional Collaborative Practice** – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.

**Function 4C: Reflection on Practice** – The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.

**Function 4D: Professional Contribution** – The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.

**Standard 5: Professional Responsibilities for School and Community**

The teacher’s primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a
cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher’s professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.

Function 5C: Learner-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.

Function 5D: Student Support Systems – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.

Function 5E: Student Management Systems – The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.

Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.

Function 5G: Strategic Planning/Continuous Improvement – The teacher participates in the development and implementation of the school’s strategic planning and continuous improvement.

Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Function 5I: Ethical Standards – The teacher models the ethical standards expected for the profession in the learning environment and in the community.

Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.