



WEST VIRGINIA STATE
UNIVERSITY

Teacher Education Handbook

Table of Contents

Foreword.....	3
Section I: Department Overview	4
Program Purpose Statement.....	4
Core Components of the Curriculum.....	5
Section II: The Pre-Professional Phase.....	6
Pre-Professional Phase Overview	6
Section III: The Professional Phase	9
The Professional Phase Overview	9
Section IV: The Senior Capstone Phase	11
Senior Capstone Phase Checklist.....	14
Section V: Continuing Professional Development Phase.....	15
Continuing Professional Development Phase Overview	15
Continuing Professional Development Phase Checklist.....	16
Section VI: Resources.....	17
Program Planning Guide.....	17
A. The Language of Teacher Education	17
B. Accreditation	18
C. Mission.....	19
D. The Teacher as H.U.M.A.N. Developer	19
E. Assessment	20
F. Program Assessment Standards.....	21
G. WVSU Education Department Dress Code.....	23
H. Planning the Program of Studies.....	28
Candidate Folder Contents Checklist.....	34
West Virginia State University Department of Educaiton Disposition Statement	36
SCOPE HANDBOOK EXECUTIVE SUMMARY	46
Professional Portfolio Writing Tips.....	468
Specific Details for Commitment to the Profession	50

Foreword

A career in education is one of the most rewarding professions to which a person can aspire. Educators impact more lives than any other vocation. All of us have participated in some form of schooling. We often remember with respect and admiration those educators who made a difference in our lives.

Now you are thinking about joining this humanitarian profession. This teacher education handbook is designed to assist you with your journey to achieve this goal. This handbook is designed to supplement, not supplant the college catalog.

The professional teacher education preparation program at West Virginia State University is divided into four phases: Pre-Professional, Professional, Senior Capstone, and Continuing Professional Development. Each section of this handbook provides an overview and master checklist of all the requirements for each phase of the program. Section V of the document provides additional resources to supplement each section.

The faculty in the Education Department at West Virginia State University is committed to working with you to make this handbook a living and working document. To be a true educational consumer, you should review the contents of this document periodically and prior to meeting with your faculty adviser, registering for classes each semester, and/or completing each phase of the professional preparation process. This handbook is issued when you enroll in Education 200--Foundations of Education or when enrolled in Education 290--Advanced Foundations. All teacher education candidates are encouraged to develop a professional e-portfolio that is aligned with the contents of this handbook. A copy of this handbook is also available on the Education Department Homepage. Feel free to download and print copies of all the forms you will need as you advance through the four phases of the program.

Sincerely,

The Education Department Faculty
wvsueducation@gmail.com

Revised August 2016

Section I: Department Overview

Program Purpose Statement

The Teacher Education Program works toward the WVSU mission by educating teacher candidates who recognize the importance of the public school system in the economic development of this region and the state. Graduates of our program share the belief that all persons are capable of learning and achieving at their maximum potential. They believe that education is a shared human enterprise, and they are committed to lifelong learning. Therefore, the mission of the Teacher Education Program is:

“To prepare teachers as HUMAN Developers who love to teach.”

“The Teacher as H.U.M.A.N. Developer” is the conceptual framework of the teacher preparation process that develops each candidate with the dispositions of being a Role Model, Student-Focused Educator, and Member of a Profession. Our faculty pledges to prepare and develop teacher candidates who are committed to and believe in Holistic approaches to student learning, Understanding diversity, Managing learning communities, Assessing student learning based on national and state standards, and welcoming Newer approaches to student learning through technology and other innovative practices.

Assessment of a candidate’s performance is continuous throughout all phases of the program, focusing on: Knowledge (what the candidate knows), Skills (what the candidate can do), and Dispositions (how the candidate approaches the educational situation). The Pre-Professional, Professional, Senior Capstone, and Continuing Professional Development Phases of the program provide the candidates with experiential learning in a wide range of public school settings to balance theory with practice. Throughout the program of studies candidates develop their own personal electronic portfolios (e-portfolio) that document and support their growth. At the beginning of the Senior Capstone Phase, prior to student teaching, candidates use their completed e-portfolios to articulate and demonstrate with artifacts their commitment to Student Learning, Diversity, Technology and Membership in the Profession and their Content Specialization.

Core Components of the Curriculum

The Education curriculum (with 39 hours of required coursework in the discipline) consists of ten components:

- 1. Foundations (3 hours)**
- 2. Human Growth and Development* (3 hours)**
- 3. Educational Psychology and Learning* (3 hours)**
- 4. Educational Technology (3 hours)**
- 5. Integrated Methods* (3 hours)**
- 6. Exceptionalities and Human Diversity (6 hours)**
- 7. Curriculum for Special Education* (3 hours)**
- 8. Literacy* (3 hours)**
- 9. Creating, Managing, Assessing Learning Communities* (3 hours)**
- 10. Student Teaching* (15 hours)**

** Students complete a total of 800 (minimum) clock hours of field experiences and student teaching in these courses prior to completion of their education degree.*

Program Level Outcomes

The dispositions combined with the Program Learning Outcomes (PLOs) provide the bases for the preparation program and its assessment system. The PLOs are listed below.

The graduates of the West Virginia State University Teacher Preparation Program will be able to:

1. know their chosen content field(s).
2. teach units and lessons aligned with national and state standards that address the learning needs of all students.
3. integrate technology and twenty-first century learning tools and skills in their own teaching as well as the learning processes of their students
4. exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework
- 5a. maintain effective learning communities that value diverse abilities and talents and facilitate respect for all and
- 5b. make connections in the school and community by communicating effectively with parents and other community members to promote student learning.

(Approved by the Education Department on April 12, 2013)

Section II: The Pre-Professional Phase

Pre-Professional Phase Overview

The Pre-Professional Phase of the Professional Preparation at West Virginia State University is designed to assist teacher education candidates in the development and finalization of their program of studies.

The Pre-Professional Phase begins when candidates declare education as a major. There are many questions and decisions to be asked and answered in this phase of the program.

- Why do I want to teach?
- Whom do I want to teach?
- What do I want to teach?
- Where do I want to teach?
- How am I going to be a role model for the students I teach?
- What changes will have to make in myself as a person to become a role model for students?
- How am I student focused in my approach to the teaching and learning process?
- What will I do to communicate to future public school students that I am caring, competent and highly qualified?
- How do I see myself as a member of a profession?

Candidates must constantly ask themselves these questions before and during all phases of the program, but especially in the Pre-Professional Phase. Candidates collect data that answer these questions from a variety of sources, such as: their pre-enrollment life experiences, field placements, courses, grade point average, faculty recommendations and self-reflections. Candidates should work closely with their faculty advisers and establish a professional portfolio that contains supporting documentation to assess their progress.

Candidates' programs of study should include general studies, Education 200 series courses, and 100 and 200 series content area courses. In addition, candidates will complete approximately 75 clock hours of field experiences as part of the Pre-Professional phase. Candidates will begin an e-portfolio in Education 200 or 290. Candidates enrolled in Education 201 must take the **Praxis I--Core Academic Skills for Educators (CORE)**. This test will assess candidates' skills

in reading, writing and mathematics. Candidates must pass all three sections of the CORE before enrolling in the 300 level courses.

Candidates enrolled in Education 202 will meet with their Education Advisors to complete the *Admission to the Teacher Education Program* Form. This process is the Pre-Professional Academic Review (PAR). Once the PAR is completed the advisor will sign the form and return it to the Education 202 professor. At the end of each semester the Education 202 professor will verify the completion of Education 202 and Education 202 field experience. The professor will then give the forms to the Chair of the Education Department, who will send letters to the candidates advising them of their admission status.

Candidates in all phases should be aware that field experiences and student teaching cannot be completed in schools which they previously attended or in a school where their relatives or children attend.

Once a candidate has successfully fulfilled all of the requirements for admission to the Education Program, their names will be given to the Education faculty for final approval.

Candidates are responsible for providing a copy of all test scores (ACT, SAT and Praxis) to the Manager of Field and Clinical Experiences). In addition, all candidates should maintain copies of these documents:

ESSENTIAL DOCUMENTS

1. Current Transcript
2. Complete, updated Curriculum Guide each semester
3. Copies of all completed tests (ACT, SAT, Praxis One)
4. Copies of all field experience documents

Pre-Professional Phase Checklist

Candidate Folder Contents must include all these items for **ADMISSION**

1. ____ Education Department Student Data Sheet
2. ____ Current unofficial transcript(s) of all academic work completed
3. ____ Current Completed Program Status (Curriculum Guide Sheet (Initialed and dated by academic advisor; transfer students must also have chair's initials)
4. ____ Maintained a 2.5 overall GPA (If GPA is less than 3.0, candidate must complete the *Application for Exemption from Selectivity Requirements.*
5. ____ Copy of ACT Scores (If ACT scores are not at required levels, candidate must complete the *Application for Exemption from Selectivity Requirements.*
6. ____ Maintained a 2.5 overall GPA in all professional education courses completed
7. ____ Maintained a 2.5 overall GPA in all content area courses completed
8. ____ Maintained a 2.5 overall GPA in all general education courses completed
9. ____ English 101 with a "C" or better
10. ____ English 102 with a "C" or better
11. ____ English 150 or Humanities Course with a "C" or better.
(English 150 is required for candidates in Elementary Education or English Education. All other candidates may choose from the General Education Humanities Courses)
12. ____ One 100 Series or above Math/Algebra course with a "C" or better
13. ____ Education 200 with a "C" or better
14. ____ Education 201 with a "C" or better
15. ____ Education 202 with a "C" or better
16. ____ Repeated general education, content courses and general education courses where grade was less than a "C"
17. ____ Satisfactory Completion of Education 201 Field Placement
18. ____ Satisfactory Completion of Education 202 Field Placement
19. ____ FBI Background Search Notification Form Completed in Education 200 or Education 290
20. ____ One A-4 Content Recommendation Form
21. ____ One A-5 Professional Education Recommendation Form
22. ____ One Speaking Assessment Form
23. ____ West Virginia Board of Education Tests (Candidate must provide official copies of all scores)
 - i. ____ ACT of 26+
 - ii. ____ SAT of 1125+
 - iii. ____ Current Educational Testing Service (ETS) Transcript
____ Math (150) ____ Reading (156) ____ Writing (162)

Section III: The Professional Phase

The Professional Phase Overview

Once teacher education candidates are admitted to the education program at West Virginia State University, they begin the Professional Phase of the program. During this phase, candidates' programs of study are balanced with general studies, content specialization and professional education courses. Candidates should be working very closely with their academic advisers to plan this phase and the last two phases of the program- The Senior Capstone and Continuing Professional Development Phases.

Candidates should continue to ask themselves the questions, contained in the Pre-Professional education Phase of the program, and should collect artifacts for their professional e-portfolios that demonstrate their commitments to being a role model and student-focused educator who is a member of their chosen content profession.

The first two courses in the Professional Phase are Education 300-Educational Technology and Education 316-Integrated Methods. In Education 316-Integrated Methods teacher candidates are introduced to the WVSU Education Department's lesson plan form. Both of these courses are designed to build on the content that was covered in the Pre-Professional phase of the program and serve as prerequisites for the additional education courses a candidate will take. In addition to Education 300 and 316, candidates take Education 227-Exceptionalities and Human Diversity and Education 331-Curriculum for Special Education. At the end of the Professional Phase candidates are strongly encouraged to take the appropriate Praxis II-Principles of Learning and Teaching (PLT) Test, required for certification in West Virginia. Candidates are also encouraged to take the one day PLT workshop offered by the Education Department.

During the Pre-Professional Phase of the program, candidates' reading, writing, problem solving, technology, speaking, and listening skills were initially assessed. In the Professional Phase of the program, these skills will continue to be assessed and strategies for teaching these skills to public school students will be developed in Education 319-Content Area Literacy or Education 320-Teaching Reading I.

Candidates must continue to maintain a 2.5 overall academic average and a 2.5 average in their content specializations, general studies, and professional education courses. Any courses in which candidates earned grades below a "C" must be repeated especially the courses required for West Virginia certification. All candidates must complete a Senior Capstone course or project in their content specialization. Two semesters before student teaching, candidates will attend a scheduled group meeting to review qualifications for entry into the Senior Capstone Phase and Senior Capstone E-Portfolio (SCOPE) Assessment and Interview.

Professional Phase Checklist

Candidate Folder must contain all these items for ADMISSION in this order.

1. ____ Education Department Admission Application
2. ____ Admission Status Notification Letter
3. ____ Updated Completed Program Status (Curriculum Guide) Sheet (Initialed and dated by academic advisor; transfer students must also have chair's initials)
4. ____ Unofficial Transcripts of all academic work completed
5. ____ Unofficial Transcript from institutions where transient courses were taken
6. ____ Approved Transient Status Forms to take courses at another institution
7. ____ Approved Course Substitution Forms for courses not listed on the Program Status Sheet but used to fulfill degree/certification requirements
8. ____ Current Schedule
9. ____ Education 300 with a "C" or better
10. ____ Education 316 with a "C" or better
11. ____ Education 319 or 320 with a "C" or better
12. ____ Education 331 with a "C" or better
13. ____ Education 426 currently enrolled in or with a "C" or better
14. ____ Percentage of content specialization completed (Obtain from status sheet)
15. ____ Repeated any course on status sheet where grade was less than "C"
16. ____ Maintained a 2.5 overall GPA
17. ____ Maintained a 2.5 overall GPA in all professional education courses completed
18. ____ Maintained a 2.5 overall GPA in all content area courses completed
19. ____ Maintained a 2.5 overall GPA in all general education courses completed
20. ____ Satisfactory Completion of Education 316 Field Placement
21. ____ Satisfactory Completion of Education 319 or 320 Field Placement
22. ____ Satisfactory Completion of Education 331 Field Placement
23. ____ Register to take Principles of Learning and Teaching (PLT) (to be taken before student teaching)
24. ____ Current Educational Testing Service (ETS) Transcript or copy of ACT/SAT scores. CANDIDATE MUST PROVIDE COPIES OF ALL PRAXIS, ACT AND SAT SCORES.
25. ____ FBI Background Search Notification Form
26. ____ Three (3) completed **Faculty Content Assessment Forms (A-4)**
27. ____ Three (3) completed **Faculty Professional Education Assessment Forms (A-5)**
28. ____ Three (3) **Speaking Assessments**

Section IV: The Senior Capstone Phase

The Senior Capstone Phase Overview

Candidates enter the Senior Capstone Phase of the program when they complete 90 semester hours and have met all of the requirements in the Pre-Professional and Professional Phases of the program. The Senior Capstone Phase begins with the Senior Capstone Oral Professional E- Assessment (SCOPE) and culminates with student teaching, graduation and application for certification.

The Senior Capstone Phase begins with Education 426 – Creating, Managing, and Assessing Public School Learning Communities, in the semester before candidates plan to student teach. Candidates must attend an orientation program where the SCOPE and the student teaching application process are explained. Candidates then meet with the Department Chair, who reviews the Admission to the Capstone Phase requirements. All candidates who meet the requirements for the Senior Capstone Phase will be assigned a SCOPE Chairperson. This education faculty member will be the Chairperson for the SCOPE and work with the candidates to help them successfully pass. At this time candidates will chose a faculty member from their content specialization to be a second member of the SCOPE team. The Interviews will be scheduled in the second months of the fall and spring semesters.

To prepare for the SCOPE, candidates must do a great deal of reflecting and editing of their professional e-portfolios that they started in either Education Foundations or Advanced Foundations and added to in their Educational Technology course. The e-Portfolio must contain selected artifacts that demonstrate the candidates’ achievements of the program dispositions and components that were outlined in the Pre-Professional Phase of the program.

In addition, candidates may use the e-Portfolio when they seek employment as teachers. The SCOPE last an hour and provides candidates with a collegial opportunity to self-reflect, seek faculty feedback, and practice for job interviews. If a candidate is recommended for full admission at the completion of the SCOPE they are admitted to the Senior Capstone Phase.

During this phase candidates apply to student teach and meet with the Manager of Clinical and Field Experiences to review their application for Student Teaching. Candidates’ applications and checks that any deficiencies in the Admission to the Education Program and/or Capstone Phase have been completed. Also, at this time the Chair of the Education Department will submit these candidates’ names to the West Virginia State University’s Faculty Senate Teacher Education Committee for approval to student teach.

Prior to student teaching, all candidates take the appropriate Praxis II – Principles of Learning and Teaching Test, maintain a 2.5 grade point average in their professional education courses, content specialization(s), general education and overall. Candidates may not have a “D” or “F” grade in any course on their respective status sheet. The week before student teaching

begins; the Education Department Chair will check all graduation requirements and complete the *Commencement Clearance* Form for the College of Professional Studies.

The West Virginia Board of Education establishes the policies related to certification of educators. Besides working towards a degree in education, candidates are working towards certification in West Virginia. Therefore, student teaching placements are often based on current certification policies. Candidates must complete the appropriate field placements in the programmatic levels and content specializations in order to be recommended for West Virginia State Certification. All candidates must be fingerprinted, pay for an FBI Criminal Background check, and pass all the state required testing in order to be recommended for certification.

To assist candidates with the job application process, Career Services has a cooperative arrangement with the public schools in the institution's service region to reduce and standardize the job application process. Establishing a career credentials folder is a task that should be completed during the Capstone Phase.

Candidates for student teaching may be eligible to apply for a Teacher-in-Residence (TIR) position. The following requirements must be met: (1) possess a 3.0 GPA, (2) have completed all course work, (3) passing scores on the PLT and the Content Specialization Exam, and (4) submit an application following the process below:

APPLICATION PROCESS FOR THE TEACHER-IN-RESIDENCE PROGRAM AT West Virginia STATE UNIVERSITY

Teacher in Residence Programs

A Teacher-in-Residence Program is an intensively supervised and mentored residency program for prospective teachers during their senior year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. Teacher-in-residence programs require authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).

Minimum Requirements

- The prospective teachers-in-residence shall: 1) have completed the content preparation courses with a minimum 3.0 GPA; 2) shall have met the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in Section 6.2.c of WVBE Policy 5100; and 3) shall have met the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which s/he is seeking certification. **The applicant must submit all scores and transcripts to document the aforementioned requirements to the department chair at WVSU.**
- The prospective teachers-in-residence shall only be eligible to serve in a teaching position in the county **which has been posted and for which no other fully certified teacher has been employed.**

- The prospective teacher-in residence shall satisfy the requirements for the Teacher-In-Resident Permit as identified in Policy 5202. The applicant must print the application for the permit, complete all related sections, and submit to the department chair at West Virginia State University. To obtain forms, go to this site: <http://wvde.state.wv.us/certification/forms/> under the tab: **Application for Permits and Authorizations, print form 3 for Teacher-in –Residence.**
- The applicant must submit a letter of interest to the WVSU Department Chair stating that all requirements have been met.
- The agreement between the institution of higher education and the county board shall include the specifics regarding the program of instruction and the responsibilities for supervision and mentoring by the institution of higher education, the school principal, peer and mentor teachers.
- The salary and benefit costs for the position to which the teacher-in-residence is assigned shall be used only for program support and to pay the teacher-in-residence a stipend that is no less than 65% of all state aid funding.
- The program must be approved by the WVBE.

Please note: Prospective positions for TIR will be circulated to all student teachers. The prospective teacher-in-residence may indicate to the Department Chair his or her willingness to be a TIR, but it is inappropriate for a prospective teacher-in-residence to contact a school district directly BEFORE the district has contacted WVSU indicated interest in the TIR program.

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Senior Capstone Phase Checklist

Task	Date or Semester Completed	Date Filed in Education Department Candidate Assessment Portfolio
<input type="checkbox"/> Senior Classification (90 Semester Hours)		
<input type="checkbox"/> Professional Portfolio		
<input type="checkbox"/> Principles of Learning and Teaching Praxis II Test Taken		
<input type="checkbox"/> Apply For Student Teaching		
<input type="checkbox"/> Eligible Applicants may apply for a Teacher in Residence (TIR) Position		
<input type="checkbox"/> Pre-Student Teaching SCOPE		
<input type="checkbox"/> Education Capstone Interview- Chair		
<input type="checkbox"/> Required Methods Courses Completed on Status Sheet		
<input type="checkbox"/> 2.5 Overall Grade Point Average Maintained		
<input type="checkbox"/> 2.5 or better GPA in content specialization courses		
<input type="checkbox"/> 2.5 or better GPA in Professional Education Courses		
<input type="checkbox"/> 2.5 or better GPA in general education courses		
<input type="checkbox"/> Education 480 – 487		
<input type="checkbox"/> Development of a Professional Development Plan the end of Student Teaching		
<input type="checkbox"/> Required Praxis II Content Specialization Tests Passed		
<input type="checkbox"/> Apply to Graduate		
<input type="checkbox"/> FBI Fingerprinting		
<input type="checkbox"/> Certification Application		

Section V: Continuing Professional Development Phase

Continuing Professional Development Phase Overview

The Continuing Professional Development Phase of the program is designed to assist candidates in their transition to the teaching profession. This phase of the program lasts three years. Graduates of the program who meet all state certification requirements are now referred to as program completers and beginning teachers. Their teaching certificates are issued provisionally, and they complete certain state requirements before they can be issued a professional teaching certificate.

West Virginia State University Education Department is committed to providing support to those program completers who wish to seek our assistance in this phase of the program. This sustained support is multi-faceted. It may be as simple as providing information, or as complex as working individually with program completers.

Once program completers are employed as full time teachers in West Virginia public schools, they will be assigned a mentor and complete a beginning teacher internship during the first year of employment.

The next task to be completed relates to continuing professional development. Program completers must renew their teaching certificates by taking six semester hours of credit at an accredited institution. When the program completers were candidates at West Virginia State, they had ample opportunities to discern and decide what direction they wanted their careers to take. This phase of the program allows them to establish goals and work towards achieving these goals.

The success of program completers is very important to the education department faculty. Program completers are encouraged to send e-mail updates addressed to wvsueducation@gmail.com . This will assist in gathering data that can be analyzed and used for program improvement.

Surveys are sent to building principals in the WVSU service area asking them to evaluate all employed teachers in their schools who are recent graduates from WVSU. At the end of student teaching candidates are given the Continuing Professional Development Phase Checklist to use while they are in that phase.

Continuing Professional Development Phase Checklist

Task	Date or Semester Completed	Date Filed in Education Department Candidate Assessment Portfolio
<input type="checkbox"/> Develop a Professional Development Plan for the first 3 years of full time public school employment		
<input type="checkbox"/> Apply for a Teaching Position.		
<input type="checkbox"/> Notify WVSU of your Employment		
<input type="checkbox"/> Become Employed in a Teaching Position.		
<input type="checkbox"/> Be assigned and meet with your Beginning Teacher Mentor.		
<input type="checkbox"/> Complete the Beginning Teacher Internship Program during the First Year of Employment.		
<input type="checkbox"/> Select a Graduate School.		
<input type="checkbox"/> Take the Appropriate Tests for Admission to Graduate School.		
<input type="checkbox"/> Complete the Required Professional Development Forms before Enrolling in Graduate Classes.		
<input type="checkbox"/> Complete 6 Semester Hours for Teaching Certificate Renewal during the First Three Years of Teaching		
<input type="checkbox"/> Apply for Tuition Reimbursement (If Available)		
<input type="checkbox"/> Renew Your Professional Certificate		
<input type="checkbox"/> Keep the Education Department Informed about Your Career for the First 5 Years by Sending Periodic Updates to the Education Department.		

Section VI: Resources

Program Planning Guide

A. The Language of Teacher Education

Every profession has its own language, and teacher education is no exception. When a person declares education as a major, the language acquisition process begins.

A teacher education candidate is a person who declares education as a major. Throughout this document, education majors will be referred to as a candidate.

A program completer is a candidate who meets all the requirements for graduation and/or the requirements for a West Virginia Teaching Certificate.

A student refers to public school students. Whenever a candidate uses the term student in the education program, the automatic assumption is that one is referring to public school students.

An education major is working towards two goals-- a degree and a teaching certificate. The completion of the degree does not guarantee that a candidate will receive a certificate. The degree has its program components, and the certificate has its program phases. The table below will assist in the differentiation between the degree and the certificate.

Degree Components	Certificate Phases
General Education Requirements	Pre-Professional
Professional Education Requirements	Professional
Content Specialization Requirements	Senior Capstone
	Continuing Professional Development

To ensure that all candidates are following their program of studies, they will be assigned an adviser. If an education candidate is seeking certification to be an elementary education teacher, one adviser will be assigned. If a candidate is seeking certification as a secondary teacher, there will be two advisers assigned-one for the candidate's content specialization and the other for the education requirements. It is to the candidate's advantage to meet periodically with their advisers when they are scheduling their classes and moving from one phase of the program to the next. Each secondary candidate should request a copy of the content department's course rotation which will assist in the determination of the semester in which a course is offered and can be taken.

All candidates pursuing a Bachelor of Science in Education at this university declare education as their major, and they are pursuing a teaching certificate in endorsed at a programmatic level with a specific content specialization.

Programmatic levels are the different grade levels for which a candidate may be certified. These programmatic levels are defined by the West Virginia Board of Education, and all teacher education programs in the state are required to align their programs with these programmatic levels.

Within each programmatic level, a candidate completes a content specialization that will eventually appear on the candidate's teaching certificate.

West Virginia State University offers approved programs leading to certification at these programmatic levels: K-Adult; K-6; 5-Adult; 5-9; and 9-Adult with the following specializations:

K-Adult: Certifies the program completer to teach special education in one of the following areas: Mentally Impaired, Specific Learning Disabilities and Multi-Categorical Special Education. A completer must complete elementary education or another content specialization to be certified at this programmatic level.

K-6: Certifies a program completer to teach all subjects in a self-contained elementary classroom with K-6 configurations.

5-Adult: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Business, English, General Science, Health, Journalism, Mathematics, or Social Studies.

5-9: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: English, General Science, Mathematics, and Social Studies.

9-Adult: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Biology or Chemistry.

K-6 or 5-Adult: Certifies a program completer to teach Reading in grades K-6 or 5-Adult. The Reading endorsement must be added to an Elementary Education or English endorsement.

B. Accreditation

In order to be a certified teacher in West Virginia, a program completer must be a graduate of a state-approved, degree-granting teacher education program. To have Approved Program Status, the institution and the teacher education unit must be

regionally and nationally accredited. West Virginia State University is regionally accredited by the Higher Learning Commission of North Central Association and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). This organization has been replaced by the Council for the Accreditation of Education Preparation (CAEP), and WVSU's recent accreditation through NCATE entitles the program to be considered as accredited by CAEP. With this accreditation status, and West Virginia's Interstate Licensure agreements, program completers are eligible for teaching certificates in 44 other states.

C. Mission

All public schools in the United States are required to have a mission statement. In addition, the accreditation process requires all teacher education programs to have a clear mission and a conceptual framework from which the program is designed and developed. The teacher education program at West Virginia State University adheres to this belief.

West Virginia State University was established in 1891. Booker T. Washington, a noted educator whose childhood home was located in Malden, West Virginia, personally selected the first faculty for this institution. Based on this rich tradition and heritage, the institution has come to be known as "a living laboratory of human relations."

THE MISSION OF WEST VIRGINIA STATE UNIVERSITY IS TO MEET THE HIGHER EDUCATION AND ECONOMIC DEVELOPMENT NEEDS OF THE STATE AND REGION THROUGH INNOVATIVE TEACHING AND APPLIED RESEARCH.

The teacher education program at this university works towards this mission by producing teachers who recognize the importance of the public school system in the economic development of this region and the state. Future teachers, who complete this program, share the belief that all persons are capable of learning. They are focused on developing students in public schools in the region who are educated to achieve at their maximum potential. They believe that education is a shared human enterprise and are committed to lifelong learning.

D. The Teacher as H.U.M.A.N. Developer

"The Teacher as H.U.M.A.N. Developer" is the name of the program's conceptual framework. This conceptual framework has been in existence since 1990 and forms the backbone of the teacher preparation process.

Recently the faculty reviewed this conceptual framework and established a revised mission statement that compliments the institution's mission.

THE MISSION OF THE TEACHER EDUCATION PROGRAM AT WEST VIRGINIA STATE UNIVERSITY IS TO PREPARE TEACHERS AS HUMAN DEVELOPERS WHO LOVE TO TEACH.

This revised mission statement is based on a departmental shared vision that states,

“We support our candidates development into teachers who themselves will devote their lives to nurturing, encouraging, and promoting a new generation of citizens intent on bringing our world closer to the ideals of justice and equality for all.”

The key domains of the conceptual framework that support the department’s mission and vision are as follows:

H- Holistically approaches student learning.

U- Understands diversity.

M- Manages and creates learning communities.

A- Assesses student learning based on national and state standards.

N- Newer approaches to student learning through technology.

Dispositions are the way in which a person approaches a situation. The teacher education program approaches the task of teaching and learning from the following dispositions:

Role model

Student focused

Member of a profession

E. Assessment

Assessment of a candidate’s performance is continuous throughout all phases of the program. The assessment of teacher education candidates is based on the following three areas:

Knowledge: What does a teacher education candidate know?

Skills: What can a teacher education candidate do?

Dispositions: How does a teacher education candidate approach the educational situation?

Candidates are assessed in these three areas using data based on academic, institutional, departmental, state, regional, and national standards. Candidates develop their own professional e-portfolio that supports and documents these assessment standards.

F. Program Assessment Standards

1. To assess the program domains, the following indicators are used:

H-Holistically approaches student learning

- Demonstrates knowledge of human growth and development and applies this to classroom instruction.
- Demonstrates knowledge of learning theories and applies this to classroom instruction.
- Demonstrates knowledge about parental, peer, societal, legal, and historical influences on education and applies this to classroom instruction.

U-Understands diversity.

- Demonstrates knowledge of being able to adapt classroom instruction to address diverse student populations and applies this to classroom instruction.
- Demonstrates knowledge of promoting classroom equity so that the diversity of public school students may emerge and applies this to classroom instruction.
- Demonstrates knowledge of classroom management strategies to avoid bullying and applies this to classroom instruction.

M-Manages learning environments.

- Demonstrates knowledge of creating learning communities that promote high student achievement and applies this to classroom instruction.
- Demonstrates classroom management skills that promote confidentiality of student records, reduce disruptions, and promote student safety and applies this to classroom instruction.
- Demonstrates the ability to use reading, writing, speaking, listening and viewing problem-solving strategies to develop lesson plans, record/report student progress, and communicate with parents, colleagues, and administrators.

A- Assess student learning based on national and state standards.

- **Demonstrates knowledge of national and state content standards and designs lesson plans that incorporate these standards.**
- **Demonstrates knowledge of national and state assessments and develops classroom assessments that incorporate these assessment types.**
- **Demonstrates knowledge of multiple assessment techniques and utilizes multiple assessments to assess student learning.**

N-Newer approaches to student learning through technology.

- **Demonstrates knowledge of and uses technology to perform educational tasks such as communications, classroom record keeping, and information retrieval.**
- **Demonstrates knowledge of and uses technology to present lessons to public school students.**
- **Demonstrates knowledge of and uses technology to provide enrichment and additional instruction to increase public school student achievement.**

2. To assess dispositions, the following indicators are used:

Disposition I- Role Model

Future teachers should model in this preparation program the behaviors they will be expecting from their public school students.

- **Future teachers model scholarship by maintaining a minimum of a 2.5 grade point average in their general, professional, content specialization and overall academic performance.**
- **Future teachers model wellness by attending classes, being punctual, alert, and non-disruptive.**
- **Future teachers model responsibility by exhibiting knowledge of the consequences of falsifying information, sexual misconduct, drug/alcohol/tobacco abuse, misusing school funds, and violating copyright laws, and by avoiding these offenses that would jeopardize their teacher certification.**
- **Future teachers model time management skills by having a professional mission statement, articulating academic and professional goals and objectives to achieve their mission, and completing assignments and meeting deadlines.**

- **Future teachers model communications’ skills** by using correct oral and written usage in all forms of academic, professional and personal communications.

Disposition II-Student Focused

Future teachers must have the needs, self-esteem, safety, and future success of their students as their highest priority. This disposition is the essence of the total conceptual framework of “Teacher as Human Developer” at West Virginia State University.

- **Future teachers demonstrate their knowledge of current research in human growth, development, and learning and student achievement** by planning, teaching and assessing lessons that utilize this knowledge.
- **Future teachers demonstrate their knowledge of current developments, trends and research in their content specializations** by planning, teaching, and assessing lessons that are factually accurate, meet national/state content standards, and developmentally appropriate for the students they teach.
- **Future teachers demonstrate their knowledge of diversity, diverse learners, and students with special needs** by planning, teaching, and assessing lessons that promote educational equity, and allow for different learning styles.
- **Future teachers demonstrate their knowledge of educational technology, parental, community and library resources** by planning, teaching and assessing lessons that utilize these resources.
- **Future teachers demonstrate their knowledge of creating learning communities** by incorporating strategies in their classroom that promote student safety, minimize classroom disruptions, respect the student’s right to privacy, and reinforce positive student behavior.
- **Future teachers demonstrate their knowledge of the basic skills of reading, writing, speaking and problem solving** by planning, teaching, and assessing lessons that reinforce and support the basic skills unique to their content specializations.

Disposition III-Member of a Profession

Future teachers must see themselves as a member of a faculty, community, school district, state and national educational learning system.

- **Future teachers demonstrate their ability to work as members of teams** by exhibiting the discussion skills of active listening, questioning, consensus building, and conflict resolution in their academic courses, field placements and student teaching.
- **Future teachers demonstrate their ability to be a member of a faculty** by exhibiting adherence to the federal, state, county and local guidelines contained in a faculty

handbook, especially to their faculty responsibilities regarding student safety, personal appearance, hygiene, attendance and punctuality in their academic courses, field placements and student teaching.

- **Future teachers demonstrate their ability to stay current with the profession by attending and participating in staff development opportunities, reading professional articles, presenting at conferences, belonging to professional organizations, and participating in the book studies with faculty.**
- **Future Teachers demonstrate their ability to be member of an educational system by attending, serving and participating in faculty senate meetings, school improvement councils, task forces or curriculum teams at the local, state or national level.**

G. WVSU Education Department Dress Code

West Virginia State University Department of Education Teacher Candidate Dress Code Policy

The mission of the Education Department at West Virginia State University (WVSU) is “To prepare teachers as Human Developers who love to teach.” To achieve this mission, the Education Department has adopted three professional dispositions: (1) Student Focused, (2) Role Model, and (3) Member of a Profession. The Teacher Education Candidate Dress Code is designed to assist all teacher education candidates to meet WVSU Professional Dispositions- (2) Role Model and (3) Member of a Profession. This policy was developed in accordance with Guidelines established by the West Virginia Board of Education and the National Council for the Accreditation of Teacher Education. In addition, the public schools, where WVSU teacher education candidates are placed, provided additional input.

The West Virginia State University (WVSU) Department of Education Faculty expects all teacher candidates representing the program in any field or clinical placement and professional arena to be a role model for public school students by projecting a positive disposition and conducting themselves with a high level of professional decorum. One part of this professionalism includes dressing appropriately at all times to reflect positively on the candidate, West Virginia State University, the WVSU Education Department, and the education profession.

Personal appearance has direct bearing on the authority, confidence, and self-esteem of teacher candidates and inappropriate dress may create distractions to instruction and student learning. All candidates are expected to adhere to this dress code policy and project common practices of modesty, cleanliness, and neatness in the academic learning environment. The candidate who fails to comply with this dress code may be removed from any professional experience and be subject to disciplinary actions.

WVSU teacher candidates have traditionally upheld high standards of professionalism, including that of appropriate, professional attire. In accordance with that tradition, the WVSU Department of Education is adopting this policy to support its candidates' tradition of excellence. The following standards of dress and provisions of this policy are applicable to all WVSU Teacher Education candidates:

Skirts, Dresses, and Skirted Suits

For female candidates, dresses and skirts should be of an appropriate length. Dresses and skirts, and skirts that are split at or below the knee are acceptable. Mini-skirts, skorts, beach dresses, and spaghetti-strap or strapless dresses (worn without a sweater or jacket) are **inappropriate**.

Shirts, Tops, Blouses, and Jackets

Dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire to be worn by male and female candidates. All shirts, blouses, sweaters, etc. must have sleeves. Bare shoulders or low-cut necklines and/or backless clothing are unacceptable. Shirts or blouses must cover the entire torso at all times, even in movement. Crop tops, tube tops, and halters are **unacceptable**. Any garment made of transparent and/or see through material is considered **unacceptable**.

Most suit jackets or sport jackets are also acceptable attire, if they do not violate the prescribed guidelines. In addition, inappropriate attire include tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress. All these items are **not allowed** during professional experiences.

Slacks, Pants, and Suit Pants

Slacks/pants that are similar to cotton khakis or synthetic material are appropriate and acceptable. Wool pants, flannel pants, and dressy capris are also acceptable.

Inappropriate slacks/pants are jeans, sweatpants, exercise pants, pajama bottoms, Bermuda shorts, short shorts, shorts, bib overalls, tights, leggings, spandex, bicycle pants or any other form-fitting pants. Candidates shall wear their trousers, slacks, or pants properly. For example, the waist of the garment at their natural waist level without sagging. Intentionally torn, ripped, cut, or slashed pants are considered inappropriate and are **not** to be worn by candidates representing the education program.

No undergarments, i.e. bras, panties, briefs or boxers may be visible. Also, no body parts of a personal or private nature should be exposed. Oversized or baggy clothing, which may present a safety hazard, may not be worn.

Shoes and Footwear

All candidates must wear soled, enclosed shoes for personal safety reasons. Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Shower shoes, house shoes, slippers, flip-flops, sandals, or thongs may **not** be worn. Additionally, any similar flip flop/thong type shoes fitting between the toes are considered unsafe and therefore, are **not allowed** to be worn during field/clinical experiences.

Hats and Head Covering

Any type of head covering (this includes hats of any type, scarfs, wraps, baseball caps...) is **unacceptable**. Head covers that are required for religious purposes or to honor cultural traditions are allowed with appropriate documentation and approval.

Accessories and Jewelry

Accessories and jewelry should be selected with great care to promote public school student and teacher education candidate safety. Appropriate professional ties, scarves, belts, and jewelry are acceptable as long as these items are worn in moderation. Modest piercing of the ears is acceptable; however, excessive ear piercings, other facial, tongue, spacers or visible body piercing is **unacceptable**. Also, chain or spike jewelry is **unacceptable for safety reasons**.

Any clothing, accessories, symbols, jewelry, or other paraphernalia, that depict or suggest association with a gang **shall not** be brought to school, worn at school, or in any way be present at any school related event.

Makeup, Perfume, and Cologne

Students and other school personnel may be **highly allergic** to the chemicals in perfumes and make-up. Therefore, candidates should check with the school (teacher or principal) before going to their professional assignments to discuss what the school policy is regarding this subject.

Grooming Standards

All candidates are expected to maintain appropriate masculine and feminine hygiene. Facial hair should be neat, clean, closely trimmed and not be a distraction to the learning environment. **Tattoos and/or body art may be a distraction to the learning process; therefore, all tattoos must be covered.**

Hair should be kept neat, clean, and reasonably styled. Hairstyles are to be moderate, clean, kept and of natural color. Startling and/or extreme hairstyles (i.e., spiked, Mohawk, dyed with an unnatural color/tint, etc.) are **unacceptable**.

Dress Code Exceptions

Candidates in Physical Education (PE) placements may wear athletic shorts (not stretch) one inch above the knee during instructional PE classes. Also, teachers of art, theater and/or the lab sciences may be required to wear the appropriate clothing and safety goggles unique to their content specialization.

Candidates performing duty at ball games and/or other extracurricular activities shall dress in a manner befitting to their profession or the occasion (which may require work-type clothes, as approved by the principal).

At times, candidates may be exempt from some of parts of the dress code during special activities such as field trips and other similar events. However, candidates must always adhere to standards of good taste. Specific appropriate attire may be worn on spirit days or school dress up days as announced or designated by the principal.

Disclaimer:

While this list is seemingly inclusive, with any situations that are not addressed in this policy, candidates are to use their professional judgment and adhere to the spirit of this policy. During field/clinical experiences and professional experiences, if questions arise about the dress code policy then candidates are encouraged to discuss these questions with their university supervisor or professor.

NOTE: Any teacher education candidate in violation of any part of this policy could be excused from their field/clinical experience and/or subject to consequences described in the WVSU Department of Education Teacher Handbook including DISAPPROVAL

The Dress code appeal process is the same as the Challenge of an Academic Grade in the University Catalog. (See Academic Catalog for details)

Source:

KANAWHA COUNTY DRESS CODE - Student Dress Policy

Series: J36 - Issued: 11.17.2000

Revised: 05.15.2008

H. Planning the Program of Studies

Pre-Professional Phase

This phase begins when education is declared as a major. First is Education 200-Foundations of Education or Education 290-Advanced Foundation of Education (A course designed for transfer students who took an education foundations course at another university).

Professional Education Courses Required for Admission to Teacher Education:

Education 200 (Foundations of Education) or Education 290

During this course students will begin an electronic portfolio (e-portfolio).

Education 201 - Human Growth and Development

During this course student have their first field placement. Teacher candidates are encouraged to take the Educational Testing Service (ETS) Praxis One (CORE) in the areas of reading, writing and mathematics. Candidates are exempt from taking PPST if they have an ACT composite score of 26 or greater or an SAT score of 1125 or greater.

Education 202 -Educational Psychology and Learning

During this course candidates must have passing scores on Praxis One (CORE) in the areas of reading, writing, and mathematics in order to advance to the 300-level courses. Candidates also are to meet with their assigned education advisor to complete the Admission to the Education Program Form. These forms will be given to the Education 202 professor, who will verify course requirements are completed, and submit names to the Chairperson of the School of Education. The Chairperson will present the names before the education faculty for final approval. Teacher candidates will receive a letter advising them of their admission status to the School of Education.

General Education Courses Required for Admission to Teacher Education:

English 101

English 102

English 150 (**This course is required for candidates in Elementary Education or English Education. All other candidates may choose from the General Education Humanities Courses**)

Math 103, 120, 113, or higher

Content Specialization Courses Required for Admission to Teacher Education:

25% of the required courses

Professional Responsibilities Required for Admission to Teacher Education:

- ❑ Maintained grades of “C” or better in all academic work
- ❑ Maintained a 2.5 grade point average in general, content specialization, and professional education courses

- ❑ Completed an FBI Criminal Background Check Form and filed in the your folder in the Education Office (Candidate Folder)
- ❑ Verified that the Field Placement Assessment Records for Education 201 and 202 are in the Candidate's Folder.
- ❑ Obtained a recommendation for admission to teacher education from a Content Specialization faculty member and filed in the Candidate Folder. This is the A-4 Form.
- ❑ Obtained a recommendation for admission to teacher education from an Education Department faculty member and filed in the Candidate Folder. This is the A-5 Form.
- ❑ Obtained at least one Speaking Assessment Form and filed in the Candidate Folder
- ❑ Made duplicate copies of all the above information for your own personal records

Professional Phase

During this phase teacher candidates continue to collect artifact for their e-portfolios.

The first courses are Education 300 and Education 316 which are usually taken concurrently. Both courses are designed to build on the content covered in the Pre-Professional phase and serve as prerequisites for additional education courses.

Professional Education Courses Required for Admission to Senior Capstone Phase:

Education 300 (Educational Technology)

During this course teacher candidates expand their e-portfolios.

Education 316 – Integrated Methods

All Praxis One tests are required to have a passing score verified before the first class begins.

Candidates are introduced to the WVSU Education Departments' lesson plan form and will have their first experience teaching in a classroom in their content specialization.

Education 227 - Exceptionalities and Human Diversity

Education 331 - Curriculum for Special Education

During these courses candidates are introduced to students with special needs. Candidates will work in the field with these students.

Education 319 - Content Area Literacy or Education 320 – Teaching Reading I

Candidates will take one of these courses depending on their content specialization and programmatic interest.

Additional K-6 Required Education Method courses:

Education 318

Education 321

Education 324

Education 325

Education 423

Mathematics 317

General Education Courses Required for Admission to Senior Capstone Phase:

All of these courses should be completed at this time

Content Specialization Courses Required for Admission to Senior Capstone Phase:
75% of the required courses

At the end of the Professional Phase, teacher candidates are encouraged to take the appropriate Praxis II – Principles of Learning and Teaching Test, required for certification in West Virginia. Candidates are encouraged to attend a one-day study session on PLT offered by the faculty.

Two semesters before student teaching candidates will register for Education 426 and attend an orientation program where the Senior Capstone E-Portfolio Assessment and Interview (SCOPE) and the student teaching application process are explained. Candidates then meet with the Department Chair, who reviews the Application to the Capstone Phase requirements.

Professional Responsibilities Required for Admission to Teacher Education:

- ❑ Maintained grades of “C” or better in all academic work
- ❑ Maintained a 2.5 grade point average in general, content specialization, and professional education courses
- ❑ Verified that the Field Placement Assessment Records for Education 316, 331 and either 319 or 320 are in the Candidate Folder
- ❑ Obtained three recommendations for admission to teacher education from Content Specialization faculty members and filed in the Candidate Folder. This is the A-4 Form.
- ❑ Obtained three recommendations for admission to teacher education from Education Department faculty members and filed in your Candidate Folder. This is the A-5 Form.
- ❑ Obtained at least three Speaking Assessment Forms and filed in the Candidate Folder
- ❑ Made duplicate copies of all the above information for your own personal records

Senior Capstone Phase

This phase begins with Education 426 and ends with the successful completion of student teaching and graduation.

At this time all candidates who meet the requirements for the Senior Capstone Phase are assigned a faculty member who will work with the candidate to help him/her successfully pass the SCOPE, required prior to student teaching. During the SCOPE process, candidates will select a faculty member from their content specialization to be a second member of the SCOPE Team.

Professional Education Courses Required for Admission to Student Teaching:

Education 426 - Creating, Managing, and Assessing Public School Learning Communities

Candidates should take Education 426 in the semester before they plan to student teach.

Candidates are encouraged to take the appropriate Praxis II- Principles of Learning and Teaching Test, required for certification in West Virginia.

All candidates will complete a Senior Capstone in their content specialization. Elementary Education Candidates will complete:

Education 436 - Capstone Experience for Elementary Teachers

General Education Courses Required for Admission to Student Teaching:

All of these courses should be completed at this time

Content Specialization Courses Required for Admission to Student Teaching:

All of these courses should be completed at this time

Education 480-487 (Student Teaching)

Prior to student teaching, candidates must have taken the appropriate Praxis II – Principles of Learning and Teaching Test, required for certification in West Virginia. Candidates are encouraged to take the Praxis II tests in their content specialization areas.

Professional Responsibilities Required for Admission to Student Teaching:

- ❑ Maintained grades of “C” or better in all academic work
- ❑ Maintained a 2.5 grade point average in general, content specialization, and professional education courses
- ❑ Verified that passing scores on the Praxis II – Principles of Learning and Teaching Assessment is in your Candidate Folder
- ❑ Verified that the Senior Capstone E-Portfolio Assessment and Interview is in your Candidate Folder
- ❑ Meet with the Manager of Clinical and Field Experiences for a student teaching placement interview

Professional Responsibilities Required during Student Teaching:

- ❑ Have a completed signed Senior Evaluation Form filed in the Candidate Folder and the Registrar’s Office.
- ❑ Apply for graduation and pay the necessary fees.
- ❑ Establish a Career Credentials File with Career Services.
- ❑ Successfully complete Education 480-Student Teaching.
- ❑ Pass the remaining Praxis Content Specialization Tests required for your content specialization.
- ❑ Complete all remaining courses required for graduation and certification.
- ❑ Be fingerprinted for the West Virginia State Police and FBI Criminal Background Checks.
- ❑ Apply for West Virginia Certification.

- Apply for jobs using your Career Credentials Folder as part of the job application process.
- Make all revisions in your Professional Portfolio that were suggested during your Senior Capstone Panel Interview and use this portfolio when you interview for teaching positions.

Professional Responsibilities Requested after Graduation:

- ❑ Keep the Education Department informed about your employment status by sending periodic e-mails to the Education Department Home Page.
- ❑ Keep the Education Department informed about your professional accomplishments by sending periodic e-mails to the Education Department at wvsueducation@gmail.com
- ❑ Develop a Continuing Education Plan with your local county school district to assure certificate renewal.
- ❑ Apply for Tuition Reimbursement with your local county school district to defray tuition expenses encountered during certificate renewal.
- ❑ Participate in a Beginning Teacher Mentor Program that is required for certificate renewal of all new teachers during their first year of employment in West Virginia Public Schools.
- ❑ Register for and pass PRAXIS III tests in states that require this form of assessment. PLEASE NOTE THAT WEST VIRGINIA DOES NOT CURRENTLY REQUIRE PRAXIS III.
- ❑ Develop a Continuing Professional Development Plan that includes seeking staff development opportunities that address areas where you feel you need additional preparation or training through programs offered by the West Virginia Center for Professional Development.
- ❑ Develop a Continuing Professional Development Plan that includes serious consideration of pursuing National Board Certification.
- ❑ Develop a Continuing Professional Development Plan that includes a Master's, Educational Specialist, and Doctoral Degree programs to fulfill personal and professional goals.

Candidate Folder Contents Checklist

- ❑ Initial Information
- ❑ Criminal Background Awareness Form

- ❑ Program Status Sheet
(Updated Each Semester)

- ❑ Student Advisement Worksheets
(One for each Semester of Attendance)

- ❑ PRAXIS Testing Records

- ❑ Education 201 Field Experience Assessment Form

- ❑ Education 202 Field Experience Assessment Form

- ❑ Pre-Admission to Teacher Education
Content Faculty Assessment

- ❑ Pre-Admission to Teacher Education
Education Faculty Assessment

- ❑ Pre-Admission to Teacher Education
Field Placement Supervisor Assessment Form

- ❑ Application for Admission to Teacher Education Form

- ❑ Admission to Teacher Education Notice

- ❑ Education 316 Field Experience Assessment Form

- ❑ Education 319 or 320 Field Experience Assessment Form

- ❑ Education 331 Field Experience Assessment Form

- ❑ 3-Professional Phase Speaking Assessment Forms
- ❑ Application for Capstone Admission
- ❑ Full Admission to Teacher Education Official Notification
- ❑ Content Specialization Capstone Form Completed
- ❑ Senior Capstone E-Portfolio Assessment and Interview Form Completed
- ❑ Application for student teaching
- ❑ Senior Evaluation
- ❑ Student Teaching Assessment Record (STAR)
- ❑ Certification Application Forms
- ❑ Follow up of Graduate Information
- ❑ Three (3) A-4 Forms
- ❑ Three (3) A-5 Forms
- ❑ Three (3) Speaking Assessment Forms

I. Criminal Background Advice

Pre-Professional Phase

In Education 200, you are required to sign and complete a Criminal Background Check Awareness Form. If you are a transfer student, you should make sure you complete this form during your first semester at West Virginia State University.

IF YOU HAVE BEEN CONVICTED OR ARE CONVICTED OF ANY CRIME RELATED TO SEXUAL MISCONDUCT, THEFT, BODILY HARM, DRUG/ALCOHOL ABUSE, DOMESTIC VIOLENCE, MURDER OR ANY OTHER CRIME THAT WOULD NOT MAKE YOU A SUITABLE ROLE MODEL FOR PUBLIC SCHOOL STUDENTS, THEN GIVE SERIOUS THOUGHT TO CHANGING YOUR MAJOR OR NOT SEEKING CERTIFICATION OR EMPLOYMENT IN A PUBLIC SCHOOL SYSTEM.

Senior Capstone Phase

All applicants for a West Virginia Teaching Certificate must be fingerprinted and have a West Virginia State Police and FBI Criminal Background Check as a condition for certification.

Fingerprinting should only be done when you are ready to graduate and/or seeking certification or employment in West Virginia Public Schools. Please note that if you are planning to work or seek employment in any public school system in the 49 other states, District of Columbia, US Possessions, Department of Defense Schools or schools in another country, an FBI Criminal Background Check is required.

All applicants for employment in any West Virginia Public School System must be fingerprinted and have a West Virginia State Police and FBI Criminal Background Check as a condition for employment. Please Note: If you have had a recent criminal background check for certification purposes, you will not need new fingerprints for employment in a West Virginia Public School System, unless your employer requires one.

If you have passed all your state required assessments in speaking, listening technology, field placements, student teaching and PRAXIS Series Tests, then be sure to be fingerprinted before you make application for certification.

If you have not passed all your state required assessments in speaking, listening technology, field placements, student teaching and PRAXIS Series Tests, then you should not be fingerprinted until you meet all these required assessments.

West Virginia State University Department of Education Disposition Statement

Teacher as Human Developer

Student outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program, and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multimodal methods, including the Senior Capstone e-Portfolio Assessment and Interview (SCOPE), grade point requirements, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Candidates who do not exhibit the professional and/or academic dispositions of the THD model may be referral to the Candidate Assistance Team and/or dismissal from the Education Program.

Candidate Assistance Team

The Candidate Assistance Team (CAT) has been developed to assist teacher education candidates who do not demonstrate the professional dispositions delineated in professional, state and institutional standards. In addition, these candidates may not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with their fellow students, cooperating teachers, public school students, and/or faculty members of the West Virginia State University Department of Education.

Candidates are typically referred by a professor from the Department of Education who may request support from the CAT for a candidate whose learning, behavior or emotional needs are not being met under existing circumstances. Prior to the first CAT meeting, the professor would have had a conference to discuss the situation. If this discussion has not produced a positive outcome, a team meeting will be scheduled. The CAT team will consist of the referring professor, the chairman of the CAT, and may consist of an additional professor. The process will include:

- (1) Presenting the concerns that are unique to the teacher education candidate
- (2) Sharing ideas that will help the candidate to be more successful in the completion of the teacher education program
- (3) Creating a plan of action
- (4) Scheduling a follow-up meeting to determine the success of the intervention(s)
- (5) Reporting the progress of the candidates to the Department of Education

The process is initiated by the submission of the Candidate Assistance Form by the referring professor to the CAT Chair who will schedule the meeting with the candidates and the referring professor. Progress reports will be provided in departmental meetings.

Academic Dishonesty

Academic dishonesty is defined as plagiarism, cheating, falsifying records, etc., and may be punished by sanctions imposed by the instructor and appropriate to the offense ranging from a written reprimand to a grade of F on an assignment or a grade of F in the course. The University reserves the right to suspend or dismiss a student guilty of a particularly serious infraction (Source WVSU Catalog). Violation of the Academic Dishonesty Policy may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.

Students with Disabilities

No qualified individual with a disability shall be denied access to, or participation in services, programs and activities of WVSU. The Office of Disability Services is located at 123 Sullivan Hall, East. It is the policy and practice of WVSU to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. The Disability Services Office provides individualized services for students with *documented* disabilities. Students shall be provided appropriate services and accommodations based on the recommendations made by a licensed health care professional who is qualified to diagnose the impairment.

Course Offerings

Education 200-Foundations of Education (3 credit hours)

A course designed to introduce candidates to the teaching profession; to give students a first formal experience in the formal study of the dispositions involved in education and help students assess their pre-professional readiness (10 hours virtual field experience required). **PREREQUISITE:** Eligible for English 101.

Education 201-Human Growth and Development (3 credit hours)

Study of developmental characteristics of the individual through adulthood. Required of all candidates in teacher education programs. Students are required to take PRAXIS I (CORE) as a course requirement. An additional 15 hours of field work in an appropriate public school setting required.

PREREQUISITES: English 101 and Education 200 with a “C” or better and the results of a current, negative TB test filed.

Education 202-Educational Psychology and Learning (3 credit hours)

Survey of educational psychology and related concepts for classroom application. Major emphasis on learning teacher expectation and motivation, educational measurement, and classroom management concepts. Completion of a case study and a 25-hour field experience in an appropriate K-12 public school setting required. **PREREQUISITE:** Education 201 with a “C” or better.

Education 227-Exceptionalities and Human Diversity (3 credit hours)

Course emphasis will be placed on recognition and special needs students labeled “exceptional” according to state and federal regulations. Effective instructional strategies for teaching populations such as “gifted”, and “students at risk” for school failure, visually impaired, physically challenged, speech/language handicaps, and behavior disorders will be studied.

PREREQUISITE: Education 202 with a “C” or better or concurrent with Education 202.

Education 290 – Advanced Foundations in Education (1 credit hour)

Required of all transfer students and returning students, declaring education as a major during the first semester of enrolling in the program. This course provides an overview of the Conceptual Framework and the Four Phases of the teacher education program at West Virginia State University. The course will be delivered on-line.

Education 299-Special Topics in Education (1-3 credit hours)

A lower division course designed for a topic of special current interest, including televised courses.

PREREQUISITE: Permission of the instructor or department chair.

Education 300-Educational Technology (3 credit hours)

Examines current concepts and practices in educational computing and instructional technology, uses of microcomputers, distance learning technology and media resources. Practice in assessing hardware and evaluating instructional software. Assignments/practice required in computer lab setting.

PREREQUISITE: Passing scores on all areas of Praxis One; Concurrent with Education 316 or completed Education 316 with a “C” or better.

Education 316-Integrated Methods (3 credit hours)

Materials of instruction, commonalities in the learning process and developing requisite techniques of instruction in all programmatic levels. Emphasis is placed on skills in planning and organizing instruction. Required of all students in teacher education curricula. Completion of an additional 40 hour integrated field experience in a public school is required. Credit for this course must be earned at West Virginia State University.

PREREQUISITES: Education 202 with a “C” or better, and passing scores on Praxis One (CORE)..

Education 318-Teaching Science in Elementary and Middle Schools (3 credit hours)

A study of the national and state standards and objectives, organization and instructional techniques in the sciences appropriate to the elementary and middle school programs.

PREREQUISITES: Education 316 and all K-6 Science requirements with a “C” or better.

Education 319-Content Area Literacy (3 credit hours)

Studied by teacher education candidates to increase their skills to deliver the reading, writing, speaking, listening, and view skills of public school students studying specific content subject matter. In addition, national and state standards, assessment, career, and international education issues related to the content area are discussed. A field experience of 30 clock hours is required.

PREREQUISITE: Concurrent with Education 316 or completed Education 316 with a “C” or better.

Education 320-Teaching Reading I (3 credit hours)

Current methods of teaching developmental reading in grades K-6 with an emphasis on the use of national and state content standards and objectives to deliver and assess reading instruction. A field experience of 30 clock hours is required.

PREREQUISITE: Concurrent with Education 316 or completed Education 316 with a “C” or better.

Education 321-Teaching Writing (3 credit hours)

Essentials of instruction in the language arts in the elementary and middle school with an emphasis on national and state standards. Specific emphasis placed on the writing process and how this process increases student achievement in reading, handwriting, speaking, viewing, spelling and listening.

PREREQUISITE: Education 316 with a “C” or better.

Education 324-Teaching Mathematics in the Elementary School

Emphasis on important mathematical ideas and their development with a focus on the essentials of instruction in the elementary and middle school and an emphasis on national and state standards. Specific emphasis is placed on developmentally appropriate materials and methods to be used in the teaching of mathematics. (Field experience/tutorial assignments required).

PREREQUISITE: Satisfactory completion of EDUC 316, Math 104 and Math 105 with a grade of “C” or better.

Education 325-Teaching Social Sciences in Elementary and Middle Schools (3 credit hours)

Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of social studies in elementary and middle schools.

PREREQUISITES: Education 300, 316, and all social studies content requirements.

Education 328-Field Experience in Exceptional Settings (3 credit hours)

A supervised field experience where candidates become involved with selected exceptionalities studied in the survey course. Limited and guided participation is expected and participants will meet periodically in seminar. Requires 60 clock hours of field experiences in special settings.

PREREQUISITES: Education 227 co-requisite or completion of Education 227 with a “C” or better.

Education 330-Assessing the Exceptional Learner (3 credit hours)

Principles and Practices of assessment for students with learning difficulties or mild/moderate exceptionalities. Includes 60 clock hours of field experiences for administration of assessment instruments in a special education or Title I setting.

PREREQUISITE: Education 227 with a “C” or better.

Education 331-Curriculum for Special Education (3 credit hours)

Curriculum development in areas which reinforce content, social, and vocational learning for the MI, SLD and Multi-Categorical. A field experience of 30 clock hours is required.

PREREQUISITE: Education 227 and Education 316 with a “C” or better.

Education 405-Teaching Social Studies in Secondary Schools (3 credit hours)

Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of social studies in middle and secondary schools.

PREREQUISITES: A “C” or better in Education 316, and all social studies content specialization requirements earned prior to enrolling in this course.

Education 411-Teaching the Sciences in Secondary Schools (3 credit hours)

Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of sciences in middle and secondary schools.

PREREQUISITES: A “C” or better in Education 316, and all science content specialization requirements earned prior to enrolling in this course.

Education 423-Teaching Reading II (3 credit hours)

An introductory course in diagnostic-prescriptive teaching strategies to work with school children experiencing reading difficulties. Practical experience in test administration, interpretation, instructional intervention strategies and evaluative follow-up.

Requires 20 clock hours of field experiences.

PREREQUISITE: Education 320 with a “C”.

Education 426-Creating, Managing and Assessing Public School Learning Communities (3 credit hours)

Education 426 is an introduction to the legal, theoretical, developmental, and best practices that will enable a beginning teacher to develop a management, organization and assessment system that promotes student learning and ensures student safety in all public school learning environments. Requires 40 clock hours of field experiences

PREREQUISITE: Education 316 completed with a “C” or better taken the semester before student teaching. Credit for this course must be earned at West Virginia State University.

Education 436-Capstone Experience for Elementary Teachers (3 credit hours)

This course is designed as a senior capstone experience for all teacher candidates with an elementary education K-6 content specialization. Course will encompass curriculum integration strategies of all subject areas in the multi-subject classroom.

PREREQUISITES: Senior status and completion of Education with a “C” or better.

Education 450-Behavior, Social, and Life Skills Curriculum (3 credit Hours)

A study of selected Social Skills, Life Skills, Transition and Conflict Resolution curricula for students with mild disabilities and both individual and group behavior management skills for teachers of students with mild disabilities. Requires 10 hours of field experiences in a special education setting.

PREREQUISITE: Education 227 with a “C” or better.

Education 460-Characteristics of Individuals with Mild Disabilities (3 credit Hours)

Historical and contemporary practices and trends in the education of individuals with mild disabilities. Course includes characteristics of individuals with mild disabilities, roles of family and community, cultural issues, the varied roles of the professional special education educator, and legal issues including placement decision-making and service delivery.

PREREQUISITE: Education 227 with a “C” or better.

Education 480-487-Student Teaching (3-18 credit hours)

Designed to provide teacher education candidates with the necessary student teaching experiences to fulfill the certification requirements for the respective endorsements for which they seek West Virginia Licensure.

PREREQUISITES: Full Admission to Teacher Education, and Education 426 with a “C” or better.

Education 494-Directed Observation and Participation in Elementary Education (3-6 credit hours)

An optional additional student teaching and/or educational experience for students who have completed or will complete regular student teaching. Approved supervised programs of activities in institutions or agencies will be utilized.

(OPEN ONLY TO ELIGIBLE CANDIDATES.)

Education 498-Directed Observation and Participation in Secondary Education (3-6 credit hours)

An optional additional student teaching and/or educational experience for students who have completed or will complete regular student teaching. Approved supervised programs of activities in institutions or agencies will be utilized.

(OPEN ONLY TO ELIGIBLE CANDIDATES.)

Education 499-Special Topics (1-3 credit hours)

An upper division course designed for a topic of special current interest, including televised courses.

PREREQUISITE: Permission of the instructor or department chair.

Education 599-Special Topics in Education (3 credit hours)

A graduate level course designed for a topic of special current interest, including televised courses.

PREREQUISITE: Permission of the instructor or department chair.

Note: No Education course requirements can be fulfilled by CLEP testing.

Selectivity Requirements

The Education Program at WVSU is accredited by CAEP, and the program agrees with the CAEP Mission, which is to transform educator preparation so that graduates can help improve P-12 student learning. Therefore, the program has initiated CAEP selectivity requirements starting in fall 2016. Beginning in Fall 2016, all candidates for admission to the program (all candidates planning to enroll in Education 316), must show that they have attained a 3.0 GPA overall in their college courses and show that their English, Mathematics and Reading scores on the ACT or critical reading, writing and math SAT are at the 50th percentile or above. Candidates who do not meet these criteria may apply for an exemption on or before the last day of the semester that precedes the semester in which they plan to register for Education 316. The *Application for Exemption from Selectivity Requirements* is on the WVSU Department of Education website.

These are minimum CAEP requirements, and it is possible that other CAEP requirements will be initiated in subsequent semesters. Candidates should stay alert to the requirements in place at the time that they seek admission to Teacher Education.

Transfers, returning students and post-graduates are required to meet the Selectivity Requirements above and should come to Wallace Hall 626 or 627 for admission assessment.

To be admitted to the Teacher Education Program, a candidate must:

1. Meet or be exempted from the Selectivity Requirements as specified above.
2. Achieve passing scores on the Mathematics, Reading and Writing sub-tests of the Core Academic Skills for Educators (CORE), before enrolling in Education 316.
3. Demonstrate proficiency in speaking and listening skills by completing English 201 or Communications 100 with a minimum grade of C.
4. Demonstrate proficiency in basic computer access skills by earning a grade of C or better in English 102. Education 300 is required for Senior Capstone Admission.
5. Have a minimum overall G.P.A. of 2.5 in all content specialization courses, general education courses and professional education courses to be admitted to the Teacher Education Program and to graduate with a degree in Education.
6. Earn a grade of C or better in all general education, content specialization and professional education courses.

7. Successfully complete and file personal evaluation documents for all required field experiences with a recommendation for candidacy given by supervisor(s). Students must plan their schedules to permit completion of fieldwork during the school day.

When an application has been completed, it will be jointly reviewed by the chair and/or a departmental committee and forwarded to the Teacher Education Committee for action. The committee will make one of the following rulings and notify the candidate.

- Approved: Candidate meets all expectations.
- Provisionally Approved: Pending removal of minor deficiencies.
- Disapproved: Candidate does not meet criteria and is advised to pursue other options.

A candidate may lose an approved status for several reasons, e.g., loss of academic qualification. The Department of Education may recommend reevaluation of the status of any previously approved candidate at any point in the program where evidence exists that the person may be a threat or danger to the well-being of public school students. Candidates have certain appeal privileges in these and other cases.

SCOPE HANDBOOK EXECUTIVE SUMMARY

The Senior Capstone Oral Professional E-Portfolio (SCOPE) assessment has two main purposes. First, it summarizes for you and the faculty, the fundamental professional knowledge, skills, and dispositions you have acquired in your career as a teacher education candidate at West Virginia State University. Second, it allows you to prepare and practice for a professional teaching position interview.

The SCOPE consists of two parts: 1) a compiled, well-written electronic portfolio (e-portfolio) and 2) an oral interview that is designed to allow you to highlight the contents of your e-portfolio.

SCOPE is a formal event in your lifelong career as an educator. It allows you to state **who** you are and **what** you are committed to in this phase of your professional journey. The eight parts of the e-portfolio are designed to structure this milestone event.

Assembling your E-Portfolio

You may choose any online service to host your e-portfolio. Most candidates started their e-portfolio in Education 300-Education Technology that includes at least a home page, a video, a table of contents, and some documentation of skill in instructional technology.

Your home page should be a welcoming page to future employers to read your e-portfolio. On this page you should include a brief video of you teaching a lesson or telling about yourself. This homepage should have a link to the Table of Contents of your e-portfolio. All E-Portfolios should have the following:

Here is a *sample* Table of Contents:

An Educator Professional E-Portfolio of Your Name

Introduction Letter

Part I – Employment Information

Section 1 – Resume

Section 2 – Transcript

Section 3 – Certification (*Stating you will receive a Bachelor of Science Education degree, the date you will graduate, and your content specialization certification area*)

Part II (Section C rubric) – Educational Philosophy

Section 1 – Mission Statement

Section 2 – Philosophy of Education

Part III (Section A rubric) – Professional Commitments

Section 1 – Commitment to Student Learning

Section 2 – Commitment to Diversity

Section 3 – Commitment to Technology

Section 4 – Commitment to Content Knowledge

Part IV (Section B rubric) – Commitment to the Profession

Section 5 – Commitment to Professional Development

Section 6 – Commitment to Reflection of Growth

Section 7 – Future Plans (Academic and Professional Goals)

Here are some things to remember:

Your Philosophy of Education describes your philosophy of education, how it has changed from the beginning of your professional education courses to present, and how it specifically relates to the THD.

Your Educational Mission states your mission for teaching and learning and how it specifically relates to the THD.

Your Commitment to Student Learning makes a statement that you believe ALL STUDENTS CAN LEARN and tells why you believe this. The main artifact needs to show data-based decision making, reflection, and evidence of planning, assessment and implementation.

Your Commitment to Diversity makes a statement that you recognize how SOCIETY IS CHANGING and how you are sensitive to this diversity so that you will become the change agent to promote EQUITY for all students. The main artifact needs to show differentiated instruction, including documentation of accommodations and data-based decision making with disaggregated data.

Your Commitment to Technology makes a statement that you recognize that TECHNOLOGY HAS REVOLUTIONIZED THE WORLD and tells how you have used technology to increase student learning. The main artifact needs to show use of 21st Century technologies, and include data based decision making.

Your Commitment to Content Knowledge and Scholarship makes a statement that you are a scholar in your content area. The main artifact needs to show that your lesson addresses national and state standards and demonstrates accurate content knowledge.

Your Commitment to the Profession makes a statement that you recognize that TEACHERS ARE MEMBERS OF A PROFESSION and explains how you are becoming a member of the teaching profession. By the time of your senior capstone you should have numerous certificates of attendance in professional events, workshops, and conferences and/or memberships in professional organizations.

Your Self-Assessment – Reflection on Professional Growth and Future Goals provides an opportunity for you to reflect on your growth from the beginning of the teacher education program until now. You will also reflect on your future career as an educator.

Writing your commitments (Refer to the SCOPE Writing Guide for more hints):

- These should be 150-500 words
- Should have the title of the commitment at the top of the page
- Include in your summary examples from your academic courses, field experiences and community involvement to support how you have exhibited the commitment.
- In the last paragraph, summarize the artifacts that best illustrates this and include them as attachments or links to other pages. You may include up to three but must have a minimum of one artifact per commitment.
- The first four commitments should have at least **one lesson plan** as an artifact. See grading rubric for the requirements for each commitment.

NOTE: Candidates will have additional evaluations based on their content specialization's professional association.

Professional Portfolio Writing Tips

Mission Statement

- ✓ Will my professional mission statement look good on a poster in my classroom?
- ✓ How does my professional mission statement refer to the philosophy that ALL STUDENTS CAN LEARN?
- ✓ How does my professional mission statement drive lesson planning and my commitment to professional responsibilities?
- ✓ How does my professional mission statement drive my future growth as an educator?

Philosophy of Education

- ✓ Have I restated my professional mission statement in my Philosophy of Education?
- ✓ Have I referred to at least 3 educational issues that I believe are important?
- ✓ HOW DOES MY PHILOSOPHY OF EDUCATION REFLECT OR PARAPHRASE MY BELIEF THAT ALL STUDENTS CAN LEARN?
- ✓ How does my philosophy of education reflect, adapt or fit the conceptual framework: TEACHER AS HUMAN DEVELOPER?
- ✓ How does my philosophy of education include the program dispositions of Teacher as STUDENT FOCUSED, ROLE MODEL, AND AS A MEMBER OF A PROFESSION?
- ✓ Does my philosophy of education reference educational theories or theorists that have helped form my philosophy?

Commitment to Student Learning

- ✓ Have I included a summary - reflection statement with my artifacts?
- ✓ Do my artifacts include a reflection on student learning?
- ✓ Do my artifacts include data-based decision making and reflections on strengths and weaknesses of instruction?
- ✓ Do my artifacts include detailed assessment and implementation plans?

Commitment to Diversity

- ✓ Have I included a summary-reflection statement with my artifacts?
- ✓ Do my artifacts include differentiated instruction?
- ✓ Have I included differentiation for three or more types of learners?
- ✓ Do my artifacts include data-based decision making disaggregated by diversity groups?

Commitment to Technology

- ✓ Have I included a summary-reflection statement with my artifacts?
- ✓ Does at least one of my artifacts include student use of 21st Century technology?
- ✓ Do I show how I can use 21st Century technology to deliver instruction in my content specialization?
- ✓ Do I show how I can use 21st Century technology to teach, reinforce and/or re-teach my content specialization?
- ✓ Do my artifacts include data-based decision making and reflections on strengths and weaknesses of instruction?
- ✓ Does my artifact include 21st Century skill and/or tools standards?

Commitment to Content Knowledge and Scholarship

- ✓ How have my GPA and scores on national tests such as Praxis I and II test show my commitment to content knowledge and scholarship?
- ✓ Did I receive a commendation from ETS for my test score performance?
- ✓ Am I member of any honor society that recognizes scholarship in my content specialization?
- ✓ Does my artifact identify national and state standards that are aligned with the lesson objectives?
- ✓ Do my artifacts reflect accurate knowledge of important content?

Commitment to the Profession

- ✓ Do I see myself as a member of a profession?
- ✓ Have I been an active member with leadership positions in a professional organization?
- ✓ Have I attended numerous professional activities outside of class requirements?

Self Reflection

- ✓ What was I like before I began this program and what am I like at the end of this program?
- ✓ Have I reflected on my growth over time in several areas?
 - Content Knowledge means knowledge of the content that you will be teaching. An artifact might be the grade point average at the beginning of your program compared to now, or documentation of knowledge of particular aspects of your content.
 - Professional Knowledge means knowledge and beliefs about the teaching profession (including human growth and development, theories of learning, etc.). An artifact might be comparing a philosophy of education written in Education 200 to one written more recently.
 - Pedagogical Knowledge means knowing how to teach. An artifact might be comparing an early lesson plan in which only lecture /teacher presentation and modeling was used compared to a recent lesson plan which used many strategies.
 - Professional Experiences means growth from the perspective of a beginning college student to that of a teaching professional. One artifact might be comparing your understanding of a teacher as an individual to your understanding of a teacher as an active member of the professional community. Another artifact might be explaining how your field experiences have helped you grow into a member of a profession.
- ✓ What influences have encouraged my growth?
- ✓ What are my professional and personal goals for the future?

Miscellaneous Items

- ✓ Run the Spelling and Grammar Check of your word processor before showing your Portfolio. The Writing Center is available to all candidates for assistance in editing documents.
- ✓ If anything in your portfolio is the work of another, be sure to give credit to source.
- ✓ If you have developed original lesson plans, PowerPoint Presentations, videos, or instructional materials of any kind, you have a copyright. The copyright is yours whether or not you decide to register the copyright for a fee.
See http://inventors.about.com/od/copyrights/a/copyright_3.htm for more information.

Specific Details for Commitment to the Profession:

As a member of the teaching profession, teacher candidates are expected to participate in ongoing professional development activities. These activities are *beyond the requirements* normally assigned and/or expected as part of the regular coursework in teacher education program and are assigned certain **Professional Development Units**. PDUs are organized into three categories and teacher candidates should show a well-balanced mix of all three categories when completing their PDUs. For example, it would not be a good practice to earn PDUs exclusively from Category Three. To receive credit for the PDUs, the candidate must provide proof of attendance for the activity (such as a certificate of completion, activity description, or registration handouts) **and** complete the Professional Development Reflection Outline form available at the Education Department website.

CATEGORY 1: Long-Term Professional Activities and Self-directed Learning (Maximum **10 PDUs per activity**). These are activities that are relatively long in duration or intensity (more than 10 hours) that related to teaching or content area that show leadership or initiative.

- Participation in faculty-led educational research project
- Serving as an officer for a professional organization (e.g., honor society, student organization)
- Attending or presenting at a conference
- Participating in a faculty-led book study
- Volunteering in education-based community service (e.g., after-school tutoring, etc.) in long-term, sustainable manner

CATEGORY 2: Short-Term Professional Activities (Maximum **4 PDUs per activity**). These are activities related to teaching or content area that are up to 10 hours in length, or they can be longer activities that do not fall into Category 1 because they do not demonstrate leadership or initiative.

- Attending WVSU faculty lecture series
- Participating in WVSU-DOE sponsored workshops or programs
- Attending meetings for a professional organization

CATEGORY 3: Other Events (Maximum **3 PDUs per activity**). These are events that show participation in the University Community or the wider community, but they may not be strongly related to teaching or content area.

- Attending a cultural event
- Attending Convocation at WVSU

Some Guidelines and Examples

No more than 1 PDU for each 50 minute hour of professional development activity will be assigned. Each artifact for professional development is accompanied by a reflection statement on what was learned and how it relates to teaching or the candidate's content area. If, in the judgement of the evaluator, a professional development activity is not strongly related to education, educational leadership, or the candidate's content area, then half credit for each 50 minute hour may be assigned.

Examples:

- 1) Candidate reads books to a local kindergarten classroom. Documentation is a letter from the teacher indicating 40 school visits of ½ hour each. Reflection indicates growth in understanding of topics of interest to young children and improvement in expressive reading.

Scoring: This is Category 1: Long-term professional activities, with 20 hours of high quality participation, and earns the maximum allowable 10 PDUs.

- 2) Candidate is a member of KDP, but has not served as an officer. Documentation of membership in good standing, attending more than 20 hours of meetings over 2 years, and high quality reflection on professional growth.
Scoring: This is a category 2 - Short Term Professional Activity, with 20 hours of participation and reflection on professional growth, it earns the maximum Scoring 4 PDUs.
- 3) Candidate attends an on-campus play. Documentation is the playbill. Reflection indicates growth in cultural awareness and a tangential connection to future teaching (“I think that taking students to see plays is an important part of helping them become well rounded citizens.”)
Scoring: This is Category 3 – Other Events Activity. For this two-hour event, the SCOPE committee might score 1 PDU because there was not a strong link to professional growth and future teaching.
- 4) Candidate is a member of PTO at a local school. A letter from a PTO officer on official letterhead documents attendance at 10 hours of meetings and 12 hours to prepare for and help conduct specific event at school. Reflection shows growth in understanding the culture of the school. By demonstrating initiative in organizing school event, the candidate shows leadership.
Scoring: This is Category 1: Long-term professional activities, with 22 hours of high quality participation, and earns the maximum allowable 10 PDUs.