ELE**MENTARY EDUCATION**
SPECIALIZATION HANDBOOK

FOR SPECIALIZATION LEADING TO
WEST VIRGINIA
Mathematics 5-9 Endorsement

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For Students Entering Fall 2014
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ADJUNCT FACULTY
The Teacher Education Program relies on capable and committed part-time faculty members to supplement the work of the full-time faculty. Adjunct faculty are made aware of the teacher education program's philosophy and theme and its implications for teaching and supervision. This is to ensure that our program objectives are consistently addressed in all phases of the teacher education experience at Shepherd University.
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Introduction.

The department of computer science, mathematics and engineering at Shepherd University is concerned with the teaching and the learning of mathematics. Our purposes are to lead students to a grasp of the beauty and power of mathematical ideas; to prepare the prospective teacher to teach creatively; to furnish mathematical tools necessary for other disciplines; and to provide vocational direction when needed.

Effective teachers are those who stimulate students to learn mathematics. Effective teachers are those who are reflective problem solvers themselves, and who create an atmosphere in which the student can become a reflective problem solver. The process continues as those students, in their own career, cause the same process to occur in their pupils.

Students should be inventive as they learn mathematics, imposing their own interpretation on what is presented to create a theory that makes sense to them. Students use new information as a basis for modification of their prior beliefs making the whole experience uniquely personal. Students are expected to adopt and integrate methods that allow for group work, discussion, student presentations, and generally challenge them to take charge of their own learning. Dynamic techniques, experimentation with innovations, use of technology, and creation of an atmosphere in which the student comprehends the power of mathematics are the parameters of reflective problem solving as an art, science and goal.

Students seeking admission, retention, and certification in the Teacher Education Program at Shepherd University must assume personal responsibility for knowing and fulfilling all requirements upon which their successful participation is dependent. These requirements include adherence to University-wide policies and procedures as well as those specific to the different components of Teacher Education: General Studies, Specialty Studies, and Professional Education.

The teacher education student must expect immersion in curricula, which demand commitment to personal and professional development of the highest caliber. Our program is designed to ensure that the student who successfully completes it possesses the knowledge, skills and attitudes requisite for thoughtfully and effectively confronting the problems inherent in teaching.

This handbook is to acquaint the math education student with the objectives and requirements of the Elementary Education Mathematics 5-9 teaching endorsement. It also provides information about procedural matters related to entering, progressing through, and completing this program. Information is also included to assist in planning you program of study and in maintaining a record of your progress.

This resource is not intended to be a substitute for the Shepherd University Catalog. For complete information please follow the guidelines in the catalog links:

- Mathematical Education Teaching Field Grades 5-12
- Professional Studies Core for Elementary or Secondary Education
- Teacher Education (General Information)
- Program of Core curriculum
Program Goals and Student Outcomes

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

1. Ascertain and articulate personal, professionally-held philosophical and theoretical viewpoints about schooling, teaching/learning.

2. Commit to continuous, reflective self-examination for personal/professional development.

3. Function as a change agent who can influence and improve the education of 5-9 students.

4. Undertake the professional responsibility for the development of 5-9 critical mindedness, problem-solving skills, self-motivation, cooperative social interaction, and a commitment to excellent performance.

5. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities and developmental characteristics of 5-9 students.

6. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of 5-9 students consonant with the nature of a pluralistic and democratic society.

7. Develop learning experiences that promote acquisition of knowledge, skills, and dispositions 5-9 students need to function productively and to become critical participants in a democratic, pluralist social and economic world.

8. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.

9. Develop a critical understanding of central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) she/he teaches including the use of educational multimedia technology.

10. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support 5-9 student’s learning and well-being.

11. Develop a coherent, integrated view of the world of theory and practice.

12. Consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.
Frequently Asked Questions

1. What courses do I need to take?

2. What is the sequence of courses I need to take?

3. What is the Praxis Series I CORE, Praxis II: Content Area Tests and Principles of Learning and Teaching Test? Where do I sign up to take them?

4. What GPA do I need in the following: Education (including Professional Studies and Specialty studies), Overall (including all University course work)?

5. What are different areas for endorsements and what extra classes do I need to take?

6. How do I find out what is needed to teach in states other than West Virginia?

7. I’ve been admitted to Shepherd University and have declared Education as my major. Am I automatically admitted to the Teacher Education Program? If not, what should I do to apply to the Teacher Education Program?

8. How many semesters does it take to complete the Teacher Education Program?

9. Once I’ve been admitted to the Teacher Education Program, what must I do to be eligible for retention in the Program?

10. What must I do to be eligible to Student Teach?
Coursework (for students entering Shepherd Fall 2014)

Core curriculum coursework ensures that prospective elementary teachers have background in the liberal arts and sciences and have developed theoretical and practical knowledge. Core Curriculum courses include courses and/or experiences in the arts, communications, history, literature, mathematics, philosophy, science, and the social sciences. Additionally, the core curriculum builds a disposition and knowledge of multicultural and global perspectives.

Core Curriculum Courses.
These courses are determined by whether the student is enrolled in Elementary or Secondary Education. Please refer to the catalog.

Specific Core Curriculum Requirements

Specialty Studies courses ensure that prospective teachers attain academic competence in the content that they will be teaching in 5-9 classrooms. These courses help to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry and uses of technology for the content areas they will be teaching. The purposes of elementary education multi-subjects specialization are:

1. To promote teachers who are reflective problem solvers in the daily workplace of elementary schools;
2. To promote teachers who plan and implement a learning environment responsive to the social and psychological conditions which characterize their school;
3. To promote a strong background in child development and related pedagogical practices;
4. To provide teachers with a wide range of teaching methodologies and strategies across many content areas;
5. To promote a broadly based understanding of elementary school and its place and function in society; and
6. To promote a desire for continued investigation of the teaching/learning dialectic beyond the undergraduate preparation.

MATH 102 - Math for Elementary Teachers (3 cr)
MATH 108 – Precalculus (4 cr)
MATH 154 – Finite Mathematics (3 cr)
MATH 200 - Geometry and Measurement (3 cr)
MATH 205 – Applied Calculus (4 cr)
MATH 254 – Discrete Mathematics (3 cr)
MATH 314 – Statistics (3 cr)
MATH 300 - Math Methods for Elementary Teachers (3 cr)

Professional Core Requirements

Professional Studies courses ensure that the prospective teacher acquires and learns to apply the professional and pedagogical knowledge and skills to become competent to teach elementary children.

EDUC 150 - Seminar in Education (1 cr)
EDUC 200 - Foundations of American Education (3 cr)
EDUC 320 - The Social and Psychological Conditions of Learning (4 cr)
EDUC 360 - Survey of Exceptional Children (3 cr)
EDUC 351 - Integrated Reading and Language Arts I (5 cr)
EDUC 352 - Integrated Math, Science, and Social Studies I (4 cr)
EDUC 353 - Integrated Reading and Language Arts II (4 cr)
EDUC 354 - Integrated Math, Science, and Social Studies II (5 cr)
EDUC 380 - Technology in 21st-Century Teaching and Learning (3 cr)
EDUC 400 - Inclusion in the Regular Classroom (3 cr)
EDUC 450 - Student Teaching, Elementary School Grades K-6 (9 cr)

Note. See professional education course listings under Education: Professional Studies Core for Endorsement in Middle School Education (40-48 hours required). Special Methods of Teaching Mathematics is EDUC 420.

Prerequisites for EDUC 320 and for Juncture 1. You must have grades of C or better in ENGL 101 and ENGL 102 and COMM 202. Minimum GPA of 2.5 required for admittance into EDUC 320. Juncture 1 GPA of 2.75 required. (Elementary Education students only, you must have completed at least one math course.)

Four-Year Course Progression

| Mathematics Teaching Field Endorsement Grades 5-9 General Math through Algebra I |
|-------------------------------------------------|-----------------|-----------------|-----------------|
| FALL                                           | FIRST YEAR      | SPRING          | FIRST YEAR      |
| Sub./Course No.                               | Tier  | Title             | Credit          | Sub./Course No. | Tier  | Title             | Credit          |
| MATH 105                                      | 3     | College Algebra   | 3               | MATH 108        | 4     | Precalculus       | 4               |
|                                                |       |                   |                 | MATH 154        | 3     | Finite Mathematics| 3               |

| FALL                                           | SECOND YEAR    | SPRING          | SECOND YEAR     |
| Sub./Course No.                               | Tier  | Title             | Credit          | Sub./Course No. | Tier  | Title             | Credit          |
| MATH 200                                      | 3     | Geometry and Measurement | 3               | MATH 254        | 3     | Discrete Mathematics| 3               |
| MATH 205                                      | 4     | Calculus with Applications | 4               | MATH 314        | 3     | Statistics         | 3               |
Testing Requirements for Professional Education.

All candidates completing 5 – 9 teacher education programs are required to pass the Specialty Area Test, Middle School Mathematics (5169).

Praxis Testing

Individuals who complete a teacher education program approved by the West Virginia Board of Education and leading to West Virginia licensure must meet the testing requirements of that program unless exempted by current Board policy. The testing requirements include as of September 1, 2013: Praxis I: Core Academic Skills for Educators (Core) and for certification candidates must take Praxis II: Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching (PLT) tests. In addition to the Elementary Education: Multiple Subjects test, Elementary Education candidates must take the Teaching Reading test.


To help prepare for the Core Mathematics, there is a workbook you may purchase called, Core Math Made Easy at www.mgmtutoring.com.

When you complete your registration form, you must include Shepherd University (5615) and the West Virginia Department of Education (8480) as score recipients. If you take the test(s) in West Virginia, the WV Department of Education automatically receives your score report.

Persons who meet one or more of the following criteria may be exempt from the Praxis® Core Academic Skills for Educators (Core): hold a master's degree from an accredited institution of higher education; attained, from a single administration, a composite score of 25 on the American College Test (ACT), 26 on the ACT enhanced (effective November 1989), 1035 on the Scholastic Achievement Test (SAT),1125 on the re-centered SAT (effective April 1995), or 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005).

If you wish to take all three computer-delivered Core exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>CDT Code</th>
<th>PDT Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Areas</td>
<td>Core Academic Skills for Educators: Reading</td>
<td>5712</td>
<td>n/a</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>And</td>
<td>5722</td>
<td>n/a</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>Core Academic Skills for Educators: Mathematics</td>
<td>5732</td>
<td>n/a</td>
<td>150</td>
</tr>
</tbody>
</table>

The test validity period is ten years from the date on which the candidate passed the examination. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period.

Retest Policy.
Tests that are offered continuously may be taken once every 21 days, not including your initial test date. (Note: if you take a combined test, such as the combined PPST® test, you cannot take an individual PPST test until
after the 21-day period.) Tests that are offered during testing windows may be taken once per testing window. (Note: if you take a combined test, such as the Elementary Education: Multiple Subjects Test, the Middle School Multiple Subjects Test or the PA Grades 4–8 Core Assessment, you cannot take a subtest until the next testing window.) This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.

FOR CERTIFICATION IN OTHER STATES, PLEASE CHECK THEIR WEBSITES. To be eligible for certification in other states, you may have to meet additional requirements. Check requirements for other states on-line where you plan to seek certification. It is your responsibility to know what requirements are needed in other states.

For additional information on Praxis testing go to: http://www.ets.org/praxis/wv/requirements

YOU MUST TAKE AT LEAST TWO PRAXIS II TESTS FOR CERTIFICATION.
THE PLT AND THE CONTENT KNOWLEDGE TEST FOR YOUR SPECIALIZATION AREA(S):

Praxis PLT (Applicants must take the appropriate programmatic level test)

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>CDT Code</th>
<th>PDT Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education</td>
<td>Principles of Learning and Teaching: Grades 7–12</td>
<td>5624</td>
<td>0624</td>
<td>157</td>
</tr>
</tbody>
</table>

CDT – COMPUTER DELIVERED TEST PDT – PAPER DELIVERED TEST

A candidate completing a WVBE-approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.

Middle School Education

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>CDT Code</th>
<th>PDT Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Math through Algebra 1 (5–9)</td>
<td>Middle School Mathematics (On-screen calculator provided)</td>
<td>5169</td>
<td>n/a</td>
<td>165</td>
</tr>
</tbody>
</table>

Secondary Education/Content Endorsements

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>CDT Code</th>
<th>PDT Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics(5–Adult)</td>
<td>Mathematics: Content Knowledge (On-screen graphing calculator provided)</td>
<td>5161</td>
<td>n/a</td>
<td>160</td>
</tr>
</tbody>
</table>

The test validity period is ten years from the date on which the candidate passed the examination. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period.

When you complete your registration form, you must include Shepherd University (5615) and the West Virginia Department of Education (8480) as score recipients. If you take the test(s) in West Virginia, the WV Department of Education automatically receives your score report.

FOR OTHER STATES, PLEASE CHECK THEIR WEBSITES. To be eligible for certification in other states, you may have to meet their testing requirements. Check requirements for other states on-line where you plan to seek certification. It is your responsibility to know what requirements are needed in other states.

For additional information on Praxis testing go to: http://www.ets.org/praxis/wv/requirements (09/01/14)
Philosophy and Theme

The teacher education program faculty at Shepherd University believes that in order to be effective in today’s school, a teacher must be knowledgeable, possess a professional disposition, and conduct teaching/learning experiences, which ensure the development of all children’s ability to be critical participants in, and a productive member of a democratic society. The education program at Shepherd University is based on the following philosophical position:

The Teacher Education Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one’s own life and the shaping of the social, cultural, political and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose, then, is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P–12 students. The schooling context is very complex and characterized by a significant degree of ambiguity. This ambiguous complexity of the teaching context precludes a formulaic approach to teaching. So, the emphasis is on the prospective teacher developing a philosophy and a set of principles that guide practice and the reflective process of problem solving. The teacher must be able to function in this complex and ambiguous context in a reflective manner: identifying problems, framing them, considering alternative solutions and choosing and implementing courses of action. The criteria for the assessment of effective teaching must include not only curricular and pedagogical concerns but also the ethical dimensions of teaching/learning. Schooling is not done to students, it is done with students.

Consistent reflection on the nature and practice of education is a hallmark of a critically thinking teacher. Consequently, the chosen theme of the teacher education program at Shepherd University is TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS). We have established a framework for the development of reflective dispositions. In order to effectively respond to the range of concerns found in today’s classrooms, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The effective teacher examines her/his Action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every child. This action is subject to Interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie her/his teaching/learning activity. During the process of Critical Reflection the teacher assesses the adequacy of the educational goals towards which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activity.
Model for Action Reflection Action field work.

THE ROLE OF PRACTICUMS IN TARPS

From the thematic model of TARPS, we have conceptualized an experience cycle for the prospective teacher that involves her/him in a continuous process of action and reflection.

ACTION
Planning and implementing strategies and actions for effective teaching/learning for all students

CRITICAL REFLECTION
Incorporates moral and ethical considerations of teaching/learning activity

INTERPRETATION
Analyzing and justifying assumptions and actions and assessing goals
Policies and Procedures for Admission and Retention in the Teacher Education Program

TEACHER EDUCATION GPA POLICY: Requirements and Definitions

Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

Educational Studies 2.75
(includes Professional Studies and Specialty Studies courses)

Overall 2.75

It is the policy of the Professional Education Unit that these GPA's will not be waived. Extenuating circumstances will be considered by the appropriate departments upon the receipt of a written request by a student. In those cases deemed to merit further consideration, the following regulations will apply:

1. Core Curriculum:
   a. The Core Curriculum program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility occur, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.
   b. Courses will be selected jointly by the student and the Department of Education.

2. Specialty Studies
   a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise a GPA.
   b. Courses will be selected by the Specialization Coordinator.

3. Professional Studies:
   a. With the approval of the Department of Education, additional courses in professional education may be assigned to raise a GPA.
   b. Courses will be selected by the Department of Education.

4. Overall:
   a. With the approval of the Department of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a GPA.
   b. Courses will be selected jointly by the Department of Education and the appropriate teaching field Specialization Coordinator.

GPA Requirements and Definitions:
Specialty Studies: Primarily content courses required for certification in different fields of study, e.g., Elementary K-6, Social Studies 5-Adult.

Professional Studies: Courses beginning with EDUC prefix required for certification in different fields of study.

Educational Studies: Combination of Specialization and Professional Education courses required for certification in the various fields of study. We require a 2.75 GPA in Professional Studies.

Core Curriculum: Those credit hours required by Shepherd University for a degree.
Overall: All courses taken for credit toward graduation, including Educational Studies, Core Curriculum, Specialty Studies, and Electives. We require a 2.75 Overall GPA.

Selection, Retention, Completion, and Certification.

A. Students who have entered Shepherd as a student beginning first semester of University work
(The eligibility criteria for each review Juncture are minimums established by the Professional Education Unit. Refer to Specialization Handbooks for your area for additional criteria.)

1. Admission to Program: Juncture 1 Review
   a. Student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 104 Knutti Hall.
   To be eligible for admission to the Teacher Education Program (TEP) the student must1:
      i. have made satisfactory progress in portfolio development per advisor review;
      ii. have demonstrated prerequisite computer skills (see addendum C)
      iii. have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary TEP or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
      iv. if adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary Education Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
      v. have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least “C”;
      vi. have passed all sections of the Praxis or provide official proof of exemption2;
      vii. have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;
      viii. have completed ENGL 101, ENGL 102 and COMM 202 with a grade of at least “C”;
      ix. have no grade lower than a “C” in any Professional Studies or Specialty Studies courses;
      x. student submits a signed statement attesting that s/he has not been convicted of a felony or crime related to moral character as established by West Virginia Code. A student who has been convicted of a felony or crime related to moral character (i.e. sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in removal from the TEP. If at any point in the TEP a teacher education student is convicted of such a crime, s/he will be removed from the program;
      xi. have met specific requirements in the Specialization/Endorsement Handbook for the area into which one wishes to be admitted.

1 The TEP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

2 Praxis exemptions for Praxis® Core Academic Skills for Educators (Core/CASE) or PPST before 9/1/13: hold a master's degree from an accredited institution of higher education; or attained, from a single test administration, a composite score of 25 on the American College Test (ACT), 26 on the ACT enhanced (effective November 1989), 1035 on the Scholastic Achievement Test (SAT),1125 on the re-centered SAT (effective April 1995), or 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005).

Information for the PRAXIS may be obtained on the Bulletin Board outside Room 110 Knutti Hall. Because
registration deadlines and reporting of scores from ETS, students should plan carefully to ensure test scores are available when needed. Students are responsible for requesting that test scores be sent to Shepherd University.

b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.

c. Once eligibility requirements have been met, the Specialization Coordinator
   i. certifies eligibility requirements have been met;
   ii. reviews advising file, including qualitative evaluation;
   iii. solicits information from department(s) and/or program review panel for review;
   iv. informs the Director of Teacher Education of Juncture 1 decisions;
   v. documents Juncture 1 decision in the candidate's advising file.

d. The Director of Teacher Education
   i. informs PEUC of the Juncture 1 decisions of the Specialization Coordinators;
      PEUC has the authority to review any Juncture 1 decisions upon the request of two or more members within one week of date of notification;
   ii. informs the candidate of the Juncture 1 status.

e. If admission is Provisional Status, it is the responsibility of the candidate, if s/he continues to desire admission, to successfully address the reasons for Provisional Status and resubmit application.

f. If admission is denied, the student is assigned to Non-Admit Status. If the student wishes to challenge the Non-Admit Status, established appeal procedures must be followed.

2. Admission to Student Teaching: Juncture 2 Review

a. To be eligible for review for admission to student teaching the student must:
   i. have passed Retention Juncture 1 Review;
   ii. have Full Status in TEP;
   iii. have made satisfactory progress in portfolio development;
   iv. have the required GPA (set by Specialization area with 2.75 the minimum) in both Educational Studies and Overall;
   v. have no grade lower than a "C" in all Education Studies courses;
   vi. have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;
   vii. continue free of conviction for felony or any charge involving moral character.

b. The Specialization Coordinator/advisor
   i. reviews advising file including PRO-05 Qualitative Evaluations from TK20;
   ii. certifies eligibility to student teach;
   iii. solicits information from the Department(s) for review of applicant for student teaching;
   iv. informs the Director of Teacher Education of Juncture 2 decisions;
   v. documents Juncture 2 decision in the candidate's advising file.

c. The Director of Teacher Education
   i. informs the PEU of the Juncture 2 decisions of the Specialization Coordinators;
      PEU has the authority to review any Juncture 2 decisions upon the request of two or more members within one week of date of notification;
   ii. informs the candidate of the Juncture 2 status.

d. If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4th week of each semester prior to the Student Teaching Semester.

e. If admission to student teaching is denied, the student is removed from the Teacher Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an appeal following established procedures (see p. 8.)
4. Certification: Juncture 3 Review
   a. To be eligible for certification review the student must:
      i. have completed all coursework applied toward the degree including a minimum
         of 45 upper division hours.
      ii. have Full Status in TEP
      iii. have a 2.75 GPA in each of the following: Educational Studies and Overall (unless the
           Specialization requirements are higher.)
      iv. have no grade lower than a C in Education Studies or Specialty Studies.
      v. have met any additional Specialization requirements.
      vi. pass state mandated tests for West Virginia certification.
      vii. have submitted required forms and fees for certification.
   b. To be recommended for certification the Director of Teacher Education:
      i. documents completion of review criteria.
      ii. attests the following: “To the best of my knowledge the applicant is of good moral character
          and
          physically, mentally, and emotionally qualified to perform the duties of an educator; and is not
          the subject of any criminal conviction or currently pending charged felonies or misdemeanors
          which would show a lack of good moral character.”

B. Transfer Students: Only policies and procedures which differ from those which apply to students entering
Shepherd University as students beginning first semester of University work will be indicated.

1. Transferred Credit will be evaluated for use in the TEP based on the premise that the integrity and
   coherence of the TEP must be maintained for all students.
   a. Upon review of transferred Specialty courses, the Specialization Coordinator is authorized to
      require additional coursework/experiences or course substitutions if s/he judges the transferred
      courses deficient in addressing the content, theme, and/or goals and objectives of the
      Specialization and the TEP. It is the student's responsibility to provide sufficient information
      about transferred courses to permit informed judgment.
   b. Upon review of transferred Professional Studies courses, the Chair of the DOE, in consultation
      with the appropriate members(s) of the DOE faculty, is authorized to require additional
      coursework/experiences if s/he judges the transferred courses deficient in addressing the TEP
      theme and/or goals and objectives. It is the student's responsibility to provide sufficient
      information about transferred courses to permit informed judgment.

2. To be eligible for Juncture 1 review, the transfer student must have completed a minimum of nine (9)
   hours specified by the Specialization Coordinator or her/his designate; and have a GPA of 2.75 on all
   hours completed at Shepherd University and an overall GPA of at least 2.75.

C. Students with degrees seeking WV Certification must complete at least nine (9) credit
hours of coursework at Shepherd University and meet all other requirements before
applying for Juncture 1 Review.
Curricular Policies

A. The Shepherd University faculty is responsible for the core curriculum. The PEU and Director of Teacher Education communicate the curricular and pedagogical needs of Teacher Education Programs to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate.

B. 1. Shepherd University Catalog states:
   “A student will have a seven-year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.”
   If more then seven (7) years has elapsed between completion of any Education Studies (Professional and Specialty Studies) course(s) and the completion of the Teacher Education Program, a student must have the ‘expired’ course(s) assessed by the appropriate University faculty and/or Department Chair to determine whether the course satisfies current knowledge standards. If it is determined that the course does not meet current knowledge standards, the student must retake the current course of the same name or take an equivalent course.

   2. State mandated changes, if they occur, override requirements in both the University Catalog and Specialization Handbooks on an implementation schedule determined by the State.

C. Once a student has been admitted to Shepherd University, transfer coursework approved by the Registrar that the student wishes to be applied to meeting Educational Studies requirements must be approved. In the case of Specialty courses, the approval must come from the Specialization Coordinator or his/her designee. In the case of Professional Studies, the approval must come from the Chair of the Department of Education or his/her designee. It is the student's responsibility to provide sufficient information regarding the courses under consideration to permit an informed judgment based on the content and thematic requirements of the Teacher Education Program.

D. All students seeking Elementary or Secondary certification must have a minimum of 45 credit hours above the sophomore (200) level.

E. The last six hours of coursework toward a degree from Shepherd University must be completed at Shepherd University.

F. Advisors will not permit advisees to enroll in courses for which prerequisites are not met without prior approval. It is the student's responsibility to establish a documented case justifying an exception.

G. Each Specialization area determines the courses that must be satisfactorily completed prior to student teaching.

H. All required Professional Studies courses except Student Teaching and its associated seminar must be completed prior to student teaching.

I. For students who fail Student Teaching, the grades earned in Student Teaching and the associated seminar class will be used in calculating the GPA in Education Studies necessary to enroll in Student Teaching each successive time.

J. Specialization Coordinators will work with the person coordinating Practicum Services to facilitate field experience and student teaching placements.

K. Students in consultation with the Specialization Coordinator may make placement preferences known to the person coordinating Practicum Services. Final decisions for placement rest with the Director of Teacher Education or his/her designee.
Selection & Retention Status Categories

Status Categories

Full Status

Defining Condition:
In compliance with all requirements.

Provisional Status

Defining Condition:
  a. Juncture 1 Review: student is currently “in progress” in course(s) required to meet eligibility requirements.
  b. Juncture 2 Review: student is in Full Status and is currently “in progress” in course(s) required to meet eligibility requirements.
Restrictions:
  a. Provisional Status resulting from “in progress” condition: If final grade is satisfactory, Full Status is automatically conferred.

Non-Admit Status

Defining Conditions:
  a. The student is eligible for Juncture 1 Review and has applied for review, but has failed to pass Juncture 1 Review.
Restrictions:
  a. The student may not enroll in further Teacher Education Program courses until the Non-Admit Status

Probationary Status

Defining Conditions:
  a. Student has been in Full Status but has not maintained GPA requirements in Education Studies and/or Overall
Restrictions:
  a. Student must consult with her/his advisor to plan for removing deficiencies.
  b. At the completion of the probationary semester (the one following the semester during which an adequate GPA was not maintained), the student must initiate an Advisor review of his/her status if the deficiency has been successfully addressed. Unless the Probationary Status is removed at the end of the semester, the student may not enroll in Teacher Education Program courses.

Removed Status

Defining Condition:
Student has been admitted but subsequently has failed to meet the following retention requirements:
  a. The minimum GPA requirement in Education Studies and/or Overall has not been met for two consecutive semesters.
  b. The student has been convicted of a felony or any crime related to moral character or has falsified the statement denying conviction.
  c. The student has met eligibility requirements for Juncture 3 but has not passed review.
Restrictions:
  Student may not enroll in Professional Studies courses.
Appeal Policy and Procedures

A. There are three review junctures as students’ progress through the teacher education program:

1. Juncture 1 – Admission to the Teacher Education Program
2. Juncture 2 – Admission to Student Teaching
3. Juncture 3 – Certification

B. Student Appeal. A student may appeal under the following conditions:

1. a failed review at any Juncture
2. removal from the Teacher Education Program for deficiencies

C. Procedure for Appeal

1. The student must inform the Director of Teacher Education in writing of the intent to appeal ten (10) academic days after formal notification of such status.
2. The Director of Teacher Education will form an Appeal Panel consisting of four (4) PEU Council members and one (1) non-PEUC member. The DTE will Chair the Appeal Panel which will meet no more than fifteen (15) and no less than ten (10) academic days after receipt of the student’s written intent to appeal. The student will be informed of the scheduled hearing within three (3) academic days.
3. At least four (4) days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to all members of the appeal panel this and all other relevant documentation for review.
4. The student must be present at the appeal to present and support the appeal and respond to questions from the appeal panel members.
5. The student will leave the room after presenting the appeal and responding to questions.
6. The Director of Teacher Education will inform the student in writing of the decision of the Appeal Panel.
7. If the student wishes to appeal this decision, procedures specified in the University Student Handbook must be followed.

D. PEUC Review of Student Teacher Re-Applications

The PEUC Candidate Committee will review Student Teacher re-applications and supporting documentation, and bring a motion before the PEUC. If the student's advisor or supervisor is a member of the Candidate Committee, that person (or persons) will be replaced by another PEUC member at large. If the Candidate Committee is comprised of an even number of members, an additional PEUC member will be selected at large.

Student Practicum Profile

At the completion of the practicum experiences, including Student Teaching, a student should have had at least two distinct experiences coded E, M, or EM, with at least one of those coded E or M. See the Practicum Manual for an explanation of the coding system and how schools are coded.

Restrictions on Practicum Placement

In order to avoid unnecessary problems, the student teacher may not student teach in a high school from which he/she has graduated or attended, a school in which the student has family members on staff or in attendance, or a school in which the student is employed.
Requests for Policy & Procedure Waiver

A. Waiver requests specific to the teaching specialization
   1. The student must present a written petition to the appropriate Specialization Coordinator. The petition must explain the nature of and the reasons for the petition.
   2. In conjunction with the relevant department, the Specialization Coordinator will make a decision on the petition and inform the student in writing of that decision.
   3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within ten (10) academic days of having been informed of the petition action. The following process will then ensue:

   The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.

   At least four (4) days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to the PEU Council members this and all other relevant documentation for review.

   A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.

   The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.

   The student will leave the room after presenting the appeal and responding to questions. The Director of Teaching Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

B. Waiver requests pertaining to Professional Studies or General Studies
   1. The student must present a written petition to the Chair of the Department of Education. The petition must explain the nature of and the reasons for the petition.
   2. In conjunction with the Department of Education faculty, the Chair will make a decision on the petition and inform the student in writing of that decision.
   3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within one week of having been informed of the petition action. The following process will then ensue:
      a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This Panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.
      b. At least four days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to members of the PEU Council this and all other relevant documentation for review.
      c. A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote, except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.
      d. The student must be present at the appeal to present and support the appeal and respond to questions
from the PEU Council membership.
e. The student will leave the room after presenting the appeal and responding to questions. The Director of Teacher Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

**Course Limitation Policy** (Effective: Summer I: 5/16/11)

Pre-service Teacher Education Candidates are granted two (2) attempts for successful completion of each Professional Education course (EDUC-prefix) with a grade of C or better.

If the candidate fails to earn the requisite C or better by the end of the second attempt, the candidate is automatically removed from the Teacher Education Program.

Attempt criteria constitute any of the following:

- When a candidate enrolls in and completes any EDUC-prefix course but fails to earn the requisite C or better.
- When a candidate is removed from any course with a mandatory, field-based experience associated with EDUC registered courses resulting from “involuntary withdrawal.”
- When a candidate withdraws from an EDUC-prefix course in which the candidate’s course grade at the point of withdrawal fails to meet the requisite C or better.

To meet the academic rigor associated with the EDUC course candidates must have a minimum overall GPA of **2.5** to qualify for EDUC 320.
Student Teaching

Prospective student teachers are expected to attend an informational meeting during the previous semester unless they have a class conflict. Meetings will be announced in the Shepherd University Record, a couple of weeks in advance and on the bulletin board outside Knutti 108. Students should make sincere efforts to resolve conflicts so they will be able to attend the meeting. If, however, a legitimate, unavoidable conflict exists, the student should report to the Department of Education office within five school days after the last scheduled meeting to sign up and receive printed information. Failure to follow this procedure could result in a semester’s delay in student teaching. In addition, the student is required to formally declare to his/her advisor intent to student teach no later than the first two weeks of the semester prior to anticipated student teaching semester.

In order to complete the TEP, directed teaching must be completed with the grade of “C” or better. If a student teacher’s abilities, attitude, conduct, or judgment is/are seriously flawed, she/he may be removed from student teaching, awarded a failing grade, and in most severe instances, prohibited from completing the program. In less severe instances, the student may be permitted to re-register for directed student teaching in a subsequent semester. If a student is making progress but has not reached a level of success by the end of the assignment or if unavoidable absences have prevented fulfillment of all expectations, the student teacher may receive a grade of incomplete and continue student teaching the following semester. Although a student may request this option, the decision will be made by the Chair of the Department of Education based on the advice of the supervisors, the student’s past performance, and the prospects for satisfactorily completion of student teaching. It is improbable that any student will be permitted to register more than twice for directed teaching or to extend an incomplete experience more than once.

During the directed teaching semester, the student will be on campus one evening a week in EDUC 400 Student Teaching Seminar, to refine and revisit practical understandings and use of general principles of teaching; the Student Teaching Seminar will be offered concurrently with directed teaching. Students must arrange their schedule so that other activities do not interfere with any aspect of directed teaching, which includes responsibilities beyond classroom teaching. Other courses should not be scheduled for the semester in which directed teaching is occurring. If no other alternative exists, and a course must be taken during directed teaching, the student must seek advanced approval from the Chair of the Department that offers the course.

When evaluating the student teachers, the Math Education Coordinator, or designated qualified persons, will focus on the student teacher’s subject knowledge and ability to promote student learning. Since problems are an inherent part of teaching, the content supervisor will examine how the student teacher approaches and solves problems and then uses these experiences. Included here will be the student teacher’s responsiveness to constructive criticism; his/her cooperativeness; and his/her rapport with teachers and administrators with whom he/she is working. It is important for the student teacher to keep in mind that strength in one dimension does not compensate for weakness in another. After each visit, the student teaching supervisor will provide the student teacher a written evaluation.
Juncture 1. Application to the Teacher Education Program

Name (Print) ___________________________ Shepherd ID number: ________________

Email ____________________________________________

Permanent address: ________________________________ School address: ________________________________

Permanent phone: ____________________________ School phone: ____________________________

Advisor's name ____________________________ Year of catalog you entered Shepherd: ________________

If transfer student, entered Shepherd: Semester/year from (Institution) ________________________________

TEACHING SPECIALIZATION: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education

Multi-Subjects K-6

Early Education

Pre K-K

5-9 Programs

(Any ONE may be added to an Elementary or Secondary program.)

General Mathematics through Algebra 5-9

Social Studies Education 5-9

Secondary Education

Biology Education 9-Adult

Chemistry Education 9-Adult

Elementary through Secondary Education

Art Education Pre K-Adult

Music Education Pre K-Adult

Physical Education Pre K-Adult

1. Has your portfolio received a “Satisfactory” review from your advisor at the Juncture 1 level? Yes ____________

2. Have you passed all three parts of the Core/CASE (effective 9/1/13) or PPST or provided proof of exemption? Yes ____________

3. Is your overall GPA 2.75 or above? (must have completed a minimum of 24 hours) Yes ____________

4. Have you demonstrated computer competency to your advisor? Yes ____________

5. Have you made a grade of “C” or better in:

EDUC 150 Seminar in Educ ____________________________ Grade: ____________________________ Yes ____________

EDUC 200 Foundations of Educ ____________________________ ____________________________ Yes ____________

EDUC 320 Soc. & Psych. Cond ____________________________ ____________________________ Yes ____________

If you are currently enrolled in EDUC 320, check “In Progress.”

ENGL 101 Written English ____________________________ ____________________________ Yes ____________

ENGL 102 Written English ____________________________ ____________________________ Yes ____________

COMM 202 Fund./Speech ____________________________ ____________________________ Yes ____________

6. Are each of your Specialty, Professional Education and/or Middle School course grades “C” or above, or list those currently in progress? In Progress ____________

7. Have you ever been convicted of or are you currently under indictment for a felony? Yes ____________ No ____________

Student Signature ____________________________ Date ____________

Applicants with course(s) “In progress” and meeting all other requirements will be assigned “Provisional Status.” Upon satisfactory completion of course(s), applicant will be reassigned and notified of change to “Full Status.”
TO BE COMPLETED BY CERTIFICATION ANALYST:

CORE/PPST test scores: Reading _____ Writing _____ Math _____

Required scores: Reading _____ Writing _____ Math _____

CORE/PPST exemption requires a Master’s degree, or an ACT or SAT score on a single test administration date as follows:

ACT Score _____ Month/year _____ SAT Score _____ Month/year _____


1. Overall GPA on minimum of 24 credit hours
2. Transfer student’s Shepherd University GPA on minimum of 9 credits taken at Shepherd
3. Student’s GPA

Students with degree, seeking certification only: Shepherd University GPA on minimum of 9 credit hours taken at Shepherd

Certification Analyst Signature/Date

TO BE COMPLETED BY ADVISOR:

1. Portfolio review at Juncture 1 level (date)

2. Satisfactory Unsatisfactory

3. Computer skills met/demonstrated, or course in progress

4. In progress Yes No

5. Have all eligibility requirements been met, including general requirements and those unique to your Specialization? If not, what is lacking?

6. In progress Yes No

7. Do the qualitative evaluations indicate this student belongs in Teacher Education? Yes No Unsure

Advisor recommendation for Juncture 1 is:

_____ Full Status
_____ Provisional Status
_____ Non-Admit Status

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review (Specialization Coordinator takes application to respective department.)

(date)

Specialization Coordinator recommendation for Juncture 1 is:

_____ Full Status
_____ Provisional Status
_____ Non-Admit Status

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 1 is:

_____ Full Status
_____ Provisional Status
_____ Non-Admit Status
_____ Probationary
_____ Removed

Information distributed to PEU(C) on

Director of Teacher Education Signature/Date

JCT-1
Juncture 2. Application for Admission to Student Teaching.

Name (Print) ___________________________ Shepherd ID number ___________________________
Last    First    MI         (Last 9 digits from Rambler Card)
Permanent address: ___________________________ School address: ___________________________
                     Zip                   Zip
Permanent phone: ___________________________ School phone: ___________________________
Advisor's name: ___________________________ Email ___________________________

TEACHING SPECIALIZATIONS: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education

_____ Multi-Subjects K-6

Early Education

_____ Pre K-K

5-9 Programs

(Any ONE may be added to an Elementary or Secondary program.)

_____ General Mathematics through Algebra 5-9

_____ Social Studies Education 5-9

Secondary Education

_____ English Education 5-Adult

_____ Family & Consumer Science Educ. 5-Adult

_____ General Science Education 5-Adult

_____ Health Ed. 5-Adult (add to P.E. only)

_____ Mathematics Education 5-Adult

_____ Social Studies Education 5-Adult

_____ Spanish Education 5 – Adult

Elementary through Secondary Education

_____ Art Education Pre K-Adult

_____ Music Education Pre K-Adult

_____ Physical Education Pre K-Adult

Secondary Education

_____ Biology Education 9-Adult

_____ Chemistry Education 9-Adult

TO BE COMPLETED BY STUDENT:

1. Do you currently hold “Full Status” in the Teacher Education Program?  Yes  □
2. Has your portfolio received “Satisfactory” review from your advisor at the Juncture 2 level?  Yes  □
3. Do you have the required 2.75 minimum GPA in:
   Educational Studies GPA _____________ (includes Specialty Studies & Professional Studies courses)  Yes  □
   Overall GPA _____________ (includes all college & university work)  Yes  □
4. Do you have minimum grades of “C” in all Specialty, Professional Education, and Endorsement courses, or list courses in progress ___________________________ In progress □
5. Have you met all Specialization requirements?  Yes  □
6. Have you ever been convicted of, or are you currently under indictment for, a felony?  Yes  □

Student Signature ___________________________ Date ___________________________

Applicants with course(s) “In Progress” will be assigned “Provisional Status.” Upon successful completion of the course(s) applicants will be reassigned and notified of the change to “Full Status.”

STUDENT: COMPLETE SIDE 1 ONLY--RETURN FORM TO 108 KNUTTI

JCT-2, rev 4/13
TO BE COMPLETED BY CERTIFICATION ANALYST:

- GPAs are correctly reported on front of this application: Yes ☐ No ☐ ☐
- Specialty, Professional Education, and Middle School course grades are “C” or above or in progress: ☐

Certification Analyst Signature/Date

TO BE COMPLETED BY ADVISOR:

- Portfolio review at Juncture 2 level (date) Satisfactory Unsatisfactory Yes ☐ No ☐ ☐
- Professional Education courses/hours specified in Specialization Handbook completed or in progress: ☐
- Qualitative Evaluations support retention Yes ☐ No ☐ ☐
- All Specialization requirements have been met or are in progress: ☐

Advisor recommendation is for Juncture 2 Retention is:

_____ Full Status Admission to Student Teaching
_____ Provisional Status
_____ Denied admission to Student Teaching

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review Coord. takes application to respective department.) (date)

Specialization Coordinator Juncture 2 Retention recommendation is:

_____ Student should remain at Full Status
_____ Provisional Status
_____ Student should be removed from Teacher Education Program

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 2 retention is:

_____ Student should remain at Full Status
_____ Provisional Status
_____ Student should be removed from Teacher Education Program
_____ Probationary Status

Information distributed to PEU(C) on

Director of Teacher Education Signature/Date
Computer Competence

(Include this page and the products in your portfolio in a section of the same name.)

I, ____________________________, have fulfilled the professional education requirement for computer competence by one of the means below:

I satisfactorily completed this course: _______________________________ in

(Dept., Number, Title)                                             

______________________________________________________________

(Semester, Year)

or

I have the submitted products specified on these pages along with the required signatures to show that I have met the guidelines for computer competence. My signature here stands for my word that I did the work described. _____________________________________________________________

(Signature)

(Complete this section if you did not take a computer course.)

Items That Show My Computer Competence

(a) Ability to use a word processor to produce two different styles of documents with appropriate formatting.

I completed this item on _____________________________ (date.)

(b) Ability to organize given information into a database or to create a spreadsheet to calculate numerical data.

I completed this item on _____________________________ (date.)

(c) Ability to use e-mail to send communications about coursework.

I completed this item on _____________________________ (date.)

One of the items (d) to (f):

(d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to my teaching specialization from an Internet source.

I completed this item on _____________________________ (date.)

(e) Ability to find a reference relevant to some assignment on the Internet.

I completed this item on _____________________________ (date.)

(f) Ability to find Internet sources about issues of critical concern to educators today.

I completed this item on _____________________________ (date.)
Specifications for Computer Competence

Evidence of computer competence will come from the inclusion of the items below in a portfolio section labeled "Computer Competence."

(a) Ability to use a word processor to produce two different styles of documents with appropriate formatting:

• Any assignment to produce a paper, create a lesson plan, write a letter to a parent, create a newsletter, etc.

(b) Ability to organize given information into a database or ability to create a spreadsheet to provide automatic recalculations of numerical data:

• Submit two pages showing your database of 10 entries with at least three fields. The pages must show identical entries but they must be sorted in different ways; you choose. An inventory of teaching materials, a bibliography, a plan of the tasks and costs of a school trip are examples of possible topics.

• Produce a printed copy of a spreadsheet showing formulas and another copy showing results of the formulas. A spreadsheet of your own teacher education program requirements, grades, and categorical GPA's would be a good product; other projects might be the budget for a student organization, a template for keeping track of expenses and profits of a class store or junior achievement project, planning for a school trip, and so on. (Note that if no computations are involved, a database is the best format.)

(c) Ability to use e-mail to send communications about coursework:

• Send a message with your name, teaching specialization, semester you entered Shepherd University, and your user name to your advisor or to one of the faculty members in the Department of Education who is on e-mail. (Your advisor can help you identify such a person.) Upon getting a reply, send another message containing not more than five sentences about a provocative idea about teaching that you learned about since you came to Shepherd and what it means to you. If your reply is accepted, it will be mailed back to you. Print your message and include it in your portfolio.

Complete at least one of the following items:

(d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to your teaching specialization from an Internet source:

• AskERIC or any other Internet source may be used. Record the source of the plan.

(e) Ability to find a reference relevant to some assignment on the Internet:

• The document must be cited as a reference in some assignment; the Uniform Resource Locator (URL) will be expected as well as the title, author, and other attributions. The professor giving the assignment may require further evidence.

(f) Ability to find Internet sources about issues of critical concern to educators today:

• Choose a sub-topic of multiculturalism, inclusion, or reflective problem solving.
• Find 10 references (Internet sites) that would be relevant to your teaching or students.
• For each Internet site, include the Uniform Resource Locator (URL) where it is located and one or two sentences telling what it contains.
• FACULTY-ASSIGNED WORK MAY BE USED TO FULFILL THESE REQUIREMENTS
Portfolio Plan

Professional teaching portfolios are organized collections of evidence from the students’ educational, pre-service, and personal experiences that demonstrate important knowledge and skills. This evidence is used for students to review their work and make changes, to show what they have accomplished and how they can improve their work, and to serve as a tool that will allow them to market themselves effectively.

The Teacher Education Program at Shepherd University includes portfolio development as an integral part of students’ experiences. This supports the emphasis on Teacher as Reflective Problem Solver since students’ portfolios are developed throughout the entire period of their coursework at Shepherd University.

According to Policy and Procedures of the Shepherd University Teacher Education program, students must have made satisfactory progress in portfolio development to obtain admission to the Teacher Education Program (TEP) at Review Juncture 1; and to be eligible for student teaching at Review Juncture 2. Portfolios are to be assessed by the advisors on a periodic basis using the Portfolio Assessment Form. This document serves as a guideline for creating the portfolio.

Portfolio Requirement.

Students, for your protection please blacken out with a permanent marker or do not include sensitive personal data such as your social security number or date of birth on any documents included in your portfolio.

Your portfolio should contain the following items as appropriate:

- Résumé
- Evidence of field experiences
- Course work
- State certification documents
- Teaching units (modules)
- Letters of recommendation
- Original lesson plans
- Official transcripts
- Original exams
- Praxis results
- Case studies
- PPST results
- Required essays & commentaries
- Records of juncture reviews
- Articles evidence of involvement in co- and extra-curricular activities
- Student teaching evaluations
- Documentation of computer competence.
Portfolio Mechanics.
How you develop your portfolio is your decision. However, there is an overarching schema you will are recommended to follow.

To begin,

✓ Purchase a 3 ring, white exterior, 2 inch spine hardcover binder. It should have pockets in the front and back. It will need at least 3 interior sub-dividers entitled, Knowledge, Skills, and Dispositions, respectively.

✓ Develop a clear theme, or scheme from which you shall develop your personalized portfolio. Student portfolios are expected to be creative and professional supporting SU’s emphasis on Teacher As a Reflective Problem Solver. An opening essay may convey your individual theme.

The portfolio must be word processed, double-spaced on standard-sized paper (8.5" x 11") with one inch margins on all sides. Use Times New Roman 12-pt. font, or Verdana 10-pt. font. Include a “header” in the upper right corner that reflects ONLY the first two to three words in the full title of the essay and pagination. Additional formatting information can be found at http://www.apastyle.org/ or http://owl.english.purdue.edu/owl/resource/560/01/.

✓ Generate a professional-level, properly formatted resume. Clearly indicate what program you are enrolled in and what level of mathematics you intend to teach.

✓ Create a table of contents that clearly indicates portfolio chronology with appropriate pagination whenever/wherever possible.

✓ Use introductory paragraphs/statements to introduce sections or subtopics as needed.

Suggested distribution of the requirements of each section is outlined below.

SECTION 1: KNOWLEDGE
✓ Include academic scores. This may include HS AP placement scores, etc.
✓ Include professional-level test results (SAT, ACT, Praxis Series I/II).
✓ Include official or unofficial transcripts of all college leveled courses.
✓ An updated program of study.
✓ Include evidence of your work from Mathematics classes including exams. Include documents that show special computer skills (e.g. ‘r’, SPSS, matlab, LaTek), problem solving skills, proofs, or materials addressing skill proficiencies. Include a representative project or presentation if possible. You may choose to include a self-generated study guide or something that might indicate how you organize mathematical content.
✓ Write three separate single page essays about three different mathematicians. Your writing should include why the mathematician was selected, brief biographical information, and a discussion of their work (a half page). Select these mathematicians from different countries, race, background, and gender.
✓ Include one essay reviewing a recently published article addressing mathematics teaching in grades 5-9 or 5-Adult (as appropriate) in the U.S.
SECTION 2: SKILLS
✓ Include Computer Competence evidence (see Appendix A);
✓ Reflection paper
✓ Field experiences
✓ Collect and include any awards, certificates of workshop attendance, completion of special topic webinars, or other pertinent educational successes within academic environments.
✓ Sample lesson plans. Include samples of student feedback. One lesson should demonstrate your expertise in teaching with technology.
✓ Samples of Classroom assignments, special handouts, activities, worksheets, etc.

SECTION 3: DISPOSITIONS
✓ Reflections on Self Evaluation
✓ Copies of ST-11 Student Teaching Evaluations
✓ Copies of Field Evaluations
✓ Reflections from Educational Philosophy regarding classroom management.
✓ Reflections on creating a warm and inviting, yet challenging classroom.
✓ Include letters of reference or recommendation; certificates, recognition honors, commendations, acclamations, complimentary reviews or noteworthy accolades. One letter must be from a current faculty member of the CME department who has taught at least one math course while you were enrolled as a student.

In addition, the following professional education courses will address portfolio requirements. This list represents a generalized idea. Please follow the individual instructors’ directions for final determination of inclusion in your portfolio.

EDUC 150 Seminar in Education.
This course formally introduces students to the portfolio. Students gather and include evidence of past experiences that are suitable. Portfolio submissions may include
✓ Career “Job Shadow” Paper
✓ Education Philosophy
✓ PRO05 Qualitative Evaluation

EDUC 200 Foundations of American Education
Students continue to build their portfolio. Portfolio submissions may include class assignments such as papers regarding their philosophy of education. Portfolio submissions may include
✓ Personal writings on published papers dealing with mathematics education in the U.S.
✓ Class assignments and examples from their field experience.
✓ Reflection/Philosophy Paper
✓ Final Examination Paper
✓ Service Learning Project Log
✓ PRO05 Qualitative Evaluation

EDUC 320 Social & Psychological Condition of Learning.
(May take concurrently with EDUC 360. Juncture during enrollment in EDUC 320 or 360)
Students continue to build their portfolio. Additions to the portfolio include class assignments and
examples from their field experiences. Portfolio submissions may include
✓ Learning Principles or Learning Reflection Paper
✓ Field artifacts such as journal entries, student products, school information, etc.
✓ PRO05 Qualitative Evaluation

EDUC 360 Survey of Exceptional Children.
(May take concurrently with EDUC 360. Juncture during enrollment in EDUC 320 or 360)
Students continue to build their portfolio. Portfolio submissions may include
✓ Exceptionality Paper
✓ Course artifacts such as materials and readings in exceptional children

Elementary Education Majors:
EDUC 351 Integrated Reading Language Arts I; EDUC 352 Integrated Science, Math, & S.S. I
EDUC 353 Integrated Reading Language Arts II: EDUC 354 Integrated Science, Math, & S.S. II

Secondary Education majors:
EDUC 370 Creating Learning Environments or MUSC 322/MUSC 325/MUSC 326
EDUC 443 Reading in the Content Areas:
By this time in the students’ experiences they are immersed in field experiences. They should include examples of units they have developed and taught, bulletin boards they have created, philosophy of education papers, and research papers pertaining to educational practices.

EDUC 380 Technology in the 21st Century: Teaching & Learning
✓ PRO05 Qualitative Evaluation
✓ Integrated/Differentiated Instruction
✓ lesson plans

EDUC 400 Inclusion in the Regular Classroom. Students should reflect upon their teaching strategies and attitudes toward students and modify the portfolio as needed.
✓ Teaching units or modules
✓ Photos of learning centers, bulletin boards
✓ Reflections on how your teaching methods have developed/changed.

EDUC 420 Special Methods
✓ Develop the theme of the portfolio
✓ Written unit plans, lesson plans and evaluative instruments.

EDUC 45X Student Teaching. Students should include several pieces of evidence from their teaching experiences such as videos, teaching units, photos, bulletin boards, recommendations, student feedback, etc.
Portfolio Assessment Form

STUDENT NAME ____________________________________________________________

________________________________________________________________________

REVIEW JUNCTURE 1 Date: __________

Satisfactory Progress ________ - OR - Needs Improvement _________

________________________________________________________________________

REVIEW JUNCTURE 2 Date: __________

Satisfactory Progress ________ - OR - Needs Improvement _________

Comments:

If portfolio needs improvement, student must present portfolio with this form (with comments) until satisfactory progress is achieved. Satisfactory progress must be made before student can be considered for each Review Juncture.

Advisor Signature ________________________________ Date ______________________