

## **PHILOSOPHY AND THEME**

### **TEACHER AS REFLECTIVE PROBLEM SOLVER**

The collaborative efforts of a broad constituency created the conceptual framework, Teacher as Reflective Problem Solver (TARPS) in 1987 and revised in 1992, 2000, 2008, 2009 and 2011. Drafts circulated among the PEUC, Deans, candidates, public school partners, and Educational Personnel Preparation Advisory Committee (EPPAC) members. Participant feedback shaped the vision of the PEU. The PEUC, candidates, public school personnel, and EPPAC reflect and work together to benefit candidates' positive impact on the education of all children. The mission of the PEU is to work in partnership with area schools to prepare highly qualified, reflective teachers who believe in fairness and that all children learn.

Based on ongoing discussions of desired outcomes, research of the relevant literature, feedback from school administrators and teachers, and practitioners, INTASC and NBPTS standards, and the Framework for 21st Century Learning, the PEU believes that teacher candidates should possess the willingness and capacity to:

1. Develop a philosophy of teaching based on philosophical and theoretical viewpoints about schooling, teaching and learning;
2. Commit to continuous reflective self-examination for personal and professional development;
3. Demonstrate leadership by functioning as a change agent who influences and improves the education of P-12 students, through scholarship, community action, and collaboration in educational settings;
4. Focus on the development of P-12 students' critical mindedness, problem-solving skills, self-motivation, cooperative social interaction, and 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 P-12 students;
6. Develop, articulate and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of P-12 students consonant with the nature of a pluralistic and democratic society;
7. Plan, implement, and assess learning experiences that promote acquisition of the knowledge, skills, and dispositions P-12 students need to become critical participants in a global society;
8. Access current research findings regarding schooling, teaching and learning and use these findings in educational programs;
9. Develop a critical understanding of the 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 uses of educational multimedia technology;
10. Foster relationships between schools, higher education colleagues, parents, governmental agencies, individuals and groups in the larger community to support P-12 students' learning;
11. Integrate and implement theory and practice in a coherent pedagogy;
12. Consistently reflect on their knowledge base, dispositional orientations, and performance characteristics.

Knowledge enables one to make informed choices, to participate actively in the shaping of one's own life, and to influence the social, cultural, political and economic structures of a democratic society. Based on the belief that education should empower all students and teachers to exercise informed choices in a global society, our purpose is to facilitate the development of liberally educated teachers

who demonstrate the willingness and capacity to empower all P-12 students. The unit is committed to promoting social justice, embracing diversity and inclusion, and enhancing teaching and learning through technology. The schooling context is complex; it is characterized by a significant degree of ambiguity that precludes a formulaic approach to teaching. This complexity necessitates that teacher candidates and practitioners develop a philosophy and principles for practice based on reflective problem solving. Teachers identify and frame problems, generate and consider multiple solutions, choose and implement courses of action, and evaluate results.

### **Knowledge Goals**

Teachers must refer to a knowledge base that supports their beliefs and actions in order to engage pedagogical problems. The ability to render/discuss/interpret a knowledge base that justifies the predispositions and assumptions that underlie teaching/learning behavior is a key characteristic of TARPS. Teacher candidates must possess knowledge of content, context, and learners. When diagnosing student needs, planning, implementing, and assessing teaching/learning, the candidate/practitioner:

1. Demonstrates an understanding of developmental issues (cognitive, social, emotional, physical);
2. Accesses and uses current research findings;
3. Demonstrates an understanding of the core concepts, tools of inquiry, and structures of knowledge of subjects being taught and their interdisciplinary connections;
4. Demonstrates sufficient breadth and depth of content knowledge to meet student needs;
5. Demonstrates an understanding of relationships between theories and practice;
6. Considers the diverse nature of classrooms and society;
7. Considers and uses the Framework for 21st Century technology practices.

### **Disposition Goals**

The candidate's reflective disposition is fundamental to TARPS. The PEU's commitment to the development of reflective dispositions is strongly indicated by the use of both the terms "willingness" and "capacity" in the statement of Program Goals and Candidate Outcomes. Willingness means the demonstrated commitment to continual professional development and capacity means demonstrating the ability to achieve professional and pedagogical goals. Reflection is an innate human capacity and ability amplified so it becomes a conscious tool for effective teaching/learning. Candidates demonstrate the capacity to reflect on the day-to-day aspects of teaching/learning, to decide whether a teaching/learning activity achieves the purposes of a sound education, and to judge how this experience relates to the larger issues of democracy, justice, and equity in our diverse society. The candidate demonstrates the willingness and capacity to:

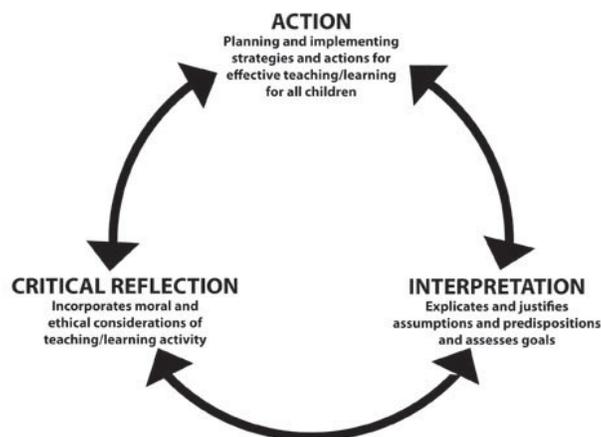
1. Practice teaching/learning from our model's thematic structure: Action, Interpretation, and Critical Reflection;
2. Continuously engage in self-analytical and self-reflective processes for professional development;
3. Engage in critical discourse about education issues;
4. Respect the individual dignity and diverse learning orientations of all students;
5. Commit to excellence in academics and practical teaching/learning experiences;
6. Assume personal responsibility for professional development.
7. Engage in lifelong learning.

### **Performance Goals**

Performance goals facilitate the development of the candidate's capacity to plan, implement, and assess a program of teaching/learning that is effective for all students. Teacher candidates must be skillful in reflection on learner and teacher performances. The candidate:

1. Observes, describes, and analyzes self, individual student and group performance in order to design developmentally and individually appropriate and improved teaching/learning experiences;
2. Plans and implements teaching/learning experiences that develop students' problem solving capacity and critical thinking skills;
3. Plans and implements teaching/learning experiences that are based on a constructivist epistemology;
4. Plans and implements teaching/learning experiences that embrace student diversity;
5. Plans and implements teaching/learning experiences that promote students' ability to contribute productively in a global society;
6. Plans and implements 21st Century Learning experiences that are based on explicit understanding of the core concepts, tools of inquiry, and structures of knowledge that are central to the subjects being taught;
7. Uses a variety of 21st Century Learning assessment strategies (e.g., portfolios, observations, presentations, essays, criterion-referenced tests, learning project results, norm-referenced tests), both formative and summative, to assess the effectiveness of teaching/learning experiences;
8. Uses a variety of 21st Century Learning strategies (e.g., individualization, whole group, project groups, cooperative learning, learning centers, discussion, lecture, technology) to optimize teaching/learning opportunities in the classroom;
9. Uses reflection to modify instruction to meet the needs of students.
10. Uses professional organizations, community, and other resources outside the classroom to enhance student learning.

Reflective dispositions prepare candidates to respond effectively to the range of concerns found in the classroom. Teachers need to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The candidates examine their Action and are concerned with the application of pedagogical knowledge to achieve stated educational goals for every child. This action is subject to Interpretation. The candidates explicate and justify the assumptions and predispositions that underlie their teaching/learning activity.



During Critical Reflection, candidates assess the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activities. This model conceptualizes and implements an experience cycle for teacher candidates that involves them in a continuous process of action and reflection. The cycle occurs respective to the aspects of campus coursework and field experiences/teaching as well as between the aspects of campus coursework and field experiences/teaching. The majority of professional education courses are characterized by a pattern of attendance in campus-based courses followed by performance in a field-based site. This campus-field-campus pattern ensures that each episode of action is followed

by a systematic opportunity to reflect on practical experience and the theoretical frameworks that guide practical activity. Field experiences are not just opportunities for application, but are occasions for critical reflection on the theory/practice interaction.

## **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.**

## 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 occurs, 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., Multi-Subjects K- 6, Social Studies 5-Adult, etc.

**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, General 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, 108 Knutti.

To be eligible for admission to the Teacher Education Program (TEP) the student must:

- i. have made satisfactory progress in portfolio development per advisor review;
  - ii. have demonstrated prerequisite computer skills
  - 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: Core or provide official proof of exemption\*;
  - 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.
- b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.<sup>1</sup>
  - c. Once eligibility requirements have been met, the Specialization Coordinator/Advisor
    - i. certifies eligibility requirements have been met;
    - ii. reviews advising file, including qualitative evaluation;

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<sup>1</sup> 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.

"The Core Academic Skills for Educators (CASE/CORE) may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services, or a West Virginia Professional Student Support Certificate endorsed for School Nurse or is licensed by the West Virginia Board of Examiners for Registered Professional Nurses, or Administrative Certificate; or c) has attained a score of 25 or higher on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 or higher beginning November 1989; or d) has attained a score of 1035 or higher on the Scholastic Achievement Test (SAT) prior to April 1995, or a recentered SAT score of 1125 or higher beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 or higher beginning March 2005." Registration and information may be found on the ETS.org website

Test validity time periods are defined in WVBE Policy 5202, Section 10.1.b.3.2

- 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;
  - iv. 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;
  - 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 Juncture 2 status.
- d. If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4<sup>th</sup> 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.

## 3. 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 college 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.
    - i. 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.
    - ii. 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 course work at Shepherd University and meet all other requirements before applying for Juncture 1 Review.

## **SELECTION & RETENTION STATUS CATEGORIES**

### Status Categories

#### Full Status

#### Defining Condition:

- a. 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:

- b. The student may not enroll in further Teacher Education Program courses until he Non-Admit Status removed

#### 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.
  6. 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.

This page of the Policy and Procedures Manual was revised 5/1/2000. Item D has been added from the PEUC minutes of April 5, 2000.

## **CURRICULAR POLICIES**

- A. The Shepherd University faculty are 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. The 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 than 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 the course is determined not to 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, any transfer coursework approved by the Registrar, which 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 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.

## 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 should not request, nor be placed in, a school that the student has previously attended, a school in which the student has family members on staff or in attendance, or a school in which the student is currently employed. No student will be allowed to student teach in a district where a relative is employed by the school board or who is a member of the school board.

## CODE OF CONDUCT

Teacher Candidates are required to abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field. The Shepherd University Code of Conduct is available under Field Experience on the Department of Education's website page.

## 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.

## P PRAXIS TESTING FOR JUNCTURE 1

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).

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 register for a test, go to <http://www.ets.org> and choose *The Praxis Series® Tests*. Go to [http://www.ets.org/praxis/register/centers\\_dates/computer](http://www.ets.org/praxis/register/centers_dates/computer) for available dates to take the Praxis I Core Academic Skills for Educators Tests.

You may purchase preparation materials from the ETS website at <http://www.ets.org>.

To help prepare for the Core Mathematics, there is a workbook you may purchase called, *Core Math Made Easy* at [www.mgmtutoring.com](http://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).

| To Be Certified in | You Need to Take  | CDT Code | PDT Code | Qualifying Score |
|--------------------|---|----------|----------|------------------|
| All Areas          | <a href="#">Core Academic Skills for Educators: Reading</a>     | 5712     | n/a      | 156              |
|                    | And   |          |          |                  |
|                    | <a href="#">Core Academic Skills for Educators: Writing</a>     | 5722     | n/a      | 162              |
|                    | And   |          |          |                  |
|                    | <a href="#">Core Academic Skills for Educators: Mathematics</a> | 5732     | n/a      | 150              |

10.1.b.3.H. Failure to Apply to Licensure. – A candidate who fails to apply for licensure within twelve months from the completion of an approved program for licensure is required to satisfy any current and additional test requirement(s) and program components in effect at the time of application and to comply with conditions outlined for the validity 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>

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# PRAXIS II

## SECONDARY EDUCATION REQUIRED TESTS FOR CERTIFICATION

**YOU MUST TAKE AT LEAST TWO PRAXIS II TESTS FOR CERTIFICATION.  
THE (1) PLT AND THE (2) CONTENT KNOWLEDGE TEST FOR YOUR SPECIALIZATION AREA(S)**

**A candidate completing a WVBE-approved program for the initial teaching license is required to pass the grade-level appropriate WVBE-adopted Principles of Learning and Teaching Praxis II as described:**

- **For PreK-Adult; Principles of Learning and Teaching 5622 (K-6) or 5624 (7-12)**
- **For 5-Adult - Principles of Learning and Teaching 5624 (7-12)**
- **For 9-Adult – Principles of Learning and Teaching 5624 (7-12)**

| <b>To Be Certified in</b> | <b>You Need to Take</b>  | <b>CDT Code</b> | <b>Qualifying Score</b> |
|---------------------------|--|-----------------|-------------------------|
| Professional Education    | <a href="#">Principles of Learning and Teaching: Grades K–6</a>  | 5622            | 160                     |
|                           | <a href="#">Principles of Learning and Teaching: Grades 7–12</a> | 5624            | 157                     |

CDT – COMPUTER DELIVERED TEST

### **Endorsements (5-9)**

| <b>To Be Certified in</b>            | <b>You Need to Take</b>  | <b>CDT Code</b> | <b>Qualifying Score</b> |
|--------------------------------------|--|-----------------|-------------------------|
| General Math through Algebra 1 (5–9) | <a href="#">Middle School Mathematics (On-screen calculator provided.)</a> | 5169            | 165                     |
| Social Studies (5–9)                 | <a href="#">Middle School Social Studies</a>                               | 5089            | 151                     |

### **Secondary Education/Content Endorsements**

| <b>To Be Certified in</b>   | <b>You Need to Take</b>  | <b>CDT Code</b> | <b>Qualifying Score</b> |
|-----------------------------|--|-----------------|-------------------------|
| Art                         | <a href="#">Art: Content Knowledge</a>                               | 5134            | 158                     |
| Biology                     | <a href="#">Biology: Content Knowledge</a>                           | 5235            | 152                     |
| Chemistry                   | <a href="#">Chemistry: Content Knowledge</a>                         | 5245            | 157                     |
| Driver Education            | <a href="#">Driver Education (No test required)</a>                  | n/a             | -                       |
| English (5–Adult)           | <a href="#">English Language Arts: Content Knowledge</a>             | 5038            | 167                     |
| Family and Consumer Science | <a href="#">Family and Consumer Sciences</a>                         | 5122            | 153                     |
| General Science (5-Adult)   | <a href="#">General Science: Content Knowledge</a>                   | 5435            | 153                     |
| Health                      | <a href="#">Health Education</a>                                     | 5551            | 156                     |
| Mathematics(5–Adult)        | <a href="#">Mathematics: Content Knowledge (Calculator Required)</a> | 5161            | 160                     |
| Music                       | <a href="#">Music: Content Knowledge</a>                             | 5113            | 155                     |
| Physical Education          | <a href="#">Physical Education: Content Knowledge</a>                | 5091            | 150                     |
| Social Studies(5–Adult)     | <a href="#">Social Studies: Content Knowledge</a>                    | 5081            | 148                     |
| Spanish (5–Adult)           | <a href="#">Spanish: World Language</a>                              | 5195            | 163                     |

**10.1.b.3.H. Failure to Apply to Licensure. – A candidate who fails to apply for licensure within twelve months from the completion of an approved program for licensure is required to satisfy any current and additional test requirement(s) and program components in effect at the time of application and to comply with conditions outlined for the validity 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>**

# **Sample Forms**





# SAMPLE

## 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: \_\_\_\_\_

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#### **TEACHING SPECIALIZATIONS: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION**

##### **Elementary Education**

Multi-Subjects K-6  
Pre-K-K Endorsement (with Elementary Ed only)

##### **B.A. Early Education**

\_\_\_\_\_ Early Education B.A.

##### **Secondary Education**

Art Education Pre K-Adult  
Biology 5-Adult  
Chemistry 5-Adult  
English Education 5-Adult  
Family and Consumer Science Educ 5-Adult  
General Science Education 5-Adult  
Mathematics Education 5-Adult  
Music Education Pre K-Adult  
Physical Education Pre K-Adult  
Social Studies 5-Adult  
Spanish Education 5-Adult

##### **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

Health Educ. 5-Adult (*add to Physical Education only*)

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#### **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 Yes  
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 No

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."**

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

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**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 Yes No
- or in progress: In progress

*Certification Analyst Signature/date*

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**TO BE COMPLETED BY ADVISOR:**

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

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**TO BE COMPLETED BY SPECIALIZATION COORDINATOR:**

Departmental Review (date) Coordinator takes application to respective department.)  
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*

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**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

Information distributed to PEU(C) on

*Director of Teacher Education Signature/Date*

## **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 actual portfolio can be an expandable envelope or a three-ring binder, and it should represent and reflect the individual student's personality and work. Students are expected to be creative, yet professional, in developing their portfolios.\*\*

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. The following lists the professional education courses and the portfolio component of each:

**EDUC 150 Seminar in Education** - Students are introduced to the concept of portfolios and begin to create their own. They gather and include evidence of past experiences that are suitable.

**EDUC 200 Foundations of American Education** - Students continue to build their portfolios. They include class assignments such as papers regarding their philosophy of education.

**EDUC 320 Social and Psychological Conditions of Education** - Students continue to add to their portfolios. They include class assignments and examples from their field experiences.

**EDUC 360 Survey of Exceptional Children**

**ELEMENTARY CANDIDATES**

**EDUC 351/352, EDUC 353/354**

**SECONDARY CANDIDATES**

**EDUC 370 and EDUC 443**

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 400/450 Inclusion in the Regular Classroom and Student Teaching Seminar** - The students continue to add to their portfolios. At this point they should have several pieces of evidence from their teaching experiences such as videos, teaching units, photos of learning centers, bulletin boards, recommendations, etc.

Throughout all of the above courses, students should add any items, such as those listed below, to their portfolios:

- |  |  |
|--|--|
| ~Resume  | ~Evidence of field experience work                         |
| ~State Certification documentation                             | ~A teaching unit   |
| ~Letters of recommendation                                     | ~Examples of original lesson plans                         |
| ~Praxis Series I results (PPST/CBT)                            | ~A learning activity packet                                |
| ~Praxis II Content Specialization results                      | ~Student teaching evaluations from<br>Cooperating Teachers |
| ~Evidence of involvement in<br>extracurricular activities      | ~Documentation of honors and awards                        |
| ~Student teaching evaluation from the<br>University Supervisor | ~A case study of a student                                 |

**\*\*See your advisor for specific details about the portfolio you will submit to your advisor for review.**

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.

**PORTFOLIO ASSESSMENT FORM**

STUDENT NAME \_\_\_\_\_

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REVIEW JUNCTURE 1 Date: \_\_\_\_\_

Satisfactory Progress \_\_\_\_\_ - OR - Needs Improvement \_\_\_\_\_

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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 \_\_\_\_\_

**SHEPHERD EDUCATION**  
**JUNCTURE I**  
**COMPUTER / BASIC TECHNOLOGY COMPETENCE**

[Include this page in your portfolio or submit as required by your advisor.]

**DIRECTIONS: COMPLETE EITHER OPTION A or OPTION B [see reverse side]**  
**AS REQUIRED BY YOUR ADVISOR:**

**OPTION A: COURSE COMPLETION**

I, \_\_\_\_\_

have fulfilled the professional education requirement for computer and digital media  
competence by completing the course

\_\_\_\_\_ with a grade of C or  
\_\_\_\_\_ [Dept. Number, Title]

higher in \_\_\_\_\_  
\_\_\_\_\_ [Semester, Year]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ [Signature]

\_\_\_\_\_ [Date]

**SHEPHERD EDUCATION**

**JUNCTURE I**

**COMPUTER / BASIC TECHNOLOGY COMPETENCE**

[Include this page in your portfolio or submit as required by your advisor.]

**DIRECTIONS: COMPLETE EITHER OPTION A [see reverse side] or OPTION B AS REQUIRED BY YOUR ADVISOR:**

**OPTION B: INDIVIDUAL VERIFICATION OF COMPETENCIES**

I, \_\_\_\_\_  
affirm that, **in addition to** basic internet navigation, use of email including attachments, and word-processing skills, I have demonstrated appropriate use of the following technological skills.

**Skills may be verified by an artifact in the portfolio or individually as required by my advisor:**

| <u>COMPETENCE</u>   | <u>VERIFIED BY</u><br>(artifact or advisor sig.) | <u>SEMESTER</u><br><u>/ YEAR</u> |
|---|--|----------------------------------|
| <u>Navigate in a variety of web browsers, such as Chrome, Safari, and Firefox, to locate information pertinent to my teaching field from a discipline specific website.</u> |  |                                  |
| <u>Navigate and search using the Scarborough Library Electronic Resources site to download academic journal articles.</u>   |  |                                  |
| <u>Format a WORD document in APA format or discipline-specific format, including a reference or work cited page.</u>  |  |                                  |
| <u>Create a spreadsheet in EXCEL in which formulas are used to automatically recalculate numerical data.</u>  |  |                                  |
| <u>Specific Requirement of Specialization:</u>  |  |                                  |

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[Signature]

[Date]