

Teacher Education

HANDBOOK

Fall 2007

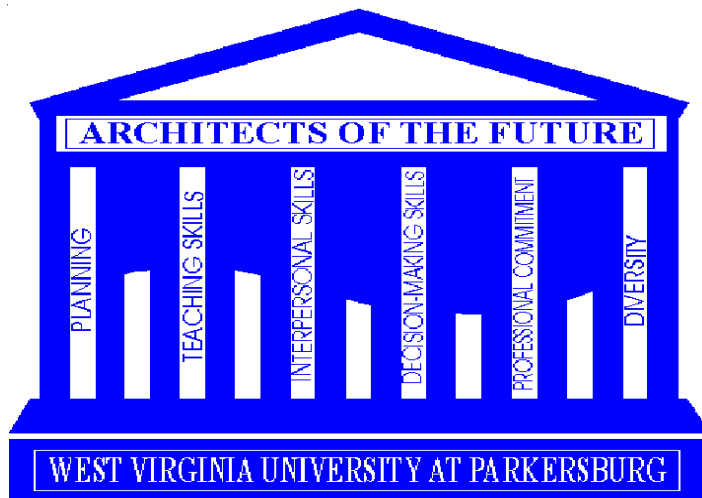


Table of Contents

Architects of the Future	1
Planning	1
Teaching Skills.....	1
Interpersonal Skills.....	2
Decision-Making Skills.....	2
Professional Commitment	3
Diversity.....	3
Introduction	4
Professional Education Unit Mission and Philosophy	5
Professional Education Unit Goals	6
Admission and Retention in Teacher Education.....	7
General Requirements for Admission into Teacher Education	7
Technical Standards	7
Pre-Professional Skills Test.....	8
Test Preparation and Remediation Options	9
Retention Requirements	9
Criminal Background Investigation	9
Student Teaching.....	10
Graduation/Certification Requirements.....	10
General Requirements for Professional Certification.....	11
WVU Parkersburg Multi Subjects (K-6) Curriculum.....	12
Specializations	14
Field Placement Policies and Procedures	16
Appendices	18
Field Experience Activities.....	19
Education 100.....	19
Education 200.....	20
Education 300.....	21
Education 330L	22
Education 401.....	23
Education 404, 405, 406, 407, 408, 409	24
Admission to Teacher Education Assessment Form.....	25
Portfolio.....	27
Service Learning Component	28
Service Learning Approval.....	29
Service Learning Documentation	30
Intent to Apply for Admission	31
80 Hour Evaluation Request.....	32
Admission to Student Teaching Assessment Form	33
Application for Admission to Student Teaching	35
Due Process Plan	36

Architects of the Future

The knowledge and skills expected of graduates from the West Virginia University Parkersburg elementary education program are expressed in the unit's conceptual framework: Architects of the Future. This model envisions teachers who use their skills and knowledge to shape and construct the future by educating tomorrow's leaders . . . today's children. The overarching concept, Architects of the Future, and the six components which undergird it provide the framework for curriculum and instructional development in the teacher education program at WVU Parkersburg.

Candidates are assessed in each area of the conceptual framework beginning with the first professional education course and its co-requisite field experience. This process includes student self-assessment of their growth in each area of the framework and performance assessment by their cooperating teachers and professional education instructors. Student teaching and subsequent program evaluation represent the culmination of this process within the program.

Planning - Planning for instruction refers to decisions that teachers make about organizing, implementing, and evaluating instruction. The planning process, which is fundamental to effective instruction, involves five successive, systematic steps:

1. Formation of goals
2. Specification of objectives
3. Assessment of student needs with regard to identified goals
4. Development of instructional strategies and techniques which form learning activities to aid student mastery of stated objectives and
5. Evaluation of student performance relative to the specified objective

In this model, planning is seen as a dynamic process in that data generated in one phase leads to changes in the other phases.

Candidates begin their development of planning skills by demonstrating the ability to plan their time, class, and field experience schedules to meet program expectations. The level of planning increases as candidates work with advisors, cooperating teachers and university supervisors to ensure the successful completion of their program. Professional education and instructional strategies courses require bulletin board plans, management plans, tutoring plans, and plans for teaching individuals and groups. Student teaching is the opportunity to demonstrate mastery of the complete planning process from establishing goals and objectives to meet the needs of a diverse student population, to the process of evaluation. Candidates must plan to meet state established goals, prepare appropriate objectives, match instructional strategies with the needs of a diverse student population, plan for assessment and prepare a plan for their own professional development.

Teaching Skills - Organizing and conducting an effective lesson requires appropriate planning and knowledge of a variety of strategies for the delivery of instruction. The beginning of a lesson must capture the students' attention, stimulate recall of prerequisites, introduce the lesson objectives, and orient students to the lesson. Actions taken by teachers in the middle of a lesson

must establish and maintain an effective learning environment. Closure and a summary of key concepts need to be provided at the end of a lesson. Teachers also need to give attention to time on task, wait time, clarity, and enthusiasm in presenting lessons.

Through a systematic progression of field experiences and classroom activities, candidates have many opportunities to observe, practice, and refine teaching skills and a variety of instructional strategies. Performance assessment which is required in each field experience provides candidates with information necessary to develop their teaching skills.

The opportunity to demonstrate mastery of teaching skills comes in student teaching. Discipline specific approaches to instruction from instructional strategies courses combine with general methods like cooperative learning from the Professional Development School experience to compose a broad instructional repertoire. Regular feedback from university supervisors and cooperating teachers nurture teaching skills.

Interpersonal Skills - Interpersonal skills are at the heart of teaching. The teacher is expected to interact effectively with different people in multiple environments that characterize the school climate and culture. Successful educators must be capable of communicating with students, peers, parents, administrators, and other professional personnel. Interpersonal skills are essential in today's schools where decision-making is shared and trust is built through collaborative working relationships among peers, principals, and parents.

Progress through the program provides candidates with frequent opportunities to interact with administrators, teachers, and other professional staff. Classroom experience in cooperative learning increases skill in perspective-taking and helps to develop other social skills necessary for effective communication.

Experience during student teaching in IEP conferences and SBAT experiences underscore the importance of professional interaction with peers and team members. Interpersonal skills are encouraged by peer tutoring which occurs during the Student Teaching Seminar. Interviewing skills are honed during the seminar and practiced at Education Expo during interviews with potential employers.

Decision-Making Skills - Teachers make decisions as they plan, implement, and evaluate instruction. The process of decision-making involves choices to arrive at solutions which end uncertainty. The linear-rational approach to planning is, in fact, a decision-making process. Decisions made at each point lay the foundation for decisions-making on subsequent issues.

As teachers become more experienced, they rely less on a linear approach to decision-making and more on the process of reflection. In this process, teachers reflect upon and evaluate the success of past decisions in an effort to make better decisions in the future. John Dewey is often cited as a supporter of the reflection model of decision-making which involves active, persistent, and careful consideration of classroom practices. Being a reflective decision-maker involves constant self-analysis of one's traits and behaviors in relation to the events that take place in the classroom.

Candidates are involved in a wide variety of field experiences as they move through the program. Reflective journals kept during these experiences aid candidates in assessing their own decision-making and the decisions made by others. Journals, along with other reflective classroom activities, encourage the growth of decision-making.

Professional Commitment - A deep and lasting commitment to students, to learning, to the discipline taught, and to professional practice is characteristic of the professional teacher. The committed professional adopts a high standard of professional ethics and models behaviors that are consistent with that code of ethics. Commitment to the profession is demonstrated by the teacher's continued professional growth and development and serious pursuit of improving his/her professional practice.

Commitment is assessed and nurtured as candidates advance toward program completion. Practica in Professional Development Schools is demanding and requires much commitment on the part of the candidate. These experiences give candidates access to student information which requires good judgment in its use. Joint professional development in these experiences give candidates the opportunity to experience the professional commitment required in the profession. College organizations and activities as well as field experiences provide opportunities to understand and accept the commitment demanded of the professional educator.

Diversity - Student enrollment from diverse backgrounds continues to increase in today's public schools. This makes it imperative for today's teachers to have knowledge and understanding of multicultural forces that affect teaching and learning. Teachers must be able to plan and implement a multicultural education program that integrates cultural diversity into all teaching and learning situations. Such a program must include awareness, understanding, and acceptance of cultural differences.

The many faces of diversity include developmental, linguistic, cultural, racial, ethnic and gender differences. Experiences with diversity both in the classroom and through field placements are designed to increase understanding of the array of differences which exist in the public school environment and of one's own cultural background and biases. This understanding is expressed through the preparation and teaching of lessons intended to meet the needs of all students.

INTRODUCTION

This student handbook is intended to help students enrolled to complete the Baccalaureate Degree in Elementary Education at WVU Parkersburg. This handbook is also intended to help education students who plan to transfer to another institution.

Students who intend to transfer are advised to carefully consult the catalog from the institution to which they intend to transfer and work closely with an education adviser before enrolling in any education course at WVU Parkersburg.

The program of instruction leading to the Baccalaureate Degree in Elementary Education is outlined in this handbook. The requirements for admission to the program are also covered.

Information concerning the various field experiences required in the program as well as requirements for student teaching is contained herein.

Additional information about WVU Parkersburg, its academic programs and policies, will be found in the general college catalog and students are advised to read that publication.

Policies and procedures as well as services provided by the college are contained in the WVU Parkersburg Student Handbook, and students are encouraged to secure that publication.

The general college catalog is the governing document for all programs at WVU Parkersburg. This handbook is a supplement to and is subordinate to the general catalog. Both this handbook and the catalog are subject to continuing review and change by the West Virginia University Board of Governors, college administrators, and the faculties of the various divisions of West Virginia University Parkersburg. The college, therefore, reserves the right to change, delete, supplement, or otherwise amend the information, admission requirements, program requirements, rules and policies contained herein and in the college catalog without prior notice.

For additional information about the Education Program at WVU Parkersburg you may contact any of the offices listed below, or e-mail the Education Division at:

Denise.Honaker@mail.wvu.edu.

Education Division.....	424-8314
Academic Advising Center	424-8310
Financial Aid Office	424-8210
Admissions Office	424-8220

**WEST VIRGINIA UNIVERSITY PARKERSBURG
PROFESSIONAL EDUCATION UNIT
MISSION**

The professional education unit at West Virginia University Parkersburg has as its mission the preparation of teachers who will meet the varying needs of public school children within modern society. This goal is in accordance with the general mission statement of the institution in that it strives to recognize and meet the needs of the service area.

In fulfilling this mission, the unit ensures that teacher candidates experience strong liberal arts and subject area training, obtain understanding of human development, develop awareness of professional and ethical responsibilities, have various opportunities to observe and take part in practical field experiences throughout the program and form an awareness of the multicultural forces that affect learning. It is in this manner that the program prepares teachers who will encourage academic and personal growth in their students and themselves.

**WEST VIRGINIA UNIVERSITY PARKERSBURG
PROFESSIONAL EDUCATION UNIT
PHILOSOPHY**

What teachers do today affects tomorrow. This is the underlying principle which supports the unit's conceptual framework, Architects of the Future. If teachers are to affect the future, they must be skillful and reflective as they plan, carry out and evaluate instruction. Tomorrow's success will depend on social as well as academic skills and teachers must choose instructional strategies which ensure mastery of both. Interpersonal skills which facilitate interaction with peers, parents and an increasing array of professionals are critical to a teacher's success. Teachers who affect the future will be decision makers responding to questions concerning what to teach, how to evaluate and which technologies will facilitate the process. Shaping the future as a teacher will require a strong sense of commitment to the profession, to children, to one's own professional growth, and to the community. Architects of the Future will be those who are able to meet the challenges and celebrate the opportunities of an increasingly diverse society.

**WEST VIRGINIA UNIVERSITY PARKERSBURG
PROFESSIONAL EDUCATION UNIT GOALS**

The curriculum for the teacher education program at West Virginia University Parkersburg is a product of the cooperative efforts of faculty, students, and practitioners. These groups have engaged in systematic efforts to develop a teacher education program consistent with the mission of the college, the requirements of the West Virginia Department of Education, and the recommendations of professional organizations and learned societies.

The professional education unit of WVU Parkersburg is dedicated to achieving the following goals which form the program’s conceptual framework.

1. To help students develop appropriate planning skills.
2. To help students become effective teachers.
3. To assist students in the development of interpersonal skills.
4. To help students become capable decision-makers.
5. To foster in students a sense of commitment to their students, their discipline, their profession, their community.
6. To help students understand multicultural and diverse forces which affect education, learning and teaching.

**WEST VIRGINIA UNIVERSITY PARKERSBURG
PARTNERSHIPS PROJECT**

The WVU Parkersburg Education program has entered into a collaborative agreement with several schools in the college’s service area. The Partnerships Project has been recognized at national meetings as a quality professional development school relationship. The project gives preservice teachers extended classroom opportunities to practice teaching skills while being mentored by classroom teachers and college faculty. Through the Project, classroom teachers are offered professional development opportunities in areas such as collaborative teaching, cooperative learning, and multiple intelligences. These professional development events are offered to the teachers, WVU Parkersburg preservice teachers, Arts & Sciences faculty, and Education Division faculty. Through the Project, preservice teachers are given the opportunity to learn from and work with nationally known theorists and practitioners. The Partnerships Project gives preservice teachers the opportunity to experience a true community of learning in which the education of young children is the focal point. Partnerships schools include:

Fairplains Elementary	Wood County
Harrisville Elementary	Ritchie County
Lubeck Elementary	Wood County
Madison Elementary	Wood County
Martin Elementary	Wood County
Mineral Wells Elementary	Wood County
Neale Elementary	Wood County
Williamstown Elementary	Wood County
Worthington Elementary	Wood County

ADMISSION AND RETENTION IN TEACHER EDUCATION

Students seeking admission to the Bachelor of Arts in Elementary Education Degree program may declare an intention to enter the program at any time prior to earning fifty-eight hours of college credit. This may be accomplished by indicating “BA/Education” as a degree objective on the college’s Application for Admission Form. If a student decides at a later date to change from any other declared major to the baccalaureate degree in elementary education, it will be necessary to make that change at the Records Office. Pre-Education status does not imply full admission to program, however, or candidacy for earning a degree.

It is important that education-related coursework be current. For students transferring or returning to school, coursework in education, instructional strategies, and human growth and development must be current. Current coursework is defined as successful completion of a course within the past 10 years. Transfer and returning students must request a transcript analysis from Certification Analyst.

General Requirements for Admission into Teacher Education

Students must apply for full admission to program. Applications are due by March 31 for fall admission and October 31 for spring admission. Application forms are available in the office of the Education Division, and the following requirements must be met:

1. Complete at least 58 hours of credit in approved courses. (This does not include any credit in foundation courses.)
2. Maintain a minimum 2.75 grade-point average (GPA) computed on all required work attempted, with no grade below a “C” on all required work.
3. Complete Education 100, 200 and 300 with a grade of “C” or better and a 2.75 GPA for these courses. Education 300 is to be taken the semester in which the student applies for admission to program.
4. Pass, at an acceptable level, all portions of the Pre-Professional Skills Test.
5. Meet computer competencies by achieving a grade of “C” or better in CS 108, Educational Technology. Meet speech and listening competencies by achieving a grade of “C” or better in Speech 111, Fundamentals of Speech. Pass with a grade of “C” or better English 101, English 102, and Psychology 241.
6. Successful completion of Math 114 (with a grade of C or better) or appropriate score on math placement test is required for admission to program.
7. Students who complete the equivalent of EDUC 100, EDUC 200 and/or EDUC 300 at another institution must document the satisfactory completion of required field experiences.
8. Students must submit a formal letter of application for admission along with an electronic curriculum portfolio.
9. Students must document a minimum of 75 hours of service learning activities.
10. Be recommended for admission by the Teacher Education Review Panel.

Technical Standards

In addition to the academic standards required for admission and retention in teacher education, technical standards must also be met. Technical standards as distinguished from academic standards refer to those physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the elementary education program and the development of professional dispositions required of all candidates at graduation. The essential abilities required by the program are in the areas of communication, professional commitment, and intellectual, behavioral and social aspects of teacher performance. These areas grow from the unit's conceptual framework.

The candidate must have the ability to master, assimilate and apply complex information in the form of lectures, small group work, written materials, and field experience. The student must be able to reason and make decisions appropriate for a classroom teacher at a level determined by the faculty.

The candidate must be able to communicate effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as faculty, students, parents, administration and other staff. The candidate must be able to develop listening skills to understand different perspectives represented in diverse classrooms. Appropriate communication skills will also be essential to the candidate's ability to seek assistance and follow supervision in a timely manner and to work collaboratively with peers, supervisors and other professionals.

The candidate must have emotional stability required to maximize utilization of intellectual abilities. Candidates must be able to work calmly and demonstrate flexibility under stress, e.g., work under time constraints, concentrate in distracting situations, make subjective judgments, ensure safety in emergencies and accept constructive review of their work from supervisors.

The candidate must have the physical stamina to work a teacher's contracted day and perform extended and additional duties of a classroom teacher such as parent conferences, Open Houses and other assigned duties.

The candidate must be able to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.

The candidate must possess attitudes of integrity, responsibility and tolerance. Candidates must show respect for self and others, and project an image of professionalism.

The candidate must satisfactorily complete all required courses in the program at a level deemed appropriate by the faculty.

These technical standards identify the requirements for admission, retention and graduation of candidates in the elementary education program.

Pre-Professional Skills Test

All students seeking the Bachelor of Arts in Elementary Education Degree must pass all parts of the Pre-Professional Skills Test before being officially admitted to program. The test is in three sections -- reading, writing, and mathematics -- and is given two times per year on campus at pre-announced dates. Satisfactory completion of the test is mandated by the West Virginia Department of Education, and portions of the test not passed on first taking may be repeated. There is a fee for taking this test. Students who received a 26 or higher on the Enhanced ACT, or a 1035 on the SAT, or an 1125 on the recentered SAT (effective April 1995), are exempt from this requirement.

Test Preparation and Remediation Options

A computerized preparation program covering each area of the Pre-Professional Skills Test is available to students who wish to prepare for the test. This program is also available to students who do not meet required skill levels on the test and who wish assistance before retaking the test. There is a fee for this service and students should check with the Education Division for complete information. The Learning Center offers tutoring at no cost in reading, math and English; the areas covered on the test.

Retention Requirements

Students admitted to the Teacher Education Program must maintain an overall 2.75 GPA, a 2.75 GPA in area of specialization, a 2.75 GPA in professional education, and a 2.75 GPA with no grade below a "C" in all required coursework.

Students are responsible for requesting an 80-hour evaluation of their progress in the program at the appropriate time.

Criminal Background Investigation

According to the West Virginia Code #18A-3-10, beginning January 1, 2002, any applicant for an initial license by the West Virginia Department of Education shall be fingerprinted by the West Virginia State Police in accordance with state board policy in order to determine the applicant's suitability for licensure. The fingerprints shall be analyzed by the state police for a state criminal history record check through the central abuse registry and then forwarded to the Federal Bureau of Investigation for a national criminal history check. Information contained in either the central abuse registry record or the Federal Bureau of Investigation record may form the basis for the denial of a certificate for just cause. The applicant for initial certification pays for the cost of obtaining the central abuse registry record and the Federal Bureau of Investigation record.

All students entering the program should be aware that criminal history checks are required by the West Virginia Department of Education. Beginning January 1, 2002, fingerprint sheets must accompany all applications for initial licensure. Costs associated with the state and federal criminal history checks will be the responsibility of the applicant.

Student Teaching

During one semester of the senior year, all teacher education students must apply for Admission to Student Teaching. The following requirements must be met:

1. An Application for Admission to Student Teaching must be filed with the Chairperson of the Education Division by March 1 to participate in the following Fall Semester or by October 1 to participate in the following Spring Semester. Application forms are available in the Education Division office.
2. Admission to Student Teaching is governed by the following requirements:
 - a. Completion of all general education courses.
 - b. Minimum 2.75 GPA in all work required with no grade below a “C”.
 - c. Completion of all professional education courses with a minimum GPA of 2.75. A grade of “C” or better is required in each professional education course.
 - d. Completion of all instructional strategies courses with a minimum GPA of 2.75. A grade of “C” or better is required in each instructional strategies course.
 - e. If completing a middle school endorsement, completion of all endorsement courses with a minimum GPA of 2.75. A grade of “C” or better is required in each endorsement area.
 - f. Education 401 is to be taken the semester in which the student applies for admission to student teaching.
 - g. Passing score(s) on the State-Required Praxis II and the PLT Exam, and specialty area exams as needed.
 - h. Submit a formal letter of application for admission along with the electronic curriculum portfolio.
 - i. Adherence to WVU Parkersburg Code of Student Conduct.
 - j. 100 hours of service learning activities.
 - k. Recommendation for admission by the Teacher Education Review Panel.

Graduation/Certification Requirements

To be eligible to earn the Bachelor of Arts in Elementary Education, students must:

1. Comply with the general regulations of WVU Parkersburg concerning entrance, full admission to program, classification, examinations, grades, grade-point average, and all other retention requirements.
2. Satisfy the following requirements:
 - a. Complete at least 16 of the last 32 hours before graduation, including Education 401, in residence. A request for an exemption from this requirement must be made in writing to the Chairperson of the Education Division and must be accompanied by appropriate recommendations and documentation from the transfer institution.
 - b. Complete a minimum of 128 semester hours of approved college credit with an overall GPA of 2.75 with no grade below a “C” in required coursework. At least 45 credit hours of the 128 total must be in upper division courses (numbered 300 and above).

- c. Students are required to successfully complete the Praxis II, PLT Exam, and specialty area exams as one condition for completion of an approved program in teacher education. Passing scores are established by the West Virginia Board of Education.
- d. Successfully complete a supervised student teaching experience at each programmatic level for which certification is being sought. Teaching skills will be assessed to verify that they are satisfactorily demonstrated prior to exit from student teaching.
- e. Candidates must be at least 18 years of age, and be intellectually, emotionally, physically, and otherwise qualified to perform the duties of a teacher.
- f. Candidates must file a timely application for graduation with the Registrar's Office.

General Requirements for Professional Certification

To teach in the public schools of West Virginia, a candidate must hold a Professional Certificate issued by the West Virginia Department of Education. The individual candidate must apply for such certification. To be eligible to receive a Professional Certificate, the applicant must meet the following requirements:

- 1. Meet minimum state requirements for certification.
- 2. Meet requirements for the Bachelor of Arts in Elementary Education Degree at West Virginia University Parkersburg.
- 3. Complete at least 45 semester hours' credit in upper-division courses.
- 4. Have achieved a grade-point average of at least 2.75:
 - a. On total college credits earned.
 - b. On hours earned in professional education courses.
 - c. In each subject specialization.
- 5. Meet state requirements on the Pre-Professional Skills Test and requirements for the PRAXIS II and PLT Exams in the areas for which certification is sought.
- 6. Comply with the West Virginia Board of Education Regulations for Teacher Certification.
- 7. Be recommended for certification by the Chairperson of the Education Division.
- 8. Hold citizenship in the United States of America or have filed a declaration of intent to become a United States citizen.
- 9. Successfully complete federal and state background screening.

**WEST VIRGINIA UNIVERSITY PARKERSBURG
MULTI SUBJECTS (K-6) CURRICULUM**

The WVU-P Elementary Education program is approved by the
West Virginia Board of Education and The Association of Childhood Education International.
The Professional Education Unit is NCATE accredited.

Students must successfully pass the PPST before admission to program.

<u>Freshman Year 1st Semester</u>		<u>Hours</u>	
◆	CS 108	Educational Technology	3
◆	English 101	English Composition I	3
▶	Math 121	Introduction to Math	3
◆	Speech 111	Fundamentals of Speech	3
	History 152	U.S. History Through Civil War	3
◆	*Education 100	Introduction to Teacher Education	2
<u>Freshman Year 2nd Semester</u>			
◆	Psychology 241	Human Growth & Development	3
◆	English 102	English Composition II	3
▶	Math 126	College Algebra	3
	History 153	U.S. History Reconstruction-Present	3
	Biology 101	General Biology 1	3
	Biology 103	Biology 1 Lab	1
<u>Sophomore Year 1st Semester</u>			
	Math 211	Statistics	3
	English 131 or 132	Types of Literature I or II	3
	Biology 102	General Biology 2	3
	Biology 104	Biology 2 Lab	1
◆	*Education 200	Introduction to Exceptional Children	3
	Geography 102	World Geography	3
<u>Sophomore Year 2nd Semester</u>			
	English 403	Children's Literature	3
	Phys Science 111	Introduction to Physical Science 1 & Lab	4
	HPER 172	First Aid	2
	Art 101, Music 170, or Theater 101	Art Appreciation, Music Appreciation, or Theater Appreciation	3
◆	*Education 300	Theories of Learning (<i>Must be taken the semester applying for admission to program</i>)	3
	Philosophy 170 or 346	Introduction to Logic or Ethics	3

◆ Classes marked are those required for admission to Teacher Education.
Complete Admission to Teacher Education - required prior to registration in any education course numbered above 301.

▶ Math 114 (with a grade of C or better) or Placement Test is required for admission to a program in teacher education.

* Denotes field experience

<u>Junior Year 1st Semester</u>		<u>Hours</u>
Language Arts 301	English/Language Arts K-6	3
History 250	WV History	3
Sociology 360, 235, or 405	Gender & Human Identity, Race Relations & Minority Groups, or Intro to Social Inequality	3
English 241 or 242	American Literature I or II	3
Physical Science 112	Introduction to Earth Science & Lab	4

<u>Junior Year 2nd Semester</u>		
*Reading 302	Teaching Reading K-6	3
*Math 301	Instructional Strategies in Math	3
*Science 301	Instructional Strategies in Science	3
Education 320	Educational Assessment	3
Education 330	Classroom Management	3
Education 330L	Classroom Management Practicum	0
*HPER 315	Instructional Strategies in Health/PE	3

<u>Senior Year 1st Semester</u>		
Education 315	Art Strategies	3
Education 316	Music Strategies	3
*Reading 401	Diagnostic & Prescriptive Reading K-6	3
Education 401	Early Childhood & Middle School Curriculum	3
Education 401L	Curriculum Practicum	0
Social Studies 315	Instructional Strategies in Social Studies	3

PRAXIS II and PLT Examinations must be successfully completed prior to admission to student teaching

<u>Senior Year 2nd Semester</u>		
*Education 404	Student Teaching K-3	5
*Education 408	Student Teaching 4-6	5
Education 410	Student Teaching Seminar	2

TOTAL HOURS	128
--------------------	------------

**WEST VIRGINIA UNIVERSITY PARKERSBURG
SPECIALIZATION CURRICULUM
EDUCATION DIVISION**

General Math through Algebra I Specialization+

Course Number and Title	Credit Hours
*Math 126 College Algebra	3 hours
Math 128 College Trigonometry	3 hours
Math 150 Introduction to Calculus (<i>Required Fall 2004</i>)	3 hours
Math 230 Introduction to Euclidean Geometry	3 hours
Math 315 Modern Algebra	3 hours
*Math 121 Introduction to Mathematics	3 hours
*Math 211 Statistics	3 hours
◇*Math 301 Instructional Strategies in Mathematics (K-6)	3 hours
◇Math 302 Math Strategies Grade 7 - Algebra 1	2 hours
◇Education 406 Student Teaching in Middle School Math	5 hours
 TOTAL HOURS	 31 hours

TESTING REQUIREMENT FOR GENERAL MATH: All candidates completing this specialization are required to pass the Principles of Learning and Teaching Test for grades K-6 (test code 0522) and the PRAXIS II Exam Middle School Mathematics (test code 0069).

General Science 5-9 Specialization+

Course Number and Title	Credit Hours
*Biology 101 & 103 General Biology	4 hours
Biology 211 & 211L Zoology	4 hours
Biology 212 & 212L Botany	4 hours
Chemistry 115 & 115L Fundamentals of Chemistry I	4 hours
Physics 103 & 103L Introductory Physics	4 hours
Geology 101 & 101L Physical Geology	4 hours
Astronomy 106 & 106L Introduction to Astronomy	4 hours
◇*Science 301 Instructional Strategies in Science	3 hours
◇Science 302 Science Strategies for Middle School	2 hours
◇Education 405 Student Teaching Middle School Science	5 hours
 TOTAL HOURS	 38 hours

TESTING REQUIREMENT FOR GENERAL SCIENCE: All candidates completing this specialization are required to pass the Principles of Learning and Teaching Test for grades K-6 (test code 0522) and the PRAXIS II Exam Middle Childhood Science (test code 0439).

*Multi-Subject K-6 Curriculum Requirement
+Concurrent enrollment in Elementary Education K-6 is required
◇Field experience is required

English 5-9 Specialization+

Course Number and Title	Credit Hours
English 221 World Literature I	3 hours
English 222 World Literature II	3 hours
*English 241 or 242 American Literature I or American Literature II	3 hours
*English 131 or 132 Types of Literature I or Types of Literature II	3 hours
English 251 Creative Writing	3 hours
English 404 Adolescent Literature	3 hours
English 350 Advanced Grammar and Writing for Teachers	3 hours
*LA 301 English/Language Arts K-6	3 hours
◇Language Arts 302 Methods of Teaching Middle School English/LA	3 hours
Choose one of the following:	
English 261 English Literature I	3 hours
English 262 English Literature II	3 hours
English 263 Shakespeare	3 hours
English 285 Women in Literature	3 hours
English 356 Topics in Native American Literature	3 hours
◇Education 407 Student Teaching in Middle School English	5 hours
TOTAL HOURS	35 hours

TESTING REQUIREMENTS FOR ENGLISH: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (test code 0522) and the Praxis II Exam Middle School English (test code 0049).

Social Studies 5-9 Specialization+

Course Number and Title	Credit Hours
History 101 Western Civilization through the Reformation	3 hours
History 102 Western Civilization from the Reformation	3 hours
*American History 152 US History through the Civil War	3 hours
*American History 153 US History from Reconstruction to Present	3 hours
*History 250 West Virginia and the Appalachian Region	3 hours
*Geography 102 World Geography	3 hours
Geography 240 North American Geography	3 hours
Economics 201 or 202 Microeconomics or Macroeconomics	3 hours
Sociology 101 Introduction to Sociology	3 hours
Political Science 102 American Federal Government	3 hours
*Social Studies 315 Instructional Strategies in Social Studies	3 hours
Social Studies 316 Social Studies Strategies for Middle School	2 hours
◇Education 409 Student Teaching in Middle School Social Studies	5 hours
TOTAL HOURS	40 hours

TESTING REQUIREMENTS FOR SOCIAL STUDIES: All candidates completing this specialization are required to pass the Principles of Learning and Teaching (K-6) test (test code 0522) and the Praxis II Exam Middle School Social Studies (test code 0089).

**Multi-Subject K-6 Curriculum Requirement
 +Concurrent enrollment in Elementary Education K-6 is required
 ◇Field experience is required*

West Virginia University Parkersburg Elementary Education Program Field Placement Policies and Procedures

A number of professional education courses have a co-requisite field experience. These experiences are designed to provide you with the opportunity to observe, develop and practice the skills and knowledge specified in the programs' conceptual framework, Architects of the Future. All field experiences and your participation in them are governed by the following policies and procedures which you are obligated to know and to follow.

1. **Placement** - All field placements are arranged by the Coordinator of Field Experiences. Under no circumstances are students to contact school personnel in an effort to arrange their own placement.
2. **T.B. Screening** - Before a placement can be arranged you must present to the Coordinator of Field Experiences evidence of a negative TB test.
3. **Field Placement Location** - All field placements will be made in professional development schools associated with the Partnerships Project.
4. **Beginning of Field Placement** - When all field placements are arranged and Board of Education approval is received, you will be notified in class to report to your field placement site. You will be given a placement card which is to be signed by the principal and promptly returned to your college instructor by date indicated on field placement card.
5. **Time Sheet** - When you report to your field placement, you will take a time sheet (distributed in class) with you. The dates and time of each classroom visit are to be recorded. When you have completed the required number of hours, the time sheet is to be signed by your cooperating teacher. It is your responsibility to return the signed time sheet to your course instructor at the conclusion of your field experience. Deadlines will be announced in class.
6. **Other Documentation** - Some field experiences require you to submit other documentation in addition to the time sheet at the conclusion of your field experience. These documents will be distributed and discussed in class.
7. **Reflective Journal** - All field experiences require the student to maintain a reflective journal during the experience. A dated entry for each classroom visitation is expected. Journal entries should follow the model outlined in the Posner text. Journals are not to be taken to the field placement site!

8. **Dress/Appearance** - Give some thought to the way you dress and the way you look when you visit your field placement. You are presenting yourself as a candidate to enter the teaching profession. While some styles of dress, pierced body parts and tatoos may be stylish among your peers, the principal and teacher who will be accepting you into their school may view them differently.
9. **Conduct** - You are a guest in someone else's classroom. It is expected that you will maintain confidentiality and demonstrate high standards of ethical conduct.
10. **Removal From Placement** - You may be removed from a field placement at the request of the host school or by a decision of the Coordinator of Field Experiences. At that time, a review of the circumstances surrounding the removal will be made. Based on the findings of that review, a determination will be made about continuation of the field placement.

APPENDICES

FIELD EXPERIENCE ACTIVITIES
EDUCATION 100
Introduction to Teacher Education

In order to enable the candidate to acquire essential knowledge, skills, and attitudes relative to becoming a professional, certified educator, the field experience component of Education 100 of West Virginia University Parkersburg's teacher preparation program has as one of its **primary objectives** providing students with school based activities and experiences that represent each of the six (6) roles educators are expected to play.

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.0 The candidate will identify and report examples of teacher behavior that represent: Director of Learning, counselor and guidance worker, member of the school community, mediator of the culture, liaison between school and community and member of the profession.
- 1.2 The candidate will identify organizational patterns of K-6 public schools.
- 1.3 The candidate will identify the administrative hierarchy of K-6 public schools.
- 1.4 The candidate will identify personal qualifications of K-6 public school teachers.

2.0 STUDENT RESPONSIBILITIES:

- 2.1 Observe both curricular and extra-curricular settings to identify examples of teacher behavior representing expected roles. Complete 20 hour field experience in a timely manner.
- 2.2 Conference with cooperating teacher relative to personal behavior, expectations, and completion requirements.
- 2.3 Perform activities appropriate for the candidate's novice status as assigned by the cooperating teacher.
- 2.4 Maintain a documentation folder for all reports or other verification data within the classroom.
- 2.5 The candidate will complete a written summary of the field experience.
- 2.6 The candidate is responsible for returning a completed time sheet and the field experience summary to the university supervisor in a timely manner.
- 2.7 Adhere to all school policies, rules, and regulations.
- 2.8 Interact positively with teachers, students, parents and other school personnel.

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.1 Welcome the candidate as a member of the educational community in a manner to enhance rapport.
- 3.2 Conference with the candidate concerning schedule, participation and other expectations.
- 3.3 Serve as a resource for the candidates exploration of the profession.
- 3.4 Endorse time sheets and activity report forms.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience and complete field experience summary.
- 4.3 Maintain open communication with student pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.

FIELD EXPERIENCE ACTIVITIES
EDUCATION 200
Introduction to Exceptional Children

Governmental and service agencies identify special education as "**an adjustment of the materials and techniques of instruction to meet the individual needs of the child.**" To prepare professional educators to dispatch this responsibility the following experiences are an integral part of Education 200 in the teacher preparation program at West Virginia University Parkersburg.

1.0 OBJECTIVES:

- 1.1 The candidate will identify examples of modifications to (a) placement options, and (b) materials utilized to implement instruction.
- 1.2 The candidate will observe methods of incorporating student characteristics into instructional plans.
- 1.3 The candidate will identify examples of classroom procedures and strategies to support a positive instructional environment.
- 1.4 The candidate will establish a positive rapport with all learners that is conducive to positive learning.
- 1.5 The candidate will demonstrate the interpersonal skills necessary to work with school committees (SBAT, MDAT).
- 1.6 The candidate will observe skills necessary to carry out non-teaching responsibilities.
- 1.7 The candidate will demonstrate professional commitment by following all school policies, rules, and regulations.

2.0 STUDENT RESPONSIBILITIES:

- 2.1 Conference with cooperating teacher relative to personal behavior, expectations, and completion requirements. Complete a 20 hour field experience in a timely manner.
- 2.2 Perform classroom activities as assigned by the cooperating teacher.
- 2.3 Monitor individual and/or small group assignments.
- 2.4 Maintain a reflective journal with dated entries.
- 2.5 The candidate will complete a written summary of the field experience.
- 2.6 The candidate is responsible for returning a completed journal, time sheet and the field experience summary to the university supervisor in a timely manner.
- 2.7 Interact positively with teachers, students, parents, and other school personnel.

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.1 Welcome the candidate as a member of the education community.
- 3.2 Conference with the candidate concerning schedule, participation and other expectations.
- 3.3 Serve as a resource for the candidates exploration of special education.
- 3.4 Establish a procedure with the candidate for dispatching documentation requirements appropriate for the candidate's novice status.
- 3.5 Endorse the time sheets and activity report form.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience.
- 4.3 Maintain open communication with student pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.

FIELD EXPERIENCE ACTIVITIES
EDUCATION 300
Theories of Learning

This course focuses on learning principles and their classroom applications. Major classical and modern theories of learning are emphasized. An exploration of learning styles, metacognition, forms of problem solving, and diversity in learning is studied.

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.1 Identify characteristics of learning styles and learning modalities in a tutoring setting.
- 1.2 Collaborate with the director of the Boys and Girls Club of Parkersburg to arrange field experience schedule.
- 1.3 Tutor students in identified area(s) of need.
- 1.4 Develop strategies appropriate to level and needs of student being tutored.

2.0 STUDENT RESPONSIBILITIES:

- 2.1 Demonstrate planning, decision-making and interpersonal skills by conferencing with instructor and Boys and Girls Club director in planning activities for students.
- 2.2 Demonstrate interpersonal skills through positive interaction with Boys and Girls Club director, peers, and students.
- 2.3 Demonstrate tutoring skills by planning activities which meet the developmental needs of all students.
- 2.4 Candidate demonstrates acceptance of all students.
- 2.5 Maintain a reflective journal with dated entries for each tutoring session.
- 2.6 Demonstrate professional commitment by following all school policies, rules, and regulations.
- 2.7 The candidate is responsible for returning a completed evaluation form, journal and other reports to the university supervisor in a timely manner.

3.0 BOYS AND GIRLS CLUB DIRECTOR RESPONSIBILITIES:

- 3.1 Welcome the student as a tutor in the Boys and Girls Club of Parkersburg.
- 3.2 Conference with the candidate to establish a plan for meeting the requirements of the field experience.
- 3.3 Plan with the candidate in providing tutoring to meet needs of individual students.
- 3.4 Serve as a resource for the candidate.
- 3.5 Complete and endorse the Education 300 time sheet and evaluation.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field.
- 4.3 Maintain open communication with student and Boys and Girls Club director pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.1 Submit student names to Boys and Girls Club director.
- 5.2 Initiate contact with Boys and Girls Club director.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division and the Boys and Girls Club director.
- 5.5 Maintain records of student field experience.

FIELD EXPERIENCE ACTIVITIES
EDUCATION 330L
Classroom Management

This course focuses on individual and group dynamics, characteristics of positive classroom environments, and major models of classroom management. Students are exposed to and participate in the relationships between teacher behavior, teaching style and effective and successful classroom management.

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.1 Identify characteristics of a positive classroom setting.
- 1.2 Interact positively with all individual students in a classroom setting.
- 1.3 Interact effectively with groups of students while leading activities in a classroom setting.
- 1.4 Identify and analyze effectiveness of major models of classroom discipline.
- 1.5 Examine and report methods used to alter unproductive student behavior.
- 1.6 Identify and alter unproductive student behavior in a positive manner.
- 1.7 Identify classroom management programs as they exist in the school.
- 1.8 Identify school-wide management programs as they exist in the school.

2.0 STUDENT RESPONSIBILITIES:

- 2.1 Demonstrate planning, decision-making and interpersonal skills by conferencing with teacher and other personnel in planning to lead activities with children.
- 2.2 Observe models and techniques of classroom management uses in the field experience.
- 2.3 Demonstrate interpersonal skills through positive interaction with all teachers, students, parents and other school personnel.
- 2.4 Take leadership role in group activities with students.
- 2.5 Demonstrate teaching skills by using positive reinforcement and verbal praise when working with students.
- 2.6 Maintain a reflective journal with daily entries during the practicum.
- 2.7 The candidate is responsible for returning a completed evaluation form, journal and other reports to the university supervisor in a timely manner.
- 2.8 Demonstrate professional commitment by following all school policies, rules and regulations.

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.1 Welcome the student as a member of the education community.
- 3.2 Conference with the candidate to establish a plan for meeting the requirements of the field experience.
- 3.3 Plan with the candidate in providing opportunities to lead individual and group activities in the classroom.
- 3.4 Serve as a resource for the candidate.
- 3.5 Complete and endorse Education 330 evaluation form for the student.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience.
- 4.3 Maintain open communication with student pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.

FIELD EXPERIENCE ACTIVITIES
EDUCATION 401
Early Childhood & Middle School Curriculum

This course focuses on planning goals, objectives, and instructional strategies which incorporate learner characteristics and are consistent with stated learning outcomes. Students will plan, teach and evaluate lessons as well as examine and analyze the major curricular patterns used in grades K-6.

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.1 The student will demonstrate planning skills by choosing goals appropriate for the curriculum.
- 1.2 The student will demonstrate planning skills through the preparation of plans that incorporate learning outcomes as well as student and classroom characteristics.
- 1.3 The student will demonstrate decision-making skills by incorporating into instructional plans variables of classroom climate that enhance teaching and learning.
- 1.4 The student will demonstrate decision-making and teaching skills by selecting and implementing instructional strategies designed to deliver the curriculum and meet learner outcomes.
- 1.5 The student will demonstrate teaching skills by planning, executing and evaluating introductory and developmental lessons which are appropriate for all primary and middle school children.
- 1.6 Student will demonstrate professional commitment by practicing strategies of self-evaluation.
- 1.7 The student will develop appropriate methods and strategies for the measurement of learning outcomes.
- 1.8 Student will demonstrate professional commitment by following all school rules, policies and procedures.

2.0 STUDENT RESPONSIBILITIES:

- 2.1 Demonstrate professional commitment by completing 40 hours of field experience in a timely manner.
- 2.2 Observe planning, instruction and evaluation strategies employed by the cooperating teacher.
- 2.3 Demonstrate planning, decision-making and interpersonal skills by planning for instruction with the cooperating teacher.
- 2.4 Demonstrate teaching and decision-making skills by teaching and evaluating an introductory and a developmental lesson.
- 2.5 Demonstrate decision-making and professional commitment by selecting and implementing strategies of self-evaluation.
- 2.6 Demonstrate interpersonal skills by communicating effectively with all students, teachers and support personnel.
- 2.7 Maintain a reflective journal with daily entries during the field experience.
- 2.8 Submit completed time sheet, evaluation forms, lesson plans, reflective journal and other verification data to the university supervisor in a timely manner.

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.1 Welcome the student as a member of the education community.
- 3.2 Conference with the candidate to establish a plan for meeting the requirements of the field experience.
- 3.3 Work with the candidates as they prepare, teach and evaluate lessons.
- 3.4 Provide opportunities for the candidate to take leadership of the class.
- 3.5 Serve as a resource for the candidate.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES :

- 4.1 Establish student responsibilities and procedures for taking part in the field experience.
- 4.2 Check student documentation folders for completion and verification of hours in the field experience.
- 4.3 Maintain open communication with student pertaining to the field experience.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals.
- 5.3 Meet with students to assign field placement.
- 5.4 Maintain open communication between the Education Division, principals and teachers.
- 5.5 Maintain records of student field experiences.

FIELD EXPERIENCE ACTIVITIES
EDUCATION 404, 405, 406, 407, 408, 409
Student Teaching – All Areas

1.0 FIELD EXPERIENCE OBJECTIVES:

- 1.1 Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment.
- 1.2 Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media.
- 1.3 Demonstrate interpersonal skills in student, peer, parental, professional and administrative conferences.
- 1.4 Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
- 1.5 Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
- 1.6 Demonstrate professional commitment in other activities including: self evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.

2.0 STUDENT RESPONSIBILITIES:

- 2.1 Confer with cooperating teacher to establish a schedule for the gradual assumption of all teaching and professional responsibilities during each of the two eight week placements.
- 2.2 Carry out teaching and professional classroom responsibilities.
- 2.3 Maintain a notebook which contains planning, assessment and self-evaluation documents.
- 2.4 Keep a reflective journal with daily dated entries.
- 2.5 Submit reflective journal, self-evaluations, assessments and other documentation to the university supervisor in a timely manner.

3.0 COOPERATING TEACHER RESPONSIBILITIES:

- 3.1 Welcome the student teacher as a member of the education community.
- 3.2 Conference with the student teacher to establish a schedule for the gradual assumption of all teaching and professional responsibilities.
- 3.3 Provide the student teacher with regular, informal assessment of their progress.
- 3.4 Complete PEPA's in a timely manner and discuss them with the student teacher and the university supervisor.
- 3.5 Supply necessary information and paperwork to university personnel.

4.0 UNIVERSITY SUPERVISOR RESPONSIBILITIES:

- 4.1 Make regular and timely visits to supervise the student teacher and to review journals and other documentation.
- 4.2 Conference with the student teacher and the cooperating teacher on each visit.
- 4.3 Complete PEPA's in a timely manner and discuss them with the student teacher and the cooperating teacher.
- 4.4 Schedule and lead the final conference with the student teacher and the cooperating teacher.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES:

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals to arrange placement.
- 5.3 Meet with students to assign field placement.
- 5.4 Arrange an orientation for cooperating teachers and student teachers.
- 5.5 Maintain open communication between the Education Division and principals and teachers.
- 5.6 Maintain records of student field experience.

West Virginia University Parkersburg Admission to Teacher Education Assessment Form

Applicant's Name _____ SSN _____

Hours Completed _____ Advisor _____ Date _____

Self
 Advisor
 Education 100
 Education 200
 Education 300

Professional Behavior	Commendation	Meets Standard	Does Not Meet Standard	No Opportunity to Observe
Effective planning and decision-making evidenced by punctuality.				
Demonstrates prerequisites of effective teaching through responsible & dependable behavior.				
Commitment to students, the discipline and the profession through positive attitude and interest in class.				
Effective interpersonal skills demonstrated through oral and written communication.				
Appreciation of multicultural forces affecting education, teaching and learning.				

FOR BEHAVIORS RATED AS “DOES NOT MEET STANDARD” AND FOR GENERAL COMMENTS ABOUT THE APPLICANT, USE THE SPACE BELOW.

RECOMMEND

DO NOT RECOMMEND

SIGNATURE OF ASSESSOR

DATE

INFORMATION FOR COMPLETING TEACHER EDUCATION ASSESSMENT FORM

The “Professional Behaviors” listed represent behaviors on which teachers have been evaluated. Behavioral descriptors are listed below. For evaluations checked under the category “Does Not Meet Standard”, evaluator must provide documentation. It is assumed that behaviors such as Native Intelligence, Written Expression, and Industry/Motivation will be addressed and reflected in course grades and/or under “Responsibility/Dependability” and “Attitude/Interest”. General areas of Reading, Writing, Mathematics and Speaking ability are assessed through administration of the Pre-Professional Skills Test (PPST). The behaviors listed can be observed by course instructors.

BEHAVIORAL DESCRIPTORS FOR PROFESSIONAL BEHAVIOR CATEGORIES

PUNCTUALITY

- Commendation: Applicant is in class, ready to work, before class begins officially and all work is completed in a timely manner. Is not tardy and has maintained a minimum of excused absences.
- Meets Standard: Applicant is usually in class and has completed assignments. When absent, provides a valid excuse or explanation for absence. Contacts instructor prior to or immediately after absence. Does not have excessive absence based on instructor’s attendance policy.
- Does Not Meet Standard: Applicant has several unexcused absences. Applicant is often tardy. Does not adhere to attendance policy.

RESPONSIBILITY/DEPENDABILITY

- Commendation: Applicant accepts assignments, participates in class without complaint, follows through on in-class presentations and other assigned duties. Appears to have a positive attitude in regard to class activities.
- Meets Standard: Accepts assignments and duties and usually finishes tasks within allotted time. May not volunteer for additional assignments, but does complete those assigned. Can usually be counted upon to do what is expected.
- Does Not Meet Standard: Fails to submit assignments, projects, class assignments by the due date. May not complete assignments required for success in class. Appears to be apathetic concerning classwork and class activities.

ATTITUDE/INTEREST IN CLASS

- Commendation: Demonstrates commitment, enthusiasm, cooperation and positive attitude toward learning, class activities, and class interaction. Applicant is active participant in class discussions, brings in outside material, and/or volunteers “above and beyond the call of duty”.
- Meets Standard: Applicant seems alert and asks and answers questions when called upon. When asked, applicant participates in class activities. Applicant has positive attitude toward learning and material covered in class.
- Does Not Meet Standard: Applicant seems to be apathetic about class. Applicant appears to have a negative attitude, does not participate in class interactions, and/or does not volunteer or take an active role in in-class and/or out-of-class activities.

VERBAL EXPRESSION

- Commendation: Applicant demonstrates excellent command of English language in both oral and written communication. Asks pertinent questions, answers questions voluntarily or when called upon, and does not confuse terminology, use language inappropriately, or exhibit noticeable language deficits.
- Meets Standard: Written and verbal communication seems average compared to others.
- Does Not Meet Standard: Has limited vocabulary, uses inappropriate expressions, and/or seems to have difficulty in written and oral communication.

- HANDWRITING: Attach samples of handwriting in need of remediation.

MULTICULTURAL APPRECIATION

- Commendation: Applicant demonstrates keen awareness of their own cultural background and biases and how they may affect their expectations and interactions with others.
- Meets Standard: Applicant acknowledges the influence of their cultural background and biases.
- Does Not Meet Standard: Applicant fails to recognize their biases and their potential influence.

Portfolio Requirements for Admission to a Program in Teacher Education

The WVU Parkersburg elementary education portfolio is designed to be a cumulative record of the candidate's progress toward meeting the standards established in the unit's conceptual framework. The portfolio will be used as part of the assessment process at the time of admission to program and admission to student teaching. Beginning January 2001 all portfolios are required to be submitted on CD Rom or posted on the World Wide Web.

Definition - A purposeful collection of artifacts (video, audio, pictures, etc.) and reflections which document growth in the skills, knowledge, understanding, and dispositions identified in the professional education unit's conceptual framework.

Purpose - The portfolio provides a representation of student learning, growth, development, and reflection while in the education program. It serves as a basis for assessing student progress through the program.

Contents - The following items are to be included in the portfolio required for admission to a program in teacher education. These items must include explanations of why each were selected and reflection upon the relationship to the architectural framework.

A formal, **handwritten** letter of application addressing development in each of the six areas of the conceptual framework, Architects of the Future.

- One artifact demonstrating the development of planning skills.
- One artifact demonstrating the development of teaching skills.
- One artifact demonstrating the development of interpersonal skills.
- One artifact demonstrating the development of decision-making skills.
- One artifact demonstrating the development of professional commitment.
- One artifact demonstrating growth in the area of diversity.
- Artifact(s) documenting service learning and growth as a result of the service learning experience.
- A portion of the journal from Education 100 demonstrating growth in self reflection.
- A portion of the journal from Education 200 demonstrating growth in self reflection.
- Two artifacts of the student's choice.

After admission to program has been granted, the portfolio will again be submitted at the time of admission to student teaching. The following artifacts are to be added:

A personal statement, **handwritten** by the applicant, assessing growth in the six areas of the conceptual framework, Architects of the Future.

- One artifact demonstrating the development of planning skills.
- One artifact demonstrating the development of teaching skills.
- One artifact demonstrating the development of interpersonal skills.
- One artifact demonstrating the development of decision-making skills.
- One artifact demonstrating the development of professional commitment.
- One artifact demonstrating growth in the area of diversity.
- Artifact(s) documenting service learning and growth as a result of the service learning experience.
- Reflective journal from Education 330 demonstrating growth in self reflection.
- Lesson plan from Education 401.
- Reflective journal from Education 401 demonstrating growth in self reflection.
- Two artifact's of the student's choice.

TRANSFER STUDENTS WILL BE CONSIDERED ON AN INDIVIDUAL BASIS.

Education Division Service Learning Component

Rationale

Having “Architects of the Future” as the conceptual framework of its teacher education preparation program, opportunities to develop civic responsibility, promote social justice, and develop realistic applications of disciplinary skills are criteria stressed by West Virginia University Parkersburg. Service learning methodologies provide the vehicle to enhance these aspects of our conceptual framework.

As one criterion for meeting eligibility to be recommended for licensure, the candidate will complete a minimum of one hundred (100) documented clock hours of approved service learning activities. Seventy-five (75) hours are to be completed during the freshman and sophomore years. The candidate cannot be reimbursed/paid for these activities. No more than five agencies may be used to dispatch these criteria. Satisfactory completion will constitute one criterion for admission to a program of teacher preparation.

Procedure

- 1.0 The candidate will be instructed in service learning requirements as a unit of instruction in Education 100.
 - 1.1 A written plan of how they intend to complete the requirement will be an evaluation criteria for satisfactory completion of Education 100.
 - 1.2 Written permission must be obtained from organization/agency.
 - 1.3 Teacher candidate must secure approval from education advisor for the service learning activity before implementation.
 - 1.4 Teacher candidate must secure approval from education advisor before any modification to the plan.
- 2.0 A minimum of seventy-five (75) clock hours of approved service learning activities will be reflected in the electronic portfolio, required for admission to program.
- 3.0 A minimum of one hundred (100) clock hours of approved service learning activities will be reflected in the electronic portfolio, required for admission to student teaching.

**West Virginia University Parkersburg
Education Division
Service Learning Approval Form**

Name (*Print Name*) _____

Plan for service learning activities are found to be

- SATISFACTORY
- UNSATISFACTORY

Signature of Education 100 Instructor

Date

* * * * *

(*Agency/Organization*) grants

permission for _____ (*Student Name*) to fulfill

service learning requirements at this location.

Agency Head Signature/Title

Date

* * * * *

Advisor Approval of Plan

Education Advisor

Date

Modifications: (See attached)

West Virginia University Parkersburg
Education Division
80 Hour Evaluation Request

Date _____

Name _____

SSN _____

Address _____

Hours Completed: _____

Other Institutions Attended _____

Specialization: ___ Math ___ Science ___ English ___ Social Studies

Office Use Only

Evaluation Completed: _____

West Virginia University Parkersburg
 ADMISSION TO STUDENT TEACHING ASSESSMENT FORM

Applicant Name & SSN _____ Date _____

Hrs Completed _____ Advisor _____

() Education 330 () Education 401 () Education 320

COMPETENCIES	COMMENDATION	MEETS STANDARD	DOES NOT MEET STANDARD	N/A
Effective interpersonal skills demonstrated through oral and written communication.				
Effective planning and decision-making evidenced by punctuality.				
Commitment to students, the discipline and the profession expressed through professional attitude.				
Teaching skills evidenced by appropriate application of educational concepts and principles.				
Commitment to students, the discipline and the profession evidenced in completion of field experience.				
Appreciation of multicultural and diverse forces which affect education, teaching and learning evidenced in classwork and field experience.				

FOR BEHAVIORS RATED AS “DOES NOT MEET STANDARD” AND FOR GENERAL COMMENTS ABOUT THE APPLICANT, USE THE SPACE BELOW:

_____ Recommend _____ Not Recommended

Instructor / Date

West Virginia University Parkersburg
STANDARDS FOR ADMISSION TO STUDENT TEACHING ASSESSMENT
DESCRIPTORS FOR PROFESSIONAL BEHAVIOR

INTERPERSONAL SKILLS

Commendation: Candidate has demonstrated excellent command of writing and speaking the English language. The candidate speaks and writes in a concise and fluid manner while expressing complete and coherent thoughts. Interactions with peers, instructors, and others are constructive, positive, and appropriate.

Meets Standard: Candidate has demonstrated ability to write and express complete thoughts. Proper grammar and word usage is utilized in writing and speaking. Interactions with peers, instructors, and others are satisfactory.

Does Not Meet Standard: Candidate makes frequent errors in grammar and word usage. Proper grammar, syntax, and semantics are often absent from the candidates writing samples. Lack of appropriate classroom interaction.

PUNCTUALITY

Commendation: Candidate is in class, ready to work before class officially begins. Is not tardy and maintains minimal excused a absences and no unexcused absences. Maintains same standards when completing field experience. Promptly notifies cooperating teacher and University supervisor if absence from field experience becomes necessary.

Meets Standard: Candidate is usually in class. When absent, the candidate provides valid excuse. Contacts instructor prior to or immediately after missing class. Maintains same standard for field experience.

Does Not Meet Standard: Candidate has unexcused absences. Candidate is often tardy. Does not contact or notify instructor, cooperating teacher, or University supervisor of absences.

PROFESSIONAL ATTITUDE

Commendation: Candidate accepts constructive critique of performance and uses this information to enhance academic and professional performance. Expanding responsibility for learning and also for instructional activities occurring during field experience. Maintains confidentiality throughout field experiences.

Meets Standard: Candidate completes course and field experience requirements. Is willing to be critiqued on performance. Maintains confidentiality throughout field experience.

Does Not Meet Standard: Candidate is unwilling to accept critique of classroom and/or field experience performance. Does not accept responsibility in completing all requirements of course and field experience. Candidate does not maintain confidentiality during field experience.

ABILITY TO APPLY EDUCATIONAL CONCEPTS AND PRINCIPLES

Commendation: Candidate demonstrates ability to transfer and generalize concepts of various learning theories and instructional strategies during classroom activities and field experience. During field experience, candidate uses strategies and resources that are appropriate to the level and situation.

Meets Standard: Candidate utilizes educational concepts and teaching strategies during classroom activities and field experience. Candidate uses age and level appropriate strategies and resources during field experience.

Does Not Meet Standard: Candidate does not demonstrate ability to transfer concepts of learning theory or teaching strategy into classroom or field experience performance. Does not utilize appropriate strategies or resources during field experience.

COMMITMENT IN CLASSWORK AND FIELD EXPERIENCE

Commendation: Candidate demonstrates cooperative and positive attitude toward class activities and field experience activities. Candidate is an active participant in class activities, discussion, and in the classroom of the field experience. The candidate volunteers readily and is willing to go “above and beyond the call of duty”.

Meets Standard: Candidate has positive attitude. Takes part in class and field experience activities as instructed.

Does Not Meet Standard: Candidate is apathetic toward class and/or field experience. Conveys a negative attitude, does not actively participate in class activities. Candidate is not an active participant in the learning process.

MULTICULTURAL APPRECIATION

Commendation: Applicant demonstrates keen awareness of their own cultural background and biases and how they may affect their expectations and interaction with others.

Meets Standard: Applicant acknowledges the influences of their cultural background and biases.

Does Not Meet Standard: Applicant fails to recognize their biases and their potential influences.

West Virginia University Parkersburg
Education Division
APPLICATION FOR ADMISSION TO STUDENT TEACHING

The semester during which you wish to complete student teaching should be kept free of all conflicts. You will not be permitted to work for the college or take other daytime courses during this semester. It may be necessary for you to relocate to the community where you plan to complete this experience. The applicant should arrange a conference with the Coordinator of Field Experiences as early as possible in the semester preceding student teaching if there are any major problems concerning placement for this experience.

To be eligible for student teaching, you must have a minimum grade point average of 2.75 in all areas as follows:

1. Overall grade point average
2. Professional education courses (Education 100, 200, 300, 320, 330, 401)
3. ALL required courses must be completed in your area of specialization.

Name: _____
Last First Middle

Social Security Number: _____

Teaching Specialization: _____

When do you expect to do student teaching? (Semester) _____

When do you expect to complete work for a degree? _____

High school from which you graduated? _____

Will you have a car available for use while student teaching? _____ YES _____ NO

Have you been admitted to a Program in Teacher Education? _____ YES _____ NO

I have read the general requirements for acceptance as a student teacher which are stated above. I will be eligible to enroll for student teaching.

Date

Signature

It is recommended that this student do Student Teaching during the semester indicated

Signature (Advisor)

Due Process Plan for the Education Division

Rationale for Due Process Policy:

West Virginia University Parkersburg and the Education Division recognize the value of diversity. The faculty welcomes the opportunity to teach and assist students from diverse backgrounds. We are committed to a positive, helpful approach to enabling students to succeed in their program.

The Due Process Plan is designed to provide, prior to admission to Teacher Education or Student Teaching, a mechanism for identifying and assisting students who exhibit characteristics or behaviors that may impede success in teaching. It is unfair to students to allow them to progress without making them aware of characteristics that may prevent them from succeeding. The plan will make students aware of such characteristics or behaviors at the earliest possible point in the program and assist them in finding supports or remediation. In the semester immediately following such notification, the faculty member will meet the student and note their attempt at remediation.

Due Process Policy:

Students who are identified by public school clinical supervisors or by faculty members as having any of the following characteristics, conditions or behaviors will be evaluated prior to Admission to Teacher Education or Student Teaching. Students who have been so identified may be asked to participate in an interview prior to admission, at which time they will be informed of:

1. The nature of the characteristics/conditions/behaviors identified and reasons these may impede success in teacher education as well as in teaching,
2. The realities of employment in the public schools, and
3. Recommendations or remedial procedures and/or sources of support or assistance that can help promote success.

Characteristics/conditions which may result in an interview or lead to intervention:

1. Problem classroom performance or behaviors exhibited in Education 100, 200 or 300.
2. Poor evaluation by the instructor in Education 100, 200 or 300.
3. Negative (poor) evaluation on the Education 100, 200 or 300 field experience.
4. Lack of a demonstrated ability to use standard grammar in oral and written communication
5. Performance, characteristic, or behavior that indicates that the student may not be able to meet criteria for successful completion of student teaching and for certification.

Standards for Teacher Candidates:

In addition to the already established criteria for admission to teacher education or student teaching (see current WVU Parkersburg Catalog), students identified for an interview will be assessed in relation to objective criteria which may indicate that they can succeed in teaching, given current West Virginia standards for certification. The "Professional Education Performance Appraisal" shall serve as job-relevant criteria and shall be a standard for all teacher candidates. Students will be assessed on the basis of the objective criteria which indicate that they will be able to meet those standards.

Interview Process

Interviews will be scheduled by the Teacher Education Review Panel during the final month of each semester.

Interview Panel Recommendations:

The following recommendations may be made by the panel interviewing students:

1. The student may be provisionally admitted to teacher education or student teaching at this time, but must successfully complete a prescribed remedial program aimed at qualifying for full admission.
2. The student is eligible for full admission.
3. The student is not eligible for admission.

Appeals Process:

Should the student not agree with the decision of the interview panel, the following process of appeal may be followed:

Step 1: The student may appeal within 10 working days to the chair of the Education Division.

Step 2: Should the student not find satisfaction at the level of the Chair, he/she may appeal within 10 working days to the Academic Dean whose decision is final.

West Virginia University Parkersburg
Education Division

Identification of Students Who May Need Special Assistance

Date _____

Student _____ Student ID _____

I have observed the above named student (or prospective student) in the Elementary Education program. I have noted the following factor(s) that may indicate that the student will require special assistance:

- ___ Failure to follow policies and/or procedures in _____.
- ___ Poor performance in the field experience for _____.
- ___ Performance, characteristics, or behavior that are incompatible with expectations for success as a teacher.
- ___ Lack of ability to use standard grammar
 - ___ in oral communication.
 - ___ in written communication.

Comments:

Follow Up Meeting Scheduled: _____

Faculty Member's Signature

Student's Signature

Date

Date

Follow-Up:

Faculty Member's Signature

Student's Signature

Date

Date

Note: Student's signature signifies that the student has seen and has been given a copy of this form. It does not mean that the student agrees with the information on the form.

Students for whom such forms have been completed will be considered for interview by a panel of faculty prior to Admission to Teacher Education. The interview will be advisory in nature and will determine whether remedial steps should be taken.

White: Education Division Yellow: Student Pink: Faculty Member