

TEACHER EDUCATION HANDBOOK

A Guide for Students



WEST VIRGINIA WESLEYAN COLLEGE

Buckhannon, WV

Teaching, Active Learning, and Decision Making
School of Education Office (304-473-8045)

Fall 2010

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School of Education
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Revised Fall 2010

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A. INTRODUCTION

Dear Teacher Education Candidate,

Welcome to the world of teaching! You are taking the first step toward deciding if teaching is for you. The School of Education at West Virginia Wesleyan College is excited you are embarking on what we hope to be a life-long journey in making a difference in the lives of others. We look forward to making your choice in teacher education a success.

This handbook provides an overview of our program and will help you stay on track throughout your time here. While the book is required for the Introduction to Education course, it also is a helpful guide that you can refer to when you have questions about our procedures or policies, awards or scholarships available, education related organizations, and copies of most of the forms used throughout the program. Keep it handy as you progress through the program and refer to it often.

Teaching, Active Learning, and Decision-Making (TALDM) is the central theme around which the knowledge for education students at West Virginia Wesleyan College is organized. As you participate in classes, field experiences, and extra-curricular activities try to connect what you learn to the theme. If you have questions, please ask! We want you to be well-informed in order to make the best decisions.

Congratulations on choosing to begin an adventure that is certain to be memorable. Best wishes for much success.

Sincerely,

The School of Education Faculty
West Virginia Wesleyan College

WEST VIRGINIA WESLEYAN COLLEGE
School of Education

CONCEPTUAL FRAMEWORK
TEACHING, ACTIVE LEARNING, AND DECISIONMAKING
(“TALDM ”)

The teacher education program at West Virginia Wesleyan College is designed to prepare the candidate for responsible, effective assumption of instructional duties, and teacher certification in public schools in West Virginia and other states. The program is monitored, and candidates are assessed through successful completion of performance expectations encompassing academic, pedagogical, personal, and professional standards aligned with those developed by the West Virginia Professional Standards Board (2009), the National Council for Accreditation of Teacher Education – NCATE (2006), National Board of Professional Teaching Standards, and the Partnership for 21st Century Skills (2009).

The mission of West Virginia Wesleyan College provides the foundation for the philosophies of the Teacher Education Program. The college’s mission is grounded in its heritage from the past, commitment to the present, and goals for the future.

MISSION OF THE COLLEGE

West Virginia Wesleyan College challenges its students to a life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence. Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities – local, regional, national, and global – and its covenant with the people of West Virginia to share its educational and cultural resources.

West Virginia Wesleyan College prepares its students through its curriculum of arts and sciences, preprofessional and professional studies, and its rich campus life program. As a residential, undergraduate institution of higher education, the College aspires to graduate broadly educated men and women who

- *Think critically and creatively,
- *Communicate effectively,
- *Act responsibly, and
- *Demonstrate their local and world citizenship through service.

(Statement of Mission, West Virginia Wesleyan College Catalog, 2009-2010.)

MISSION OF THE TEACHER EDUCATION UNIT

West Virginia Wesleyan College’s Teacher Preparation Program seeks to prepare graduates who are knowledgeable of lessons from the past, aware of demands of the present, and prepared to creatively face the challenges of the 21st century. The Teacher Preparation Program seeks to assist teacher candidates to identify career goals and to develop a broad background in the knowledge, skills, and dispositions necessary to become successful, highly qualified classroom teachers.

Upon completion of the teacher preparation program, graduates will be knowledgeable in all aspects of teaching and demonstrate the effective use of active learning in the classroom. These professional teachers will demonstrate the ability to adapt instruction to the cultural and social contexts of the school community, and provide for individual learning differences and diversity. Graduates will have developed the ability to be reflective and self-evaluate throughout their personal and professional lives.

Through the design of the teacher preparation program and the college's general studies curriculum, graduates will have developed the abilities to reflect on their goals and performance and to develop personal improvement strategies for continued growth.

PHILOSOPHY OF THE TEACHER EDUCATION UNIT

Teaching, Active Learning, and Decision Making (TALDM)

The educational system and its related processes are always influenced by changes in society. As part of the system, teacher preparation is shaped by these changes. Initial and advanced teacher candidates must be prepared to teach effectively in a society that is growing more complex each day. The Teacher Education Unit of West Virginia Wesleyan College believes that teaching, active learning, and decision making are the essential elements for preparation of future professional educators.

Learners enter school with prior experiences, knowledge, skills, attitudes, values and social patterns - all of which add to the complexities of classroom decision making (Zull, 2002; Darling-Hammond & Bransford, 2005). The immediate contexts of home, family, peers, and community, influence student abilities, interests, motivation, self-concept and related dispositions for learning. Future classrooms will contain many youngsters who may be experiencing personal problems and variety of cultural conditions. This, in turn, impacts upon their interest in and motivation for learning. Sometimes, pre-service and practicing teachers will have the responsibility for educating learners who lack family stimulation and support. Beginning and experienced teachers must recognize and understand varying contexts and their influence upon learners.

Teachers function in developmental contexts, both personally and professionally. Similar to learners, they have complex prior life experiences or circumstances. These experiences directly or indirectly influence what is taught and how effectively it is taught. While learners and teachers may operate from different cultural, social, and school contexts, each contributes to the teaching-learning process, and these varying contexts must be considered when planning, instructing, assessing or reflecting on instruction and learning. Beginning and experienced teachers must be aware of and sensitive to the contexts that have shaped their beliefs and the effect of these influences on their teaching and decision making.

The theme *Teaching, Active Learning, and Decision Making* incorporates three broad concepts that are essential to education. First, it recognizes the importance of pedagogy. **Teaching** requires knowledge of content, curriculum, instruction, as well as the learner, and classroom management contexts. It is the marriage of art and science. Teaching is the skillful act of helping the learner construct knowledge through research-based instructional strategies. According to Darling-Hammond and Bransford (2005), student learning is positively affected by teacher knowledge in the following areas:

- Learners and their development in social contexts
- Subject matter and curriculum goals
- Teaching/pedagogy

The second concept, **active learning principles**, recognizes the importance of actively seeking and constructing knowledge through the use of a wide range of strategies such as problem-based learning, hands-on learning, higher level questioning and discussion, cooperative learning, research, reflection, and the appropriate use of instructional technology. Research on instruction notes that students whose teachers employ these instructional techniques and incorporate performance assessments in daily lesson plans consistently out perform their peers (Stronge, 2002; www.21stcenturyskills.org). Active learning is practiced and employed by initial and advanced teacher candidates as well as public school students.

The third concept, **decision making**, acknowledges that teaching is a complex activity. Teaching requires informed and thoughtful decisions about the interaction of student, context, curriculum, and teacher, all filtered through various value orientations, not excluding moral and ethical considerations. Through formative and summative assessment of student learning, reflection, and research-based pedagogy, candidates seek to develop

effective decision making skills. Opportunities for decision making abound in a typical classroom moment-to-moment, as well as week-to-week. Many decisions are practical or technical in nature while others are more value-laden, requiring reflection and analysis. Moreover, an increasingly diverse student population in schools will place even greater demands on decision-making skills and related knowledge bases for beginning and experienced teachers. Preparing candidates for effective decision making is not structured in terms of “right,” “wrong,” or even the “best ways,” but in terms of “reasonable or professional” action taken in the best interests of the educational context.

The Conceptual Framework of *Teaching, Active Learning, and Decision Making* (*TALDM*) provides the basis for the interrelationship of professional role development and our belief and assumption about teaching and learning in future social and educational contexts. These beliefs are further reflected and enhanced in the curriculum and student performance expectations of the Educational Core of the teacher preparation program, as well as the individual content-area specializations. Developed by the unit with input from practitioners, arts and sciences faculty, and other stakeholders, the model addresses what candidates should know and be able to do upon graduation.

The TALDM theme is clearly articulated to teacher candidates and our professional community through the following parameters:

- Cultural, Social, and School Contexts
- Individual Differences and Diversity
- Instruction and Learning
- Evaluation and Decision-Making
- Professional, Personal, and Ethical Roles

Each of these parameters provides the bounds within which essential knowledge for the beginning and experienced teacher is contained, and provides an area of focus that is an essential part of the teacher preparation program at WVWC. This theme and its parameters are integrated into course content, field experiences, and performance expectations of the unit as reflected in the course syllabi and assessments.

All teaching specialties, including elementary, secondary, and master’s level, are founded upon the *TALDM* model through a set of common requirements referred to as professional education core curriculum. The charts below indicate the alignment of the undergraduate and graduate professional core courses with the TALDM domains.

Alignment of Conceptual Framework Themes to Undergraduate Core Courses	EDUC 101 - Intro to Education	EDUC 141 - Educational Technology	EDUC 201 - Learning & Human Development	EDUC 205/206 - Clinical Experience I	SPEC 230 - Exceptionalities and Human Diversity	SPEC 330 - Behavior Management	EDUC 240 - Instructional Processes & Assessment	EDUC 305/306 - Clinical Experience II	EDUC 321 - Technology Integration	EDUC 3xx - Methods	EDUC 467 - Professional Seminar	EDUC47x Student Teaching
	I. Cultural, Social, and School-Classroom Contexts	X	X	X	X	X			X	X	X	X
II. Individual Difference and Diversity	X		X	X	X	X	X	X	X	X		X
III. Instruction and Learning	X	X	X	X	X	X	X	X	X	X		X
IV. Evaluation and Decision-Making	X			X	X		X	X	X	X	X	X
V. Professional, Personal, Ethical Roles	X	X		X				X	X	X	X	X

Alignment of Conceptual Framework Themes to Master's in Education Core Courses	EDUC 510: Adapting Instruction	EDUC 520: Advanced Educational Psychology	EDUC 530: Advanced Technology Integration	EDUC 597: Research Methods	EDUC 598: Research Design	EDUC 597: Practicum
	VI. Cultural, Social, and School-Classroom Contexts	X	X	X	X	X
VII. Individual Difference and Diversity	X	X	X			X
VIII. Instruction and Learning	X	X	X			X
IX. Evaluation and Decision-Making	X	X	X	X	X	X
X. Professional, Personal, Ethical Roles	X	X	X	X	X	X

Each of the TALDM knowledge base domains is outlined separately in the following sections. Each outline includes a brief overview of the domain and a set of related behavioral descriptions and performance expectations. The new West Virginia Professional Teaching Standards related to each domain are indicated, and serve as a guide for assessing candidates, teacher education, programs and practices, and student learning.

TEACHING STANDARDS OF THE PROFESSIONAL EDUCATION UNIT
Effective Fall Semester 2010 – Adapted from the WV Professional Teaching Standards

Standard 1: Curriculum and Planning

Function 1A. Core content—*The teacher candidate has a deep knowledge of the content and its intra-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work in this century.*

Indicator 1: Demonstrates knowledge of content

Indicator 2: Integrates 21st century interdisciplinary themes (global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy)

Indicator 3: Integrates 21st century skills (information and communication, thinking, reasoning and innovation; personal and workplace productivity)

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

Indicator 1: Demonstrates subject matter pedagogy

Indicator 2: Integrates specialized knowledge of 21st century interdisciplinary themes

Indicator 3: Integrates specialized knowledge of 21st century skills

Function 1C: Setting Goals and Objectives for Learning -- *The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Indicator 1: Aligns lessons and units to WV CSOs

Indicator 2: States clear and focused goals

Indicator 3: Integrates content among disciplines

Function 1D: Designing Instruction-- *The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.*

Indicator 1: Designs relevant and engaging learning activities

Indicator 2: Creates clear lessons and units

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

Indicator 1: Defines assessment criteria

Indicator 2: Uses both summative and formative assessments

Standard 2: The Lerner and the Learning Environment

Function 2A: Understanding Intellectual/Cognitive, Social, and Emotional Development --*The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

Indicator 1: Utilizes developmentally appropriate tasks

Indicator 2: Supports the learning process

Indicator 3: Differentiates instruction

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

Indicator 1: Models respect for self, students and others

Indicator 2: Demonstrates care and concern for others through student interactions

Indicator 3: Teaches student collaborative processes

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

Indicator 1: Fashions tasks that support learning

Indicator 2: Supports student pride in work

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

Indicator 1: Establishes transitions and routines

Indicator 2: Provides materials and supplies

Function 2E: Managing Student Behaviors -- *The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.*

Indicator 1: Sets expectations for student behavior

Indicator 2: Monitors student behavior

Indicator 3: Responds to misbehavior

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

Indicator 1: Creates a safe learning environment

Indicator 2: Arranges furniture and physical space

Standard 3: Teaching

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

Indicator 1: Engages students with content

Indicator 2: Varies instructional methods

Indicator 3: Delivers content in a 21st century context using technology

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

Indicator 1: Supports high expectations for learning and student self-direction

Indicator 2: Provides clear and accurate directions and procedures

Indicator 3: Promotes effective use of oral and written language

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

Indicator 1: Uses quality questioning techniques

Indicator 2: Facilitates inclusive discussion

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

Indicator 1: Utilizes relevant activities and assignments

Indicator 2: Varies instructional groupings

Indicator 3: Modifies lesson pacing

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

Indicator 1: Uses valid, reliable and unbiased assessments

Indicator 2: Analyzes data to monitor student learning

Indicator 3: Provides descriptive feedback

Indicator 4: Provides structures for student self-assessment

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

Indicator 1: Adjusts the lesson

Indicator 2: Responds to student interest

Indicator 3: Persists with students who require extra help

Standard 4: Professional Responsibilities for Self-Renewal

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

Indicator 1: Enhances content knowledge and pedagogical skill

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

Indicator 1: Engages in a professional learning community

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

Indicator 1: Adjusts instruction

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

Indicator 1: Contributes to the teaching profession

Standard 5: Professional Responsibilities for School and Community

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

Indicator 1: Engages in development of a learner-centered mission

Indicator 2: Supports the mission within the classroom and community

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

Indicator 1: Participates in the development of school-wide initiatives

Indicator 2: Implements school-wide strategic plan initiatives

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

Indicator 1: Collaborates with colleagues to shape a cohesive school culture

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

Indicator 1: Develops student support interventions

Indicator 2: Develops student advocacy strategies

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

Indicator 1: Supports efficient management of school facilities

Indicator 2: Supports efficient management of school resources

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

Indicator 1: Connects with and involves family

Indicator 2: Connects with and involves school community

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

Indicator 1: Contributes to the school strategic planning process

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

Indicator 1: Demonstrates informal leadership for school improvement

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

Indicator 1: Exhibits integrity and ethical conduct

B. ORGANIZATION OF THE TEACHER EDUCATION UNIT

1.0 Administration

- 1.1 Director, School of Education -- General administration of the Unit.
- 1.2 Director of Clinical Experiences--Assignment of field placements in local schools and liaison between the college and school administrators and cooperating teachers. Also serves as liaison between education department faculty and the Teacher Education Committee. The director has the responsibility for overseeing and managing the individual clinical experience I and II students in the public schools.
- 1.3 Certification Officer (located in the Registrar's Office)--Maintenance of candidate records and recommendations of qualified candidates for certification and licensure.
- 1.4 Teacher Education Committee--Approves admission to the teacher education program and the professional semester and monitors candidates who are placed on probationary status. Approves alternative admission to the program. Candidates may appear in person to appeal decisions made by the Teacher Education Committee providing the appeal is requested within one week of the decision. Decisions of the Teacher Education Committee are then subject to review by the Director of the School of Education and the Dean of the College.
- 1.5 Assessment Coordinator – Maintenance of candidate and departmental assessment system.
- 1.6 NCATE Coordinator – Oversees the planning and preparation for NCATE accreditation, disseminates information from NCATE, and prepares annual reports.

2.0 Faculty

- 2.1 Full-Time Faculty teach professional courses, supervise student teachers, serve on college committees and advise candidates.
- 2.2 Pro Rata Part-Time Faculty are assigned to teach professional classes and/or supervise student teachers as well as perform additional duties within other departments.
- 2.3 Part-Time Per Course Faculty are employed as needed to teach, supervise student teachers, or perform other duties for which they are qualified.

C. ADMISSION TO AND RETENTION IN THE TEACHER EDUCATION PROGRAM

Acceptance and enrollment at West Virginia Wesleyan College does not automatically admit the candidate into the Teacher Education Program. This section outlines admission, retention, graduation, and certification requirements.

1.0 Admission

The following academic and related tasks must be completed before formal admission into the program will be considered by the School of Education. Admission is not automatic for

candidates who meet minimal requirements. Rather, the Teacher Education Committee uses these data to make an informed professional judgment about the academic and personal suitability of the candidate for the teacher profession.

- 1.1 Completion of Declaration of Intent to Enter Teacher Education form (Appendix A). This form is usually completed when the candidate is enrolled in Education 101 Introduction to Education.
- 1.2 Minimal requirements for admission to the teacher education program include:
 - a. Forty-five (45) credit hours of college work.
 - b. A cumulative grade point average of 2.50 or above.
 - c. GPA of 2.50 in specialty area(s).
 - d. Successful completion of all sections of the Praxis I (Pre-professional Skills) Test. This test is waived if the student has an ACT composite score of 26. Some states require all students to take the Praxis I. It is the student's responsibility to provide the School of Education with test scores. Passing scores on the Praxis I as set by the West Virginia Department of Education are: Writing 172, Reading 174; and Math 172. **Effective 9/1/99.**
 - e. Completion of each of the following courses with a grade of 2.0 or above: Education 101 and 201; Education 205 or 206; English 102 and Communication 211.
 - f. Submission of two letters of recommendation from faculty members, outside the School of Education, who have had the candidate in class. (Appendix B).
 - g. Submission of an autobiographical statement (Appendix C).
 - h. Evidence of a negative T.B. test.
 - i. Declaration of major for Education on file in Registration office.
 - j. Signed release form for Praxis test scores.
 - k. Completed student demographic sheet.
- 1.3 Candidates who have met the admission requirements must submit an Application for Admission to the Teacher Education Program (Appendix D).

Deadline dates for Admission to the Teacher Education Program

Candidates must meet all requirements and make application:
Last Monday in February for admission to the fall semester
First Monday in October for admission to the spring semester

THESE CUTOFF DATES WILL BE STRICTLY ENFORCED.

- 1.4 After consideration of the candidate's application for admission, the Teacher Education Committee will grant the following status:
 - a. Admission to the program.
 - b. Probationary admission.
 - c. Admission denied/See attached recommendation letter.
 - d. No action taken; (incomplete file.)
- 1.5 Admission to the teacher education program is a prerequisite for 300 level or higher education courses. Specifically, candidates **may not** enroll in Education 305

or 306 (Clinical Experience II) or the Professional Semester before being admitted to the program. See a current academic catalog for prerequisites for other education courses.

- 1.6 Candidates who fail to meet admission standards may re-apply at a later date. (See deadlines below.)
- 1.7 Individuals from under-represented and/or special needs groups who do not meet all standards for admission to the teacher education program may be granted probationary status by the Teacher Education Committee. In each case, the Teacher Education Committee must identify the candidate's deficiencies, provide an improvement plan and establish time-lines for compliance. However, at exit candidates must fully meet the unit's standards for graduation and must meet eligibility requirements for certification.
- 1.8 Candidates may apply for admission to the program at any time. However, deadline dates apply for candidates who expect to enroll in Educ. 305 or Educ. 306 Clinical Experience II and the professional semester.
- 1.9 The Intent to Enroll form for the five-year Master's in Education programs must be completed and submitted to the School of Education by the first Monday in October the candidate's Junior year. Complete admission information, including all required forms, is on the Master's in Education website at <http://www.wvwc.edu/gradprograms/education/>.

Deadline dates for the Professional Semester for the Academic Year

Candidates must meet all requirements and make application for both the fall and spring semesters:

Last Monday in February

THESE CUTOFF DATES WILL BE STRICTLY ENFORCED.

2.0 RETENTION AND MONITORING OF CANDIDATE PROGRESS

- 2.1 Once candidates have declared their intent to enter the teacher preparation program, their progress is monitored each semester. In order to help assure candidate success, the College provides the following assistance.
 - a. All freshmen are required to take a First Year Seminar course that introduces students to the expectations of the college curriculum and technology program.
 - b. Candidates whose GPA falls below acceptable levels receive counseling from faculty advisors.
 - c. Candidates who require assistance in 100 or 200 level courses may seek tutoring from the Student Academic Support Program.
 - d. Candidates with diagnosed learning disabilities may receive assistance in note taking, study strategies, and tutoring, may take examinations in the Learning Center and may receive other appropriate accommodations as outlined in their Individualized Learning Profile (ILP).
 - e. Candidates who fail any portion of the Praxis I (PPST) by five (5) or more points, or who fail any portion of the exam for the second time, are encouraged to take advantage of the Learning Express Library, an interactive on-line learning platform and tutorial before retaking the exam (only in those section(s) failed). The Learning Express Library is available on the WVWC web-site's Library page under Electronic Resources A-Z.

- f. Candidates are monitored to determine whether they demonstrate personal, social, and professional dispositions that are perceived to be appropriate for teaching and interacting with school-age learners.
- g. Candidates must earn a grade of C or better in education courses (EDUC/SPEC) before taking the next education course in the sequence.

3.0 Testing

- 3.1 All candidates must take the Praxis II content area test(s) prior to the Professional Semester.
- 3.2 The candidate must pass the Principles of Learning and Teaching (grade levels K-6, 5-9, or 7-12), and the appropriate Content Specialization test(s), before the Certification Officer at WVWC can recommend the student for licensure to the West Virginia Department of Education (WVDE).
- 3.3 Passing scores for the Praxis II tests, as set by the WVDE, are subject to change without notice. (See Appendix E.)
- 3.4 Candidates who plan to apply for licensure in states other than West Virginia are **strongly** recommended to seek licensure in West Virginia since out-of-state licensure is often linked to licensure within the state in which the college is located.

4.0 Certification

- 4.1 Certification requirements vary for each subject and grade level taught. The candidate is urged to work closely with School of Education personnel in completing these requirements.
- 4.2 Certification requirements, as set by the West Virginia Department of Education, are subject to change without notice.
- 4.3 Certification requirements vary widely from state to state. Candidates seeking certification outside of West Virginia are advised to make contact with certifying officials **early in their college careers** to make appropriate additions to their programs to meet out-of-state requirements. **It is the candidates' responsibility to make these contacts.**
- 4.4 Graduates seeking licensure in West Virginia must meet West Virginia Department of Education requirements regarding U.S. Citizenship. Fingerprinting and FBI background checks are also required.
- 4.5 The School of Education monitors acceptable levels of performance for certification. These criteria include:
 - a. Passage of the Praxis I test.
 - b. Pre-professional skills in computer literacy and speaking/listening.
 - c. An overall 2.5 G.P.A.
 - d. A 2.50 G.P.A. in teaching specialization course(s).
 - e. Assessment of student teacher performance.

- f. State approved program requirements for the specialization(s) and grade level(s).
- g. Professional Studies and Professional Semester.
- h. Passage of the Praxis II test(s).

5.0 Graduation Requirements

- 5.1 Candidates must successfully complete 120 hours of course work in the areas identified in Section E, below, and meet all other requirements set by West Virginia Wesleyan College. See the *Academic Catalog* for details. **Caution:** Do not accept as official advice from fellow candidates who may have entered under different program/catalog requirements.
- 5.2 Certification and licensure in West Virginia, or any other state, is not required for graduation, and must be sought independently by the candidate following graduation. **Certification is not automatic upon graduation.** It is the candidate's responsibility to complete applications.
- 5.3 Upon admission to West Virginia Wesleyan College, each candidate is assigned an academic advisor. Candidates are urged to work closely with their advisors in scheduling classes to meet graduation requirements.
- 5.4 It is especially important for candidates who major in a content area (e.g. biology, chemistry, English, physical education, music, art) but who plan to seek certification to teach in the secondary schools, to make contact **early** in their college careers with School of Education faculty and secure a secondary education advisor.

D. FIELD-BASED EXPERIENCES

Throughout the training program, candidates are required to participate in a sequence of planned, field-based experiences. Additional field experiences are required in the elementary, special education programs and in selected content specialization fields. Candidates must participate in a variety of school sites to provide variation in instructional experiences and learner backgrounds.

1.0 Clinical Experience I: (30 clock hours + 15 planning hours)

- 1.1 Clinical Experience I (1 cr. hr.) Is a sophomore level experience in a local school appropriate to the certification area and grade level sought by the student.
- 1.2 EDUC 201: Learning and Human Development is a pre- or co-requisite for Clinical Experience I.
- 1.3 To the extent possible, candidates must participate in school settings representative of a variety of ethnic, cultural, and/or social backgrounds.
- 1.4 Candidates are under the direct supervision of the cooperating teacher and/or building principal and must abide by all school and district regulations, including those regarding dress and behavior.
- 1.5 Specific roles and expectations are outlined in written guidelines provided by the course instructor (see course syllabi).
- 1.6 In order to avoid real or perceived conflicts of interest, candidates should not participate in school settings where parents, spouses, relatives, children, or close friends work or attend school.

- 1.7 Candidates who withdraw from a course involving a field activity must notify the cooperating teacher **and** the building principal that they have discontinued the experience.
 - 1.8 Complete confidentiality is to be maintained in working with learners in the school setting. The candidate is not to discuss student progress with persons other than the cooperating teacher or the building principal. Any related assignments involving learners or teachers are to be completed anonymously. Candidates must sign a confidentiality form prior to the first school visit.
 - 1.9 Candidates are formally rated by the classroom professor and cooperating teacher on a number of evaluative criteria that may vary from course to course. The criteria are provided both to the candidate and the cooperating teacher prior to the experience. (See Appendix F.)
 - 1.10 Candidates who are unfavorably rated in a given experience must confer with the course professor for a review of specific problems and to devise a corrective plan of action.
 - 1.11 Candidates who have unfavorable ratings in field experiences may not be recommended for candidacy for the teacher education program.
 - 1.12 In instances where there is incompatibility between the candidate and the cooperating teacher, a second placement may be made **at the discretion of the course professor.**
 - 1.13 Candidates are to participate in classroom activities, but are **not** to be placed in sole charge or supervision of the classroom or other learner activity.
 - 1.14 Candidates must provide their own transportation to and from school sites.
- 2.0 Culturally Diverse Field Experience (15-hours) **effective Fall 2002.**
- 2.1 Each candidate (beginning Fall 2002) must complete a 15-hour field experience in an educational setting composed of at least fifteen percent minority students.
 - 2.2 This experience must be completed prior to admission to the Professional Semester. A negative TB test is required.
 - 2.3 Candidates may choose one of three ways to meet this requirement:
 - a. International Cultural Experience—travel abroad with a study group supervised by a faculty member. This experience must include an education component. (Appendix F).
 - b. Domestic Cultural Experience—travel within the US with a study group supervised by a faculty member. Candidates will visit culturally diverse K-12 schools—placements will be made by the sponsoring faculty member. (Appendix F).
 - c. Independent Domestic Cultural Experience--candidates who select this option must have completed EDUC 205/206 prior to completing the field experience. A packet of required forms and information is available in the School of Education office (A-21 of the Administration Building). **Please observe deadline dates on the application form.**
 - 2.4 Upon completion of this activity, candidates will submit 500 word essays addressing reflection prompts; copies of the candidate's and the cooperating teacher's checklist and the Report of Culturally Diverse and Exceptional Student

Populations (Appendix F); and at the discretion of the advisor/instructor, Power Point summaries of their experiences may be presented to education classes. All materials are due in the School of Education office within two weeks of completion of the field experience.

- 2.5 Candidate's reflections will be evaluated by education faculty as:
(3) commendable, (2) competent, (1) adequate, or no action, incomplete.
- 2.6 Candidates must attain an evaluation of commendable or competent from both the cooperating teacher and the education faculty.
- 2.7 Candidates will file the following items in standard eleven of their professional portfolio: reflection essays, Report of Culturally Diverse and Exceptional Student Populations, candidate's and teacher's checklist.

3.0 Clinical Experience II (60 clock hours + 30 planning hours)

- 3.1 Clinical Experience II (2 cr. hrs.) Is a junior level clinical experience in a local school appropriate to the certification area and grade level sought by the candidate.
- 3.2 Candidates may be placed in Upshur and nearby counties for the one semester field experience by the course instructor.
- 3.3 Course requirements are outlined in the course syllabi.
- 3.4 The candidate must adhere to all provisions and requirements, as appropriate, in item D 1.0 on pages 11 & 12.
- 3.5 Admission to the Teacher Education Program is required.
- 3.6 Candidates are formally rated by the classroom professor and cooperating teacher on a number of evaluative criteria that may vary from course to course. The criteria are provided both to the candidate and the cooperating teacher prior to the experience. (See Appendix F.)

4.0 Professional Semester

The Professional Semester consists of a full semester of student teaching (12 cr. hrs.) in one or more specialty areas and/or grade levels. Candidates must enroll for the companion professional seminar course (3 hrs.). Candidates may enroll for the Professional Semester during the fall or spring semester of the senior year.

Deadline date for application to the professional semester for both fall and spring is: the last Monday in February. Application forms are available from the School of Education office. **This cutoff date will be strictly enforced.**

- 4.1 Upon completion of eighty-five credit hours, students may submit an application for the Professional Semester (Appendix G.) To be eligible to enroll for the Professional Semester the student must meet these requirements:
 - a. An **approved** Application for Admission to the Teacher Education program on file.
 - b. Cumulative GPA of 2.50 or higher.

- c. GPA of 2.50 in specialty area(s).
- d. Minimum grade of 2.0 in all Education (EDUC/SPEC) courses.
- e. Satisfactory completion of 85 credit hours. Candidate must have successfully completed all required professional education and specialty area courses. This must be demonstrated through the completion of an advising form submitted with the candidate's application to the Professional Semester.
- f. Current negative T.B. test on file.
- g. Completed reflective writing assessment, professional portfolio, and electronic portfolio presentation.
- h. An "adequate rating" in all areas at the feedback conference.
- i. Completion of the 15-hour Culturally Diverse Field Experience.
- j. Students are required to take all the content area Praxis II exams in their specialty area before application to the Professional Semester.

The following status will be granted:

- 1. Admission to the Professional Semester
 - 2. Admission pending
 - 3. Admission denied
 - 4. No action; incomplete file
- 4.2 Candidates may not be enrolled concurrently in student teaching and in any academic course work in which they have received deficiencies. All deficiencies must be removed prior to placement. Student teachers may not be concurrently enrolled in other courses without the approval of the Teacher Education Committee.
 - 4.3 Placements are assigned by the Director of Clinical Experiences working in cooperation with district administrators. Individual candidates are **not** to make personal contacts with schools or school personnel to request desired placement.
 - 4.4 Candidates will not be placed in settings where they would instruct, supervise, or have frequent contact with their children, or where they would be supervised by parents, spouse, relatives or close friends, or where they have been a recent graduate.
 - 4.5 Candidates are responsible for their own transportation to and from student teaching sites.
 - 4.6 There is an additional charge for the student teaching experience, above and beyond regular tuition.
 - 4.7 Candidates will be systematically placed in a variety of schools and grade levels to maximize exposure to diverse student populations in field placements.
 - 4.8 Student teaching placement is on a first-come-first served basis. When available spaces for a semester have been filled, the student teacher will be placed in the next available space.
 - 4.9 The School of Education has written agreements with boards of education for the

placement of student teachers in Upshur, Lewis, Harrison, and Randolph counties. Because student teaching requires close supervision by college faculty and because cooperating teachers must be familiar with Wesleyan's conceptual framework, these are the only sites in which student teachers will be placed.

- 4.10 See the *Guide for Student Teaching* for more information about this field experience.

E. PROFESSIONAL EDUCATION PROGRAMS

The following programs are available to education candidates. Consult a **current** catalog for specific course requirements.

- 1.0 **Elementary Education.** This program will prepare the candidate to teach in multi-subject, K-6 classrooms.

- 1.1 Candidates must meet requirements as stated in the *Academic Catalog* in:

- a. General studies
- b. Professional education classes
- c. Professional Semester courses and student teaching
- d. Multi-subject specialization

- 1.2 Elementary education candidates may wish to add one of the following optional endorsements as a means of enhancing employment opportunities.

- a. Early Education (PreK-K)
- b. General Math through Algebra I (5-9)
- c. Physical Education (5-9)
- d. Social Studies (5-9)

- 1.3 Candidates majoring in elementary education are not required to complete a minor for graduation from WVWC; however, optional endorsements may be declared as minors for purposes of notation on the permanent record. (See Appendix H for an elementary education Advising Form.)

- 2.0 **Secondary Education** (9-Adult or 5-Adult, depending on the specific combination of teaching fields).

- 2.1 Candidates must meet requirements as stated in the *Academic Catalog* in:

- a. General studies
- b. Professional education classes
- c. Professional semester courses and student teaching
- d. Selection of one of the secondary teaching fields from the list below:

1. Art (5-Adult)
2. Biology (9-Adult)
3. Chemistry (9-Adult)
4. English (5-Adult)
5. General Science (5-Adult)
6. Mathematics (5-Adult)

7. Physical Education (5-Adult)
8. Physics (9-Adult)
9. Social Studies (5-Adult)

2.2 Secondary education candidates may wish to add one of the following optional endorsements to their primary teaching field as a means of enhancing employment opportunities:

- a. General Math through Algebra I (5-9)
- b. Physical Education (5-9)
- c. Social Studies (5-9)

(See Appendix I for a secondary education Advising Form.)

3.0 **Combined Elementary/Secondary Education (PreK-Adult)**

3.1 Candidates must meet requirements as stated in the *Academic Catalog* in:

- a. General studies
- b. Professional education classes
- c. Professional semester courses and student teaching
- d. Selection of one of the combined elementary/secondary teaching fields from the following list:
 1. Art (PreK-Adult)
 2. Physical Education with Health Endorsement (PreK-Adult)
 3. Music (PreK-Adult)
 4. Physical Education (PreK-Adult)

3.2 Candidates selecting the combined elementary/secondary program generally cannot select an optional endorsement without exceeding the 120-hour graduation requirement. (For schedule planning, use the secondary education Advising Form shown in Appendix I.)

4.0 **Education Minor**

4.1 Requirements for education minor:

- a. Fifteen (15) hours in education approved by the School of Education Director to include Education 101, 201, 240 and SPE 230.
- b. The minor may include methods courses offered through other departments.

4.2 This minor is available **only** to candidates with an interest in the field of education who **do not intend to seek licensure**.

5.0 **Educational Studies (Non- Certification) Major**

5.1 Requirements for Educational Studies Major

- a. 49-50 semesters hours of prescribed professional education courses in sequence, in addition to the requirements for the College's general studies program.
- b. Maintain a cumulative grade point average of 2.0 or above.

5.2 This major is designed for students interested in working in a non-public school

setting. It is appropriate for students wishing to work in a day-care setting for either young children or adults, with special populations, or for working in a private educational setting. ***This major does not lead to certification or licensure to teach in public schools.***

6.0 **Master's in Education Programs.** Candidates may pursue a master's degree by beginning Master's studies during the senior year and continuing into the fifth year of study, or by pursuing a Master's degree after graduating with an initial certification. For those selecting the Five-Year program, the bachelor's and master's degrees will be conferred simultaneously upon successful completion of the five-year program.

6.1 Multi-categorical Special Education

- a. Completion of initial teaching certification program
- b. Pre- or co-requisite undergraduate courses: SPEC 230, SPEC 330
- c. 18 credit hours or Master's in Education core coursework, including original research and completion of a thesis
- d. 18 hours of multi-categorical special education coursework, including practicum in multi-categorical setting

6.2 Reading Specialization

- a. Completion of initial teaching certification program
- b. 18 credit hours of Master's in Education core coursework, including original research and completion of a thesis
- c. 18 hours of reading specialization coursework, including practicum in a reading setting

6.3 Post-Baccalaureate Accelerated Initial Certification

- a. NOT for Education majors
- b. Designed for individuals who already possess an undergraduate degree and now wish to become certified to teach
- c. Available for majors in art, biology, chemistry, English, mathematics, physics, and one of the social sciences

F. STUDENT ADVISING

1.0 Orientation to the teacher education program begins in Education 101, Introduction to Education. Candidates are given instruction in the entire professional education program sequence for all teaching specializations.

2.0 The candidate completes the Declaration of Intent to Enter Teacher Education form, which includes a checklist of admission requirements. This form is distributed and discussed in Education 101.

3.0 Candidates are provided with Advising Forms that outline graduation and/or certification requirements. (Appendix H and I.)

4.0 Candidates are provided with an academic advisor who is responsible for:

- 4.1 Conferences with candidates to provide basic advice regarding programs, endorsements, certification, and graduation requirements.
- 4.2 Reviewing candidate academic progress and advising the candidate regarding appropriate course selections each semester.

- 4.3 Maintaining records of candidate progress toward program completion.
- 4.4 Assisting the candidate in the use of College services.
- 4.5 Setting accessible office hours as per College regulations.
- 5.0 Elementary education candidates are assigned advisors within the School of Education. Secondary education candidates are assigned advisors in their subject specialization department and/or an advisor in the School of Education.
- 6.0 Information regarding certification is provided by the Certification Officer, located in the Registrar's Office.
- 7.0 The Department establishes a file for each candidate admitted to the teacher education program. Data relative to the candidate's progress in regard to admission, student teaching eligibility, certification, general advising, and related program matters are maintained in this file in the School of Education office.
- 8.0 Specific information related to supply and demand of teachers is provided in Education 101.
- 9.0 During the senior year, candidates are encouraged to complete a credential file in the Career Services office. This file is available to potential employers, with the student's consent.
- 10.0 The Student Academic Support Program provides a tracking system for eligible learning-disabled students whose academic progress is in question.

G. STUDENT RIGHTS AND GRIEVANCE PROCEDURES

- 1.0 Outlined in the *Student Handbook* are College-wide procedures that provide for grade appeal processes, academic integrity, violations of law and disciplinary regulations, and procedural standards.
- 2.0 Candidates may appeal decisions made within the School of Education. The Director, or designee, will conduct a hearing in a timely fashion. A written decision will be rendered within two weeks. The candidate may appeal this decision to the Dean of the College.
- 3.0 Candidates who wish to appeal grades assigned by faculty must follow procedures outlined in the College *Student Handbook*. This includes grades assigned for student teaching.
- 4.0 Candidates who are pregnant may not be denied an opportunity to participate in any educational program, including field-based experiences.
- 5.0 Candidates who have specific handicaps or physical limitations cannot be denied the opportunity to participate in the teacher education program unless it is clear that the handicap or limitation would pose a threat to the well-being and safety of learners, provided the candidate meets all minimum competency requirements for the teacher education program.
- 6.0 Candidates who have records of criminal arrest, have served time in jail or prison for felonies or have been convicted of felonies and/or offenses, which are "anti-social," may not be admitted to the Teacher Education program, or certified by the West Virginia Department of Education.

- 7.0 The United States Supreme Court has determined that candidates do not leave their Constitutional rights at the school door. College students have the right of free speech in college, and in schools as well as everyday life. However, the candidate must not interfere in the orderly conduct of classes, disrupt the educational process, or interfere with the rights of others.
- 8.0 A candidate will be immediately removed from participation in any field activity in the PreK-12 setting when it is clear that the candidate presents a clear and present danger to the learner.

H. SCHOLARSHIPS AND AWARDS

Aside from general scholarships and student aid awarded by the College, the School of Education offers scholarships and awards to education majors. Many scholarships have special requirements, such as minimum GPA and/or residency. Following is a partial listing:

Awards: (Senior awards - selected by department faculty)

The Fountie N. & Virginia Lynch Williams Teaching Award	(Monetary)
The Academic Achievement Award	(Monetary)
The Community Service Award	(Monetary)
The Ruth Mansberger Shearer Education Award	(Monetary)
The Elementary Education Teaching Award	(Certificate)
The Secondary Education Teaching Award	(Certificate)
The Early Education Teaching Award	(Certificate)
Teacher Work Sample Research Award	(Certificate)
Professional Seminar Poster Award	(Certificate)
Golden Apple Award	(Certificate)
Spirit of Education Award	(Certificate)

Scholarships: *

- The Cecil County (MD) Retired School Personnel Association
- The Nora Hickman Miller Scholarship
- The Phares & Edythe Pauley Reeder Teacher Education Scholarship
- The Mary Martha O'Brien Memorial Scholarship
- The Hammer Sisters Scholarship
- The Frieda "Shorty" Beall Berthy and Herold Berthy Scholarship
- The Jean Holloway Kurlinski Scholarship in Education
- The Minnetta Cox Justice Scholarship in Education
- The Minnie Jane Merrells Education Scholarship
- The Logan Stevenson Grose & Ella Brown Grose Scholarship
- The M. Wood Stout & Lova Casto Stout Scholarship
- The Carl E. Willer Scholarship
- The Mike Ross Scholarship
- The Sylvia Elmore Scholarship

***All scholarships are contingent upon available funding.**

Other scholarships available through the State of West Virginia:

- The Promise Scholarship
- The Underwood-Smith Scholarship
- The Association of Retired School Employees

I. STUDENT ORGANIZATIONS

In addition to the many student organizations offered at WVWC, students may elect to seek membership in the professional organizations below:

- National Student Education Association (SEA)
- Kappa Delta Pi (Education Honorary Society)
- National Professional Organizations
- Departmental Honorary Organizations

J. NOTICE OF NON-DISCRIMINATION/AFFIRMATIVE ACTION

West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students of access to all the privileges, programs and activities generally accorded or made available at the College. West Virginia Wesleyan College strongly supports affirmative action principles and does not discriminate on the basis of creed, religion, national or ethnic origin, age, race, color, gender or handicap in the administration of its educational programs, admissions policies, financial aid programs, athletics, co-curricular activities or other College administered programs.

Source: *West Virginia Wesleyan College Catalog, 2009-2010, pg. 1.*

APPENDICES

WEST VIRGINIA WESLEYAN COLLEGE
Declaration of Intent to Enter
The Teacher Education Program

Name _____ SSN _____ Student ID# _____
 Specialization:

- _____ 5-year Master's in Multi-categorical Special Education
 _____ 5-year Master's in Education Reading Specialization Certification
 _____ Elementary Education (K-6)
 _____ Elementary Education (K-6) with Early Education Endorsement (Pre K-K)
 _____ Secondary Education (9-Adult or 5-Adult) Content Area _____
 _____ Combined Elementary/Secondary Education (PreK-Adult) Content Area _____
 _____ Optional Endorsement _____

Tentative Graduation Date: _____

REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

(The candidate may use his/her copy to check off work as completed.)

Deadline Dates: Submit application on or before
1st Monday in October for Spring Semester Last Monday in February for Fall Semester

1. Pre-Admission Requirements - Minimal requirements for admission to the teacher education program include:

- _____ a. Forty-five (45) credit hours of college work.
 _____ b. A cumulative grade point average of **2.50 or above**.
 _____ c. GPA of **2.50 in specialty area(s)**.
 _____ d. Successful completion of all sections of the Praxis I (Pre-professional Skills) Test. This test is waived if the student has an ACT composite score of 26 or higher. It is the student's responsibility to provide the School of Education with test scores. Some states require all students take the Praxis I. **Effective 9/1/99**, passing scores on the Praxis I, as set by the WV Department of Education are: Writing 172; Reading 174; and Math 172.
 _____ e. Completion of each of the following courses with a grade of C or above: Education 101, 201, Education 205 or 206; English 102; and Communications 211.
 _____ f. Submission of two letters of recommendation from faculty members outside the School of Education. (Use department forms.)
 _____ g. Submission of an autobiographical statement. (Use department forms.)
 _____ h. Evidence of a negative T.B. test.
 _____ i. Declaration of major form for Education on file in the Registrar's Office.
 _____ j. Signed release form for Praxis test scores.
 _____ k. Completed Student Demographic Sheet
 _____ l. Submit an Application for Admission to the Teacher Education Program upon completion of items a-k.

Note: Admission is not automatic for students who meet these minimal requirements. Rather, the Teacher Education Committee will use these data to make an informed professional judgment about the academic and personal suitability of the candidate for the teaching profession. Faculty challenges or evidence of character or personality deficiencies will be considered.

2. Other requirements for the Completion of the Teacher Education Program:

- ~ Grades of C-, D, or F in education courses must be repeated satisfactorily (grade of C or better) before enrolling in the next education course.
 ~ A negative TB test result must be on file with the School of Education office before entering any public school for observations and student teaching. TB tests are available at the Upshur County Health Department, located on North Locust Street, or the College Health Center (for a small fee).
 ~ Students must be formally admitted to the Teacher Education Program at WVWC to be eligible for Clinical Experience II and all other EDUC/SPEC 300 and 400 level courses.

Students who have not passed all sections of the Praxis I, who do not have an overall GPA of 2.50, and who have not met all other requirements in item #1 above, will not be permitted to enroll in EDUC/SPEC 300 and 400 level courses until the deficiency is removed.

- ~ All requirements must be met and **application must be made** for the Professional Semester on or before this date:
 - **Last Monday in February for both fall and spring Professional Semesters.**
- ~ A fee of \$100 for each 6-hour student teaching course or graduate practicum course and a \$200 fee for the 12-hour student teaching course is assessed for the Professional Semester. (Note: fee is subject to change without notice.)
- ~ To be certified to teach in the state of West Virginia, students must take and pass the Praxis II (National Teachers Exam) as required by the WV Department of Education in specialty area(s) and the Principles of Learning and Teaching in grade level of certification.
- ~ **Although the WV Department of Education has established reciprocity with 38 other states, gaining certification in West Virginia does not automatically grant certification in any other state.**
- ~ Students should be aware that some states require a 3.0 cumulative GPA for teacher certification.
- ~ Students are made aware of the supply and demand need for teacher in EDUC 101: Introduction to Education
- ~ Graduates seeking licensure in West Virginia must meet West Virginia Department of Education requirements regarding U.S. citizenship.

3. To be eligible for the Professional Semester, the student must meet these requirements:

- _____ a. An **approved** Application for Admission to the Teacher Education Program on file.
- _____ b. Cumulative GPA of 2.50 or higher.
- _____ c. GPA of 2.50 in specialty area(s).
- _____ d. Satisfactory completion of 85 credit hours. Candidates must complete all required professional education & specialty area courses. This must be demonstrated through the completion of the advising form submitted with the application to the Professional Semester.
- _____ e. Minimum grade of 2.0 in all Education (EDUC/SPEC) courses.
- _____ f. Negative T.B. test on file.
- _____ g. Completion of the 15-hour Culturally Diverse experience.
- _____ h. Completed reflective writing assessment, professional portfolio, electronic portfolio Presentation and oral/written interview process.
- _____ i. An adequate rating in all areas at the feedback conference.
- _____ j. Submission of an application for admission to the Professional Semester before closing dates.
- _____ k. Other requirements by teaching field accreditation e.g., Science, English, Elementary Edu., etc.
- _____ l. Students are required to take the all content area Praxis II exams in their specialty area before application to the Professional Semester (effective incoming freshman/transfer students, fall 2005).

For complete program requirements, consult the Teacher Education Policy Manual and your applicable College Catalog. State requirements for certification may change without notice.

4. 5-Year Master's in Multi-categorical Special Education/ Reading Specialization Certification

Students interested in the 5-year Master's in Multi-categorical Special Education or the 5-year Master's in Education Reading Specialization Certification should submit an Intent to Enroll form to the Director of the Master's Program by the 1st Monday in October of the student's 3rd year.

5. Application to the West Virginia Department of Education for certification:

It is the teacher candidate's responsibility to apply to the WVDE for certification as a teacher upon graduation. Applications are available on the WVDE web-site. WVDE requires that all applications include fingerprints for an FBI background check. Fingerprinting is available through the School of Education. Candidates who have been convicted of or are under indictment for a misdemeanor or felony may not be eligible for certification.

By signing this document, I declare my intent to enter the Teacher Education Program at WVWC and acknowledge that I have read and understand the requirements stated on the front and back of this sheet:

Signature

Date

08/10

WEST VIRGINIA WESLEYAN COLLEGE

LETTER OF REFERENCE FOR ADMITTANCE
TO THE TEACHER EDUCATION PROGRAM

(To be completed by **faculty** member, outside of the School of Education who has had you as a student in the classroom.)

_____ I **authorize** the School of Education of West Virginia Wesleyan College to identify me as the source of this reference and to release a copy of this reference in its entirety upon request to the applicant.

_____ I **do not** authorize the School of Education of West Virginia Wesleyan College to identify me as the source of this reference and to release a copy of this reference in its entirety upon request to the applicant.

Signature: _____ Position/Title _____ Date _____

Please print your name: _____

=====

I am seeking admission into the School of Education at WVWC. Please complete this form so that I may continue to develop in this endeavor and, also, to give me an opportunity to develop in areas of deficiency that I may now have. Please respond candidly. You must fill out all parts of the form. Thank you.

Candidate Applicant: _____
Proposed Teaching Field: _____
Student Signature: _____
Date: _____

=====

Please evaluate the person named above using the following statements:

	Agree			Disagree	
1. The applicant has a clear understanding of the importance of human relations and can interrelate well with others.	5	4	3	2	1
2. The applicant has a command of the English language and can <u>orally</u> communicate his/her thoughts well.	5	4	3	2	1
3. The applicant has a command of the English language and can communicate well in <u>written</u> form.	5	4	3	2	1
4. The applicant has the ability to acquire basic knowledge that is pertinent to his/her field of teaching.	5	4	3	2	1
5. In my opinion, this person has the ability to become an effective teacher.	5	4	3	2	1

6. In what capacity have you known the applicant? _____

=====

Written Statement: Please reflect on the applicant's educational, social, and personal qualities that you feel may influence his/her ability to become an effective teacher.

Return to Director of the School of Education

WEST VIRGINIA WESLEYAN COLLEGE
School of Education

AUTOBIOGRAPHICAL INFORMATION
(Please type or use same format on computer)

Name _____
(Last) (First) (Middle)

Campus Address: _____ Phone: _____

Home Address _____
(Street) (City) (State) (Zip)

Proposed Teaching Field(s) _____ Proposed Endorsement(s) _____

Extra-curricular Activities _____

Interests and/or Hobbies: _____

Why do you want to enter the teaching profession: _____

High School:

(Name of School) (City) (State)

High School Organizations/Activities: _____

Work Experience: Begin with your most recent position. Include volunteer and part-time positions.

Dates: _____ Type of Work: _____ Employer: _____

Most valuable and least valuable experiences were: _____

Dates: _____ Type of Work: _____ Employer: _____

Most valuable and least valuable experiences were: _____

Dates: _____ Type of Work: _____ Employer: _____

Most valuable and least valuable experiences were: _____

Professional Qualities:

What are your greatest strengths and how will they help to make you an effective teacher?

In what areas do you experience weaknesses and what measures will you take to improve?

Describe any educational experiences you have had with children and/or adolescents.

Describe the individual who was most influential in your decision to enter the teaching profession.

List goals that you have set for yourself either as a student or as a student teacher.

Additional information that you would like to include: _____

Read and sign the following statement:

I hereby affirm that I have not been convicted of a felony in West Virginia or any other state, and that I am of good moral character and am physically, mentally and emotionally qualified to perform the duties of a teacher. I further affirm that I am a resident of the United States or otherwise meet residential requirements for teacher certification in the state of West Virginia. I authorize the release of the above information to WVWC Faculty and cooperating teachers for Clinical I, Clinical II and/or student teaching.

Student Signature

Date

West Virginia Test Requirements

Find your licensure area below to determine which test you need to take and see the minimum qualifying score.

To Be Certified in:	Take This Test(s):	Test Code	Session	Qualifying Score
Beginning teachers in all content areas must pass all three <i>Praxis</i>® Pre-Professional Skills Tests (PPST®) in either format.*				
All Areas	Praxis I Reading (computer-delivered test)	5710	n/a	174
	or			
	Praxis I Reading (paper-delivered test)	0710	1	174
	and			
	Praxis I Writing (computer)	5720	n/a	172
	or			
	Praxis I Writing (paper)	0720	2	172
	and			
	Praxis I Mathematics (PDF) (computer)	5730	n/a	172
	or			
	Praxis I Mathematics (PDF) (paper)	0730	1	172
Professional Education	Principles of Learning and Teaching: Grades K–6	0522	2	165
	or			
	Principles of Learning and Teaching: Grades 5–9 (PDF)	0523	2	159
	or			
	Principles of Learning and Teaching: Grades 7–12	0524	2	156
Candidates for the initial West Virginia Professional Teaching Certificate shall take one of the above Principles of Learning and Teaching tests as indicated in the West Virginia Board of Education Policy 5100.				
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Early Childhood Education				
Early Childhood Education (K–4)	Early Childhood Education (PDF)	0020	1	530
Early Education (PreK–K)	Pre-Kindergarten Education (PDF)	0530	2	590
Preschool Education (Birth–PreK)	<i>No Praxis II test required.</i>			
Elementary Education				
Elementary Education (K–6)	Elementary Education: Curriculum, Instruction, and Assessment (PDF) (paper)	0011	1	155
	or Elementary Education: Curriculum, Instruction and Assessment (PDF) (computer)	5011	n/a	155
Middle School Education				
English (5–9)	Middle School English Language Arts	0049	1	147
General Math through Algebra 1	Middle School Mathematics (Calculators allowed.)	0069	2	148
General Science (5–9)	Middle School Science	0439	1	151
Mathematics (5–9)	Middle School Mathematics (Calculators allowed.)	0069	2	148
Social Studies (5–9)	Middle School Social Studies	0089	2	151
Secondary Education/Content Endorsements				
Agriculture	Agriculture (PDF)	0700	1	430
American Sign Language	<i>No Praxis II test required.</i>			
Art	Art: Content Knowledge (PDF)	0133	1	160
Biology	Biology: Content Knowledge (PDF)	0235	2	152
Business Education	Business Education (PDF) (Calculator allowed.)	0100	1	570
Business Education/Marketing	Business Education (PDF) (Calculator allowed.)	0100	1	570
	and Marketing Education (PDF)	0561	1	153
Chemistry	Chemistry: Content Knowledge (PDF)	0245	2	157

	Chemistry: Content Knowledge (PDF)	0245	2	157
Chemistry and Physics	and			
	Physics: Content Knowledge (PDF)	0265	1	126
Computer Science Education	<i>No Praxis II test required.</i>			
Dance	<i>No Praxis II test required.</i>			
Driver Education	Driver Education (PDF)	0867	1	141
English (5–Adult)	English Language, Literature, and Composition: Content Knowledge	0041	1	155
English as a Second Language (PreK–Adult)	<i>No Praxis II test required.</i>			
Family and Consumer Science	Family and Consumer Sciences (PDF)	0121	1	146
French (5–Adult)	French: Content Knowledge (PDF) (Contains listening section.)	0173	2	131
General Mathematics through Algebra I (5–Adult)	<i>No Praxis II test required.</i>			
	Biology: Content Knowledge Part 1 (PDF)	0231	2	148
	and			
General Science (5–Adult)	Physical Science: Content Knowledge (PDF)	0481	2	142
	and			
	General Science: Content Knowledge Part 2 (PDF)	0432	1	149
	A passing score submitted for the Biology endorsement (Biology: Content Knowledge 0235) may be submitted for the Biology test requirement indicated for General Science. Also, a passing score submitted for the Chemistry or Physics endorsement (Chemistry: Content Knowledge 0245 or Physics: Content Knowledge 0265) may be substituted for the Physical Science test requirement indicated for General Science.			
German (5–Adult)	German: Content Knowledge (PDF) (Contains listening section.)	0181	2	132
Health	Health Education (PDF)	0550	2	640
Instructional Technology (PreK–Adult)	<i>No Praxis II test required.</i>			
Japanese	<i>No Praxis II test required.</i>			

Journalism	<i>No Praxis II test required.</i>			
Latin (5–Adult)	Latin (PDF)	0600	1	480
Marketing	Marketing Education (PDF)	0561	1	153
Mathematics (5–Adult)	Mathematics: Content Knowledge (PDF) (Graphing calculator required.)	0061	1	133
Music	Music: Content Knowledge (PDF) (Contains listening section.)	0113	1	155
Oral Communication (5–Adult)	Speech Communication: Content Knowledge (PDF)	0221	1	150
Physical Education	Physical Education: Content Knowledge	0091	1	150
Physics	Physics: Content Knowledge (PDF)	0265	1	126
Reading Education	<i>No Praxis II test required.</i>			
Reading Specialist	Reading Specialist	0300	2	520
Russian	<i>No Praxis II test required.</i>			
School Library/Media	Library Media Specialist (PDF)	0311	1	138
Social Studies (5–Adult)	Social Studies: Content Knowledge	0081	1	148
Spanish (5–Adult)	Spanish: Content Knowledge (PDF) (Contains listening section.)	0191	1	143
Technology Education	Technology Education (PDF)	0050	1	570
Theatre	<i>No Praxis II test required.</i>			
Wellness (PreK–12)	Health Education (PDF)	0550	2	640
	and Physical Education: Content Knowledge	0091	1	150
Administrator/School Leader				
Principal, Superintendent, Supervisor of Instruction, Vocational Administrator	Educational Leadership: Administration and Supervision (PDF) (until 8/31/2010)	0410	1	570
	Educational Leadership: Administration and Supervision (PDF) (beginning 9/1/2010)	0411	1	141
Special Education				
Autism	Education of Exceptional Students: Core Content Knowledge	0353	2	146

Behavioral Disorders (excluding Autism)	Special Education: Teaching Students With Behavioral Disorders/Emotional Disturbances (PDF)	0371	2	156
	and			
	Education of Exceptional Students: Core Content Knowledge	0353	2	146
Deaf and Hard of Hearing	<i>No Praxis II test required.</i>			
Gifted	<i>No Praxis II test required.</i>			
Mentally Impaired (Mild/Moderate)	Education of Exceptional Students: Core Content Knowledge	0353	2	146
Multi-Categorical Special Education (BD excluding Autism, MI, SLD)	Education of Exceptional Students: Core Content Knowledge	0353	2	146
	and			
	Education of Exceptional Students: Mild to Moderate Disabilities (PDF)	0542	1	153
Preschool Special Needs (PreK–K)	Special Education: Preschool/Early Childhood (PDF)	0690	1	550
Severe Disabilities	Education of Exceptional Students: Core Content Knowledge	0353	2	146
	and			
	Education of Exceptional Students: Severe to Profound Disabilities (PDF)	0544	1	no minimum
Specific Learning Disabilities	Education of Exceptional Students: Core Content Knowledge	0353	2	146
	and			
	Education of Exceptional Students: Learning Disabilities (PDF)	0382	1	133
Visually Impaired	Special Education: Teaching Students with Visual Impairments (PDF) (until 8/31/2010)	0280	1	660
	Special Education: Teaching Students with Visual Impairments (PDF) (beginning 9/1/2010)	0281	1	154
Student Support Personnel				
Athletic Trainer	<i>No Praxis II test required.</i>			
School Counselor	School Guidance and Counseling (PDF) (Contains listening section.)	0420	2	580

School Nurse	<i>No Praxis II test required.</i>			
School Psychologist	School Psychologist (PDF)	0401	1	148
Since this is the same test taken for national certification, the national score will be accepted if it is the same or higher than the state validated score.				
Social Services Attendance	<i>No Praxis II test required.</i>			
Speech Assistant	<i>No Praxis II test required.</i>			
Speech-Language Pathologist	Speech-Language Pathology	0330	2	600
Since this is the same test taken for national certification, the national score will be accepted if it is the same or higher than the state validated score.				

*Persons who hold a Master's degree in above subject areas from a regionally accredited institution of higher education, or prior completion of a state-approved educational personnel preparation program, or documentation from a single administration of an ACT® composite score of 25, a composite ACT (enhanced) score of 26 or SAT® composite score of 1035 (1125 on the re-centered scale) may be accepted on evidence of meeting the PPST component.

West Virginia Wesleyan College
School of Education Dispositions

Professional attitudes, values, and beliefs may be demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. In alignment with the School's mission and Conceptual Framework, a successful WVWC teacher candidate will demonstrate the following dispositions.

Disposition	Target	Acceptable	Unacceptable
1. Fairness:			
A. <i>Candidate is fair and open-minded</i>	Candidate is consistently fair and willing to view and accept the perspectives of others.	Candidate strives to be fair and willing to view and accept the perspectives of others.	Candidate is unfair or unwilling to view and accept the perspectives of others.
B. <i>Candidate is consistent</i>	Candidate sets expectations and adheres to these without prejudice and bias.	Candidate sets expectations and often adheres to these without prejudice and bias.	Candidate sets expectations, but insistently adheres to these without prejudice and bias.
2. Belief that all students can learn:			
A. <i>Candidate accepts and respects that all individuals are diverse.</i>	Candidate constantly considers all students when making decisions and modifies expectations to meet student needs.	Candidate treats everyone equally when making decisions.	Candidate shows preference for specific students.
B. <i>Candidate differentiates instruction based on student needs.</i>	Candidate routinely differentiates instruction based on student needs.	Candidate attempts to differentiate instruction based on student needs.	Candidate does not differentiate instruction based on student needs.
3. Responsibility:			
A. <i>Candidate is dependable and reliable.</i>	Candidate is consistently prepared, prompt, and follows through.	Candidate strives to be prepared, prompt, and to follow through.	Candidate is not prepared, prompt or does not follow through.
B. <i>Candidate does not disclose unauthorized or private information.</i>	Candidate consistently maintains confidentiality.	Candidate strives to maintain confidentiality	Candidate does not maintain confidentiality.
C. <i>Candidate meets the legal requirements for certification.</i>	Candidate meets all legal requirements for certification.		Candidate fails to meet one or more legal requirements for certification.
4. Collaboration:			
A. <i>Candidate is collegial and works well with other professionals.</i>	Candidate consistently interacts with other professionals and is able to adjust to situations.	Candidate strives to interact successfully with other professionals and strives to adjust to situations.	Candidate does not interact successfully with other professionals.
B. <i>Candidate is cooperative.</i>	Candidate consistently cooperates in any situation.	Candidate strives to seek cooperation in any situation.	Candidate does not cooperate.
C. <i>Candidate is receptive and responds to constructive feedback.</i>	Candidate is consistently receptive and responsive to feedback.	Candidate strives to be receptive and responsive to feedback.	Candidate is not receptive or responsive to feedback.
5. Initiative:			
A. <i>Candidate actively seeks solutions to problems.</i>	Candidate consistently seeks solutions to problems.	Candidate strives to seek solutions to problems.	Candidate does not seek solutions to problems.

B. <i>Candidate goes beyond what is required.</i>	Candidate consistently exceeds what is required.	Candidate strives to exceed what is required.	Candidate does not do what is required.
C. <i>Candidate is independent.</i>	Candidate consistently demonstrates independence.	Candidate strives to demonstrate independence.	Candidate is dependent on others.
D. <i>Candidate is actively involved in learning.</i>	Candidate is consistently involved in learning.	Candidate strives to be actively involved in learning.	Candidate is not actively involved in learning.
6. Approachability:			
A. <i>Candidate is respectful.</i>	Candidate consistently demonstrates concern and consideration for others.	Candidate strives to demonstrate concern and consideration for others.	Candidate does not demonstrate a concern for others.
B. <i>Candidate is genuine.</i>	Candidate consistently works with students in an honest and sincere manner.	Candidate strives to work with students in an honest and sincere manner.	Candidate does not work with students in an honest and sincere manner.
C. <i>Candidate is patient.</i>	Candidate consistently works with others in a calm, tireless manner.	Candidate strives to work with others in a calm, tireless manner.	Candidate does not work with others in a calm, tireless manner.
D. <i>Candidate is accessible.</i>	Candidate is consistently receptive to students' inquiries, suggestions, and ideas.	Candidate strives to be receptive to students' inquiries and strives to be open to suggestions and ideas.	Candidate is not receptive to students' inquiries and is not open to students' inquiries, suggestions and ideas.
E. <i>Candidate is empathetic.</i>	Candidate consistently views issues from multiple perspectives.	Candidate strives to consistently view issues from multiple perspectives.	Candidate does not view issues from multiple perspectives and does not see other points of view.
7. Emotional Maturity:			
A. <i>Candidate is flexible.</i>	Candidate consistently is flexible.	Candidate strives to be flexible.	Candidate is not flexible.
B. <i>Candidate is confident.</i>	Candidate consistently displays confidence.	Candidate strives to be confident.	Candidate is not confident.
C. <i>Candidate is self-composed.</i>	Candidate consistently demonstrates self-composure and calm demeanor.	Candidate strives to demonstrate self-composure and calm demeanor.	Candidate does not demonstrate self-composure and calm demeanor.
D. <i>Candidate is socially adept.</i>	Candidate consistently exhibits appropriate social interactions.	Candidate is striving to exhibit appropriate social interactions.	Candidate does not exhibit appropriate social interactions.
8. Reflection:			
A. <i>Candidate is aware of self, students, and environment.</i>	Candidate consistently self-monitors and is aware of classroom environment and student needs.	Candidate strives to self-monitor and is aware of classroom environment and student needs.	Candidate does not self-monitor and is not aware of classroom environment and student needs.
B. <i>Candidate reflects and evaluates choices.</i>	Candidate consistently bases decisions and adaptations on reflection and evaluation.	Candidate strives to base decisions and adaptations on reflection and evaluation.	Candidate does not base decisions and adaptations on reflection and evaluation.
9. Professional Commitment:			
A. <i>Candidate demonstrates an eagerness for teaching.</i>	Candidate consistently exhibits an eagerness for teaching.	Candidate strives to exhibit an eagerness for teaching.	Candidate does not exhibit an eagerness for teaching.
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B. <i>Candidate exhibits professional commitment</i>	Candidate consistently exhibits professional commitment.	Candidate strives to exhibit professional commitment.	Candidate does not exhibit professional commitment.
C. <i>Candidate is committed to life-long learning.</i>	Candidate consistently exhibits a commitment to life-long learning.	Candidate strives to commit to life-long learning.	Candidate does not exhibit a commitment to life-long learning.
10. Positive Role Model:			
A. <i>Candidate is mannerly.</i>	Candidate consistently uses good manners.	Candidate strives to use good manners.	Candidate does not use good manners.
B. <i>Candidate is knowledgeable.</i>	Candidate has a broad knowledge base.	Candidate has a basic knowledge base.	Candidate has a limited knowledge base.
C. <i>Candidate writes using grammatically correct language.</i>	Candidate consistently writes using grammatically correct language.	Candidate strives to use grammatically correct language.	Candidate does not use correct grammar when speaking and writing.
D. <i>Candidate demonstrates a positive attitude regarding schools, teaching, students, and parents.</i>	Candidate consistently demonstrates a positive attitude regarding schools, teaching, students, and parents.	Candidate strives to demonstrate a positive attitude regarding schools, teaching, students, and parents.	Candidate does not demonstrate a positive attitude regarding schools, teaching, students, and parents.
E. <i>Candidate adheres to standards of ethical conduct.</i>	Candidate consistently adheres to standards of ethical conduct.	Candidate strives to adhere to standards of ethical conduct.	Candidate does not adhere to standards of ethical conduct.
F. <i>Candidate dresses appropriately.</i>	Candidate consistently dresses appropriately.	Candidate strives to dress appropriately.	Candidate does not dress appropriately.
G. <i>Candidate exhibits professional behavior.</i>	Candidate consistently exhibits professional behavior.	Candidate strives to exhibit professional behavior.	Candidate does not exhibit professional behavior.

**West Virginia Wesleyan College
School of Education**

Pre-Student Teaching Field Experiences

Throughout the teacher training program at WVWC, teacher candidates are required to participate in a sequence of planned, field-based experiences incorporated into the professional education course sequence. Additional experiences are required in the elementary and special education programs and selected contact specialization fields. A minimum of 135 clock hour's pre-student teaching field experience is required.

Education candidates complete three clinical experiences prior to student teaching. Clinical Experience I and Clinical Experience II (each a semester-long field experience) and a 15-hour culturally diverse field placement.

Duties and Responsibilities of the Candidate:

1. The candidate will complete a schedule of observation dates and times with the approval of the cooperating teacher.
2. Candidates must complete the schedule as agreed upon. In the event of illness, the candidate must notify the cooperating teacher and/or the principal.
3. All assignments for the field activity must be submitted by the date announced in class.
4. The candidate is responsible for transportation to and from the school site.
5. Candidates should not participate in school settings where parents, spouses, relatives, children, or close friends work or attend school that may suggest conflict of interest.
6. Candidates who withdraw from a course involving a field activity must notify the cooperating teacher and the building principal that they have discontinued the experience.
7. To the extent possible, candidates must participate in a variety of school settings.
8. Candidates are under the direct supervision of the cooperating teacher and/or building principal and must abide by all school and district regulations, including those regarding dress and behavior.
9. Complete confidentiality is to be maintained in working with learners and teachers in the school setting. The candidate is not to discuss student progress with persons other than the cooperating teacher or the principal. Any related assignments involving learners or teachers are to be completed anonymously.
10. Candidates are formally rated by the course professor and the cooperating teacher on a number of evaluative criteria that may vary from course to course. The criteria are provided both to the candidate and the cooperating teacher prior to the experience.
11. Candidates who are unfavorably rated in a given experience must confer with the course professor for a review of specific problems and to devise a corrective plan of action.
12. Candidates must dress professionally, observe all rules, and exhibit a professional demeanor during field experiences.
13. Candidates are to participate in classroom activities as assigned, but are **not** to assume sole charge or supervision of the classroom or other learning activity.
14. **Under no circumstance** is the WVWC candidate to date or see socially a student in the public school system.

Duties and Responsibilities of the Building Principal:

1. The building principal places the candidate with a cooperating teacher in appropriate specialty and/or grade level.
2. The principal assumes general supervision of the candidate.
3. The principal should orient the candidate to the school and the student to the population. The principal may assist the candidate in obtaining information regarding general school operation.
4. The principal may remove the candidate from the field activity at any time.

Duties and Responsibilities of the Cooperating Teacher:

1. The cooperating teacher should orient the student to the rules and regulations of the school and district.
2. The cooperating teacher should provide opportunities for the student to complete assigned field activities. See the course syllabi for specific assignments.
3. The cooperating teacher must recognize that the student assigned for a field experience is a novice in education. The candidate's training is very limited.
4. Candidates are not permitted to assume sole responsibility for the supervision of school children. Please do not ask them to supervise your class in your absence, even for a brief period.
5. In **Clinical Experience I** the candidate is asked to teach a mini lesson, usually 30 to 45 minutes in length. The cooperating teacher should provide considerable assistance in planning this activity. Remember, the candidate has yet to be trained in instructional techniques. It is our purpose to provide the candidate with the "feel" of teaching a group of students. Candidates in **Clinical Experience II** are asked to teach a minimum of four full classes.
6. The cooperating teacher is provided with a brief evaluation form for the candidate's participation. Please complete the form allowing the candidate to hand deliver it to the course professor or return it under separate cover to the School of Education at WVWC. You should discuss your evaluation with the candidate.
7. Candidates are asked to participate in the cooperating teacher's duties if scheduled during the time the candidate is present.
8. In the event that the candidate does not perform satisfactorily, the cooperating teacher may discontinue the field activity at any time.
9. Suggestions for the improvement of the field activity are always welcome. Space has been provided for your comments at the bottom of the candidate evaluation form.

Revised 08/10

WEST VIRGINIA WESLEYAN COLLEGE
School of Education
Clinical Experience I
Field Experience Midterm Evaluation Form

This form is to be completed by the cooperating teacher at midterm of the field experience. Please discuss this evaluation form with your assigned candidate. It is the candidate's responsibility to return this form to the college supervisor.

Candidate's Name _____ School _____

Cooperating Teacher _____ Date _____

Signature

- D - Distinguished** The student's knowledge/skill or disposition is demonstrated extraordinarily.
- P - Proficient** The student's knowledge/skill or disposition is demonstrated consistently.
- B - Basic** The student's knowledge/skill or disposition is demonstrated adequately, but needs some improvement.
- U - Unsatisfactory** The student's knowledge/skill or disposition is not demonstrated at an acceptable level.
- N - Not Observed**

The candidate	D	P	B	U	N
1. develops good rapport with students.	4	3	2	1	N
2. accepts suggestions and criticisms well.	4	3	2	1	N
3. shows initiative and self-confidence.	4	3	2	1	N
4. is regular in attendance	4	3	2	1	N
5. is punctual in arrival/departure times.	4	3	2	1	N
6. is professionally dressed.	4	3	2	1	N

Comments:

Suggestions for improvement of the Clinical Experience I:

WEST VIRGINIA WESLEYAN COLLEGE

Final Clinical I Field Experience Form

This form is to be completed by the **cooperating teacher** at the conclusion of the field experience. The candidate has been supplied with a copy of this form. (Return the white original copy to the college supervisor; the yellow copy is for the cooperating teacher's file; and the candidate is given the pink copy.)

Candidate Name: _____ Grade level: _____ School: _____

Cooperating Teacher Signature: _____ Date: _____

Descriptors for evaluating:

- D - Distinguished** The student's knowledge/skill or disposition is demonstrated extraordinarily.
- P - Proficient** The student's knowledge/skill or disposition is demonstrated consistently.
- B - Basic** The student's knowledge/skill or disposition is demonstrated adequately, but needs some improvement.
- U - Unsatisfactory** The student's knowledge/skill or disposition in not demonstrated at an acceptable level.
- N - Not Observed**

<u>Knowledge/Skills</u>	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>	<u>Not Observed</u>
1. Planned and taught 1 appropriate, content-standard based lesson.	_____	_____	_____	_____	_____
2. Demonstrated adequate knowledge of the subject matter.	_____	_____	_____	_____	_____
3. Appropriately assisted students in small groups or on an individual basis.	_____	_____	_____	_____	_____
4. Exhibited appropriate written and verbal skills in the English language.	_____	_____	_____	_____	_____

Professional Dispositions

1. Arrived promptly and was dependable.	_____	_____	_____	_____	_____
2. Showed initiative and enthusiasm for the teaching profession.	_____	_____	_____	_____	_____
3. Exhibited appropriate social skills – eye contact, voice quality, etc.	_____	_____	_____	_____	_____
4. Served as a positive role model with students and staff.	_____	_____	_____	_____	_____
5. Accepted and used constructive criticism.	_____	_____	_____	_____	_____
6. Dressed professionally.	_____	_____	_____	_____	_____

Thank you sincerely for allowing our Wesleyan candidates benefit from your experience, your expertise, and your students!

Comments and suggestions for improving the Clinical I Experience:

WEST VIRGINIA WESLEYAN COLLEGE
School of Education
Clinical Experience II
Field Experience Midterm Evaluation Form

This form is to be completed by the cooperating teacher at midterm of the field experience. Please discuss this evaluation form with your assigned candidate. It is the candidate's responsibility to return this form to the college supervisor.

Candidate's Name _____ School _____
 Cooperating Teacher _____ Date _____
 Signature _____

- D – Distinguished** The student's knowledge/skill or disposition is demonstrated extraordinarily.
- P - Proficient** The student's knowledge/skill or disposition is demonstrated consistently.
- B - Basic** The student's knowledge/skill or disposition is demonstrated adequately, but needs some improvement.
- U – Unsatisfactory** The student's knowledge/skill or disposition in not demonstrated at an acceptable level.
- N – Not Observed**

The candidate . . .	D	P	B	U	N
1. demonstrates responsibility	4	3	2	1	N
2. is receptive to constructive feedback	4	3	2	1	N
3. shows initiative	4	3	2	1	N
4. is approachable and has good rapport	4	3	2	1	N
5. is poised and self confident	4	3	2	1	N
6. demonstrates professional commitment	4	3	2	1	N
7. serves as a positive role model	4	3	2	1	N
8. dresses professionally	4	3	2	1	N
9. is punctual in arrival/departure times	4	3	2	1	N
10. is regular in attendance	4	3	2	1	N

Comments:

WEST VIRGINIA WESLEYAN COLLEGE

Clinical II Field Experience Final Evaluation Form

This form is to be completed by the **cooperating teacher** at the conclusion of the field experience. The candidate has been supplied with a copy of this form. (Return the white (Original) copy to the college supervisor; the yellow copy is for the cooperating teacher's file, the candidate is given the pink copy).

Candidate Name: _____ School: _____

Cooperating Teacher: _____ Date: _____
(Signature)

- D – Distinguished** The student’s knowledge/skill or disposition is demonstrated extraordinarily.
- P - Proficient** The student’s knowledge/skill or disposition is demonstrated consistently.
- B - Basic** The student’s knowledge/skill or disposition is demonstrated adequately, but needs some improvement.
- U – Unsatisfactory** The student’s knowledge/skill or disposition in not demonstrated at an acceptable level.
- N – Not Observed**

<u>Knowledge/Skills</u>	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>	<u>Not Observed</u>
1. Planned and delivered 4 appropriate, content-standard based lessons	_____	_____	_____	_____	_____
2. Managed instructional environment and student behavior to ensure student learning	_____	_____	_____	_____	_____
3. Implemented formal and/or informal assessment tools effectively	_____	_____	_____	_____	_____
4. Accepted and used constructive criticism to improve lessons	_____	_____	_____	_____	_____
5. Demonstrated adequate knowledge of content	_____	_____	_____	_____	_____
6. Exhibited appropriate written and verbal skills in the English language	_____	_____	_____	_____	_____

<u>Professional Dispositions</u>	<u>Distinguished</u>	<u>Proficient</u>	<u>Basic</u>	<u>Unsatisfactory</u>	<u>Not Observed</u>
1. Arrived promptly as scheduled	_____	_____	_____	_____	_____
2. Developed respect and a positive rapport with students; presented a positive role model	_____	_____	_____	_____	_____
3. Communicated to students and you with proper eye contact, voice, etc.	_____	_____	_____	_____	_____
4. Showed initiative and enthusiasm for the teaching profession	_____	_____	_____	_____	_____
5. Dressed professionally	_____	_____	_____	_____	_____

Thank you sincerely for allowing our Wesleyan candidates to benefit from your experience, your expertise, and your students!

Comments and suggestions for improving the Clinical II experience:

**WEST VIRGINIA WESLEYAN COLLEGE
SCHOOL OF EDUCATION**

CULTURALLY DIVERSE AND EXCEPTIONAL STUDENTS IN FIELD PLACEMENTS

Name: _____ Term/Year: _____ Date: _____

School: _____ Cooperating Teacher: _____

Subject/Grade: _____ Student Content Area: _____

Current Field Experience: (circle one)

Clinical I

Clinical II

Student Teaching 1st rotation

Student Teaching 2nd rotation

Classroom Demographics: (record the number of students in your classroom for each category)	
Total number of students	
Female	
Male	
American Indian or Alaskan Native	
Asian	
Bi-racial	
Black	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Other	

Exceptionalities: (record the number of exceptionalities in your classroom; one student may have more than one exceptionality)	
1. Specific Learning Disability	
2. Behavior Disorder	
3. Physical Disability/Wheelchair	
4. Mental Impairment	
5. Speech	
6. ADHD	
7. Gifted	
8. Visual Impairment	
9. Hearing Impairment	
10. Other (please list)	
11. Total number of <i>exceptionalities</i> in you classroom	
12. Total number of <i>students with exceptionalities</i> in you classroom	

**Culturally Diverse Field Experience
Performance Expectations**

1. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (PE—3)
2. The candidate uses knowledge of effective verbal, nonverbal, and medial communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (PE—6)
3. The candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals. (PE—7)
4. The candidate carefully considers information about the contexts of learning and teaching to plan, teach, and assess student learning. (PE—11)

WEST VIRGINIA WESLEYAN COLLEGE

School of Education

Application for the Independent Domestic Cultural Experience

Each teacher education candidate must complete a 15 clock-hour field experience in an educational setting *of at least fifteen percent minority students.*

Procedures: The candidate must do the following:

1. Obtain a packet of forms from the School of Education, six weeks in advance of the desired field experience date.
2. Select a public school in which she/he wishes to conduct the field experience. It is up to the candidate to make initial contact with the school and supply the School of Education with the required information (see school information form.)
3. Submit application and school information forms to Ricki Green in the Education Office **at least one month prior** to the experience. The School of Education will contact the school to verify when the field experience is to be conducted, and then confirm the field placement in writing or by e-mail with the candidate and the school.
4. Deadlines for application:

When do you plan to do the field Experience?

Application deadline date.

Thanksgiving Break	Third Monday in October
Christmas Break	Third Monday in November
Spring Break	First Monday in February
May Term	First Monday in April
Summer Session	First Monday in April

Candidate Information

Candidate's Full Name _____

Circle: Freshman Sophomore Junior Senior Elementary or Secondary

Content area if Secondary: _____

Candidate's School Address _____

School Telephone and Email Address _____

Candidate's Home Address _____

City and State, Zip Code _____

Home Telephone and Email Address _____

**Independent Domestic Cultural Field Experience
School Information Form**

*Anticipated dates of Field Experience _____

Grade Level _____ Content area/Subject _____

*Principal _____ Cooperating Teacher _____

*School Name _____

*School address _____

*City and State _____

*Telephone and FAX _____

*E-mail address _____

Percentage of minority or culturally diverse students _____

*Required fields – must record this information

WEST VIRGINIA WESLEYAN COLLEGE

**Culturally Diverse Field Experience
Guidelines for Teacher Education Candidates**

1. Be punctual and have perfect attendance.
2. Dress in professional attire in the school and while attending all professional meetings. Casual attire such as blue jeans, shorts, sweatshirts, etc., is not appropriate.
3. In the event of an emergency, notify the college, the school, and the cooperating teacher that you are unable to attend as scheduled.
4. When visiting the school, go immediately to the main office, sign in, and obtain an identification badge (if required).
5. Ask the school receptionist where to park, eat lunch, etc.
6. Be aware of and follow all school rules and policies.
7. Adhere to privacy and confidentiality rules for teachers and students. Do not use identifiable names in written reports. Do not discuss events that occur in the classroom with anyone but your college professors.
8. Be positive! Focus on the good things that are happening in the school. Don't dwell on any negatives that you may see.
9. At the completion of the field experience, it is appropriate to send a thank you note to the cooperating teacher and the principal of the school. Have someone check your grammar, spelling, and punctuation.
10. Remember that you have only two weeks to submit written work after the completion of the field experience to Mrs. Ricki Green, Administrative Assistant, in A-21.
11. If you elect to take photographs of students in the classroom, you must have permission of the cooperating teacher. This *may* mean that you have to obtain written permission from parents.

**WEST VIRGINIA WESLEYAN COLLEGE
SCHOOL OF EDUCATION**

CULTURALLY DIVERSE AND EXCEPTIONAL STUDENTS IN FIELD PLACEMENTS

Name: _____ Term/Year: _____ Date: _____

School: _____ Cooperating Teacher: _____

Subject/Grade: _____ Student Content Area: _____

Current Field Experience: (circle one)

Clinical I Clinical II Student Teaching 1st rotation Student Teaching 2nd rotation

Classroom Demographics: (record the number of students in your classroom for each category)	
Total number of students	
Female	
Male	
American Indian or Alaskan Native	
Asian	
Bi-racial	
Black	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Other	

Exceptionalities: (record the number of exceptionalities in your classroom; one student may have more than one exceptionality)	
1. Specific Learning Disability	
2. Behavior Disorder	
3. Physical Disability/Wheelchair	
4. Mental Impairment	
5. Speech	
6. ADHD	
7. Gifted	
8. Visual Impairment	
9. Hearing Impairment	
10. Other (please list)	
11. Total number of <i>exceptionalities</i> in you classroom	
12. Total number of <i>students with exceptionalities</i> in you classroom	

**Culturally Diverse Field experience
Cooperating Teacher's Evaluation of Candidate**

This form is to be completed by the **cooperating teacher** at the conclusion of the field experience. Please check the appropriate column: 3 = commendable, 2 = competent, 1 = inadequate, N/O = no opportunity to observe

Candidate Name: _____ Cooperating Teacher: _____

School: _____ Date: _____

<i>Cooperating Teacher's Checklist</i>	3	2	1	N/O
Approachable				
Self-composed and socially adept				
Serves as a positive role model				
Demonstrates understanding of subject matter				
Communicates effectively				
Demonstrates decision making and reflective skills				
Shows initiative				
Cooperative				
Makes appropriate adjustments for diverse learning needs				
Treats students equitably				
Completed the required 15 hours in the classroom				
Maintains confidentiality concerning student information				
Is prompt and regular in attendance				
Is neat, well groomed, and dressed appropriately				

Date	Arrival Time	Departure Time	Daily Hours

Total Hours _____

Please check activities, in addition to observation, in which this student was engaged:

_____ Tutoring/assisting individual students _____ Participating with students

_____ Assisting with grading, etc. _____ Working with small groups

Other:

Overall Evaluation: _____ commendable, _____ competent, _____ inadequate

Comments: On the reverse side of this form, please include any comments you may have concerning this student's potential as a teacher.

Cooperating teacher (signature): _____

School address: _____

Phone number: _____ Fax number: _____

Email address: _____

Teacher Candidate's Self Evaluation

This form is to be **completed by the teacher candidate** at the conclusion of the field experience. Please check the appropriate column: 3 = commendable, 2 = competent, 1 = inadequate, N/O=No opportunity to observe.

Candidate Name: _____ Cooperating Teacher: _____
 School: _____ Date: _____

<i>Candidate Checklist</i>	3	2	1	N/O
Approachable				
Self-composed and socially adept				
Serves as a positive role model				
Demonstrates understanding of subject matter				
Communicates effectively				
Demonstrates decision making and reflective skills				
Shows initiative				
Cooperative				
Makes appropriate adjustments for diverse learning needs				
Treats students equitably				
Completed the required 15 hours in the classroom				
Maintains confidentiality concerning student information				
Is prompt and regular in attendance				
Is neat, well groomed, and dressed appropriately				

Date	Arrival Time	Departure Time	Daily Hours

Total Hours _____

Please check activities, in addition to observation, in which you were engaged:

_____ Tutoring/assisting individual students _____ Participating with students
 _____ Assisting with grading, etc. _____ Working with small groups

Overall Evaluation: ____ commendable ____ competent ____ inadequate ____ no action, incomplete

Comments: On the reverse side of this form, please include any comments you may have concerning your potential as a teacher.

Cooperating teacher (signature): _____

School address: _____

Phone number: _____ Fax number: _____

Email address: _____

Culturally Diverse Field Experience

Reflection Prompts

Develop a 500 word essay responding to the two questions indicated by the * as well as one additional question of your choice. Include this reflective response, teacher checklist, candidate checklist, and cultural diversity form.

*1) Describe the context of the classroom and what types of diverse students you observed. Is this what you expected? How have your perceptions of diversity changed? What have you learned during this placement?

2) Did you find some individual differences/exceptionalities more difficult than others to address? With which ones were you the most comfortable, least comfortable? Why?

3) Name some of the techniques and strategies that your cooperating teacher used with the entire class. Name and describe any adaptations or modifications that were made for targeted students.

4) Did you see some techniques being used that were used when you were a student? Will you plan to use any of the same techniques in your classroom?

5) If you had been in a position to intervene in the lessons, would you have changed anything? If so, how and why?

6) What do you think you could have done that would have made an impact on the students?

7) Compare the diversity that you've experienced in this classroom with what you've observed during other field experiences in Buckhannon.

*10) Describe a critical incident and tell how this incident changed your perception of the meaning of "diversity."

WEST VIRGINIA WESLEYAN COLLEGE

APPLICATION FOR ADMISSION TO THE PROFESSIONAL SEMESTER

Deadline date: Last Monday in February for fall or spring semester.

Please Check: Fall Semester _____ Spring Semester _____

Name _____ Candidate I.D. # _____ Local Phone _____

S.S. # _____ Box _____ Home Address _____

Home Phone _____ Date of Birth _____

- Specialization:
- _____ 5-year Master’s in Multi-categorical Special Education
 - _____ 5-year Master’s in Education Reading Specialization Certification
 - _____ Elementary Education (K-6)
 - _____ Elementary Education (K-6) with Early Education Endorsement (Pre K-K)
 - _____ Secondary Education (9-Adult or 5-Adult) Content Area _____
 - _____ Combined Elementary/Secondary Education (PreK-Adult) Content Area _____
 - _____ Optional Endorsement _____

*Residents of Harrison, Randolph, Lewis, and Upshur counties please list on the back of the application all schools attended (elementary and secondary schools).

**Please indicate how Bonner Scholar commitments will be completed during the Professional Semester

I have read and understand the requirements listed below for admission into the Professional semester, and that I must earn a grade of 2.0 or higher in each Education course (EDUC/SPEC) before being permitted to student teach. I also understand the following:

- 1) I must complete two uninterrupted rotations consistent with certification area(s).
- 2) I am responsible for my own transportation to the site assignments.
- 3) I will be assessed a fee for student teaching. Note: This fee is subject to change without notice.
- 4) I must attach a completed advising checklist for each area of certification(s) in which I plan to teach.
- 5) I may not be enrolled concurrently in student teaching and in any academic course work in which I have received deficiencies.
- 6) I may not be concurrently enrolled in other courses without the approval of the Teacher Education Committee.

I authorize the release of all necessary information for the completion of this application.

Candidate Signature

Date

For Candidate’s information:

To be certified to teach in the state of West Virginia, students must take the Praxis II (National Teachers Exam) in specialty area(s) and the Principles of Learning and Teaching in grade level of certification.

FOR USE BY THE SCHOOL OF EDUCATION

Requirements for Step One of admission to the Professional Semester:

- ___ An **approved** Application for Admission to the Teacher Education Program on file.
- ___ Satisfactory completion of 85 credit hours of college work. Candidates must complete all required professional education & specialty area courses. This must be demonstrated through the completion of the advising form submitted with the application to the Professional Semester.
- ___ Overall GPA of 2.5 or higher.
- ___ GPA of 2.50 in specialty area(s).

- Minimum grade of 2.0 in all Education (EDUC/SPEC) courses.
- Current, negative T.B. test results on file.
- Completion of the Multi-Cultural Experience
- Completion of Praxis II requirement

The following status is granted for clearance to Step Two - admission to the Professional Semester:

- Cleared to proceed to next step of Admission to Professional Semester
- Clearance pending
- No action; incomplete file / self withdrawal
- Clearance denied/see recommendation letter

Requirements for Step Two of admission to the Professional Semester:

- Competent Reflective Writing Assessment
- Competent Oral Interview
- Competent E-Portfolio Presentation
- Competent Paper Portfolio
- Competent Self-Assessment
- Faculty approval on Feedback Conference

The following status is granted:

- Admission to Professional Semester
- Admission pending
- No action; incomplete file
- Admission denied

Chair, Teacher Education Committee

Date

WEST VIRGINIA WESLEYAN COLLEGE
Elementary Education Program (Multi-subjects K-6)

Name _____ Date _____ Endorsement _____

***General Studies** (42-47 hrs. Required)

No.	Course	Gr.	Hrs.
I. Written Expression (3-8 hours)			
ENGL 101	Freshman Comp I	___	3
ENGL 102	Freshman Comp II	___	3
ENGL 319	Advanced Comp (Edu 467: Prof. Seminar meets this GS)	<u>X</u>	(2)
II. Oral Expression (3 hours)			
COMM 211	Fund Oral Com	___	3
III. Experimental Inquiry (3 hours)			
+BIOL 111	General Biology I	___	3
IV. Quantitative Inquiry (3 hours)			
+ MATH 100 Or 112	College Algebra	___	3 **
V. Religious and Philosophy (6 hours)			
Religion	_____	___	3
Philosophy	_____	___	3
VI. Humanities (6 hours)			
INDS 120	Intro to Humanities (freshman or sophomore year)	___	3
Literature	_____	___	3
VII. Aesthetic Expression (3 hours)			
Fine Arts (Art 215 meets this G.S.)		<u>X</u>	(3)
VIII. Social Sciences (6 hours)			
+ HIST 122	Hist of West Civ II	___	3
+ GEOG 121	World Geography	___	3
IX. Cultural Studies (6 hours)			
US Cultural	_____	___	3
International	_____	___	3
X. Physical and Mental Well-Being (3 hours)			
+ PHED 201	School Health	___	3

Optional Endorsement – Early Education

(9 additional hours)

EDUC 212: Intro. To Early Education	___	3*
EDUC 245: Early Ed. Curriculum, Methods & Assessment (includes field placement)	___	4**
EDUC 265: Organization & Administration Of Preschool Programs	___	2**
These 3 courses may be taken sophomore or junior yr.		
EDUC 477: Student Teaching in Early Ed.	___	6

_____ Indicates interest in 5-yr. Master's in Education
Multi-Cat. Special Education Endorsement

_____ Indicates interest in 5-yr. Master's in Education
Reading Specialization Certification

* Usually offered during Fall Semester
** Usually offered during Spring Semester

***Professional Studies** (36 hrs required)

No.	Course	Gr.	Hrs.
EDUC 101	Intro to Education	___	3
EDUC 141	Educational Tech. Survey	___	1
EDUC 201	Learn & Human Dev.	___	3
EDUC 205	Clinical Experience I	___	1
SPEC 230	Except. & Human Div.	___	3
EDUC 240	Instruct Processes/Assess	___	3
EDUC 305	Clinical Experience II	___	2
EDUC 321	Technology Integration	___	2
SPEC 330	Behavior Management	___	3

Professional Semester

EDUC 470	Stu Tch Early Child. Ed (K-4)	___	6
and			
EDUC 476	Stu Tch Middle Ed (5-6)	___	6
EDUC 467	Prof. Seminar	___	3

MULTI-SUBJECT SPECIALIZATION

(34 hours required)

ART 215	Meth Tch Elem Art	___	3
BIOL 112	General Biology II	___	3
EDUC 131	Literature for Children	___	3 **
EDUC 210	Teaching of Reading	___	3 *
EDUC 211	Diag Rd Tools/Strategies	___	3 **
EDUC 260	Meth Tch Elem Math	___	3 **
EDUC 310	Meth Tch L.A. Elem Tch	___	2
EDUC 315	Meth Tch Sci Elem Tch	___	1 *
EDUC 360	Meth Tch Soc Stu Elem	___	1 *
HIST 101	History of U.S. I	___	3
MATH 100	level or above	___	6
MUSC 217	Intro Music Education	___	1
PHED 352	Methods Tch Elem P.E	___	1
PHSC 110	Physical Sci for Teachers	___	3

Electives:

Freshman Seminar	___	___
_____	___	___
_____	___	___
_____	___	___

Endorsements:

General Math 5-9	___	___
Physical Education 5-9	___	___
Social Studies 5-9	___	___

Additional Professional Requirements:

Culturally Diverse Field Experience	___
Reflective Writing Assessment	___
Professional Portfolio	___
E-Portfolio Presentation	___
Oral Interview	___
Feedback Conference	___

+ These courses are included in calculation specialization GPA.

WEST VIRGINIA WESLEYAN COLLEGE
Secondary Education Program Grades 5-Adult or 9-Adult

Name: _____ Teaching Field(s) _____

• **General Studies** (45-50 hrs. required)

<u>No.</u>	<u>Course</u>	<u>Gr.</u>	<u>Hrs.</u>
I. Written Expression (3-8 hours)			
	ENGL 101 Freshman Comp I	___	3
	ENGL 102 Freshman Comp II	___	3
	ENGL 319 Advanced Comp. (EDUC 467: Prof. Seminar meets this Gen. Stu.)	<u>X</u>	(2)
II. Oral Expression (3 hours)			
	COMM 211 Fund. Of Oral Com.	___	3
III. Experimental Inquiry (3-6 hours)			
	(1 course in Physical or Biol. Sc. With lab for BA)	___	3
	(2 courses in Physical or Biol. Sc. With lab for BS)	___	3
	_____	___	3
	_____	___	3
IV. Quantitative Inquiry (3 hours)			
	Math _____	___	3
V. Religious and Philosophical Inquiry (6 hrs.)			
	Religion _____	___	3
	Philosophy _____	___	3
VI. Humanities (6 hrs.)			
	INDS 120 Intro to Humanities (freshman or sophomore year)	___	3
	Literature _____	___	3
VII. Aesthetic Expression (3 hours)			
	Fine Arts _____	___	3
VIII. Social Sciences (6 hrs.)			
	One course selected from HIST 101,102, 121, 122, (3 hrs.) _____	___	3
	One course selected from anthropology, economics, geography, political science, psychology, sociology (3 hrs.) _____	___	3
IX. Cultural Studies (6 hrs.)			
	US Cultural _____	___	3
	International _____	___	3
X. Physical and Mental Well-Being (3 hrs.)			
	PHED 201 School Health	___	3
	OR		
	PHED 130 Personal and Community Health	___	3

** Usually offered in the spring
• Course Selections must meet WVWC catalog requirements
+ May be listed under teaching field
Must be taken with 5-Adult or 9-Adult field

_____ Indicates interest in 5-yr. Master's in Education Reading Specialization

• **Professional Studies** (42 hrs. required)

<u>No.</u>	<u>Course</u>	<u>Gr.</u>	<u>Hrs.</u>
Professional Semester			
	EDUC 101 Intro to Education	___	3
	EDUC 141 Educational Tech. Survey	___	1
	EDUC 201 Learning/Human Development	___	3
	EDUC 206 Clinical Experience I	___	1
	SPEC 230 Except & Human Diver.	___	3
	EDUC 240 Instruct Processes/Assess	___	3
	EDUC 250 Tch Read. Content Area	___	3**
	EDUC 306 Clinical Experience II	___	2
	EDUC 321 Technology Integration	___	2
	SPEC 330 Behavior Management	___	3
	+EDUC 370 Special Methods	___	3

Professional Semester

EDUC 4__ Student Teaching	___	6
EDUC 4__ Student Teaching	___	6
EDUC 467 Professional Seminar	___	3

Teaching Field(s): Select teaching field;

attach curriculum summary sheet		
Art (PreK-Adult, 5-Adult)	___	
Biology (9-Adult)	___	
Chemistry (9-Adult)	___	
English (5-Adult)	___	
General Science (5-Adult)	___	
Mathematics (5-Adult)	___	
Music (PreK-Adult)	___	
P.E. (5-Adult, PreK-Adult)	___	
P.E. / Health (PreK-Adult)	___	
Physics (9-Adult)	___	
Social Studies (5-Adult)	___	

Endorsements:

#General Math (5-9)	___	
#Physical Education (5-9)	___	
#Social Studies (5-9)	___	

Electives:

Freshman Seminar	___	___
_____	___	___
_____	___	___

Additional Professional Requirements:

Culturally Diverse Field Experience	___	
Reflective Writing Assessment	___	
Professional Portfolio	___	
E-Portfolio Presentation	___	
Oral Interview	___	
Feedback Conference	___	

_____ Indicates interest in 5-yr. Master's in Education Multi-Cat. Special Education Endorsement