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SECTION I
I. Overview
   A. The Five-Year Teacher Education Program at WVU
      1. Creation/History
      2. Continuing Recognition of the Five Year Teacher Education Program
      3. Five-Year Teacher Education Program Relationships
      4. Rationale
      5. Three Pillars of the Curriculum
         * Liberal Arts Pillar
         * Pedagogy Pillar
         * Clinical Experiences Pillar
      6. Three Strands within the Curriculum
         * Inquiry Strand
         * Technology Strand
         * Diversity Strand
      7. Rigorous Components of the WVU Five-Year Teacher Education Program
      8. Milestones of the Program
   B. Professional Development Schools
      1. History of the Concept of Professional Development Schools
      2. Selection of Professional Development Schools
      3. Roles of Professional Development Schools
         * School Renewal
         * Involvement with Preservice Teacher Education
      4. Leadership Components of the WVU Five-Year Teacher Education Program in the Professional
         Development Schools
         * Teacher Education Coordinator(s)
         * PDS Administrator(s)
         * Professional Development Coordinator(s)
   C. Decision Making in the WVU Five-Year Teacher Education Program
      1. Cross-Site Executive Committee (CSEC)
      2. Program Director
      3. PDS Teacher Education Coordinator Network
      4. Professional Development Coordinators Network
      5. PDS Principals Network
      6. Liaison Group
      7. Professional Education Coordinating Council (PECC)

II. Academic Advising in the College of Education and Human Services
   A. General Academic Advising
      1. Contacting a CEHS Academic Advisor
   B. Fees and Financial Aid
      1. Financial Aid
      2. Timeline for Financial Aid Applications
   C. Scholarships
      1. Eligibility for Scholarships
      2. Sources of Scholarship Funds
      3. CEHS Scholarship Application Guidelines
      4. Other Scholarships Available for Pre-Service Teachers

III. Clinical Experiences
   A. Years 3-5
      1. Overview
      * Summary of Clinical Experiences (required hours by semester)
      2. Tutor (Semesters 5&6)
      3. Participant (Semesters 7&8)
      4. Intern (Semester 9&10)
         * Semester 9
         * Semester 10
      5. Professionalism
B. Placement Decisions ................................................................. 16
   1. PDS Teacher Education Coordinator ................................... 16
   2. Scheduling Issues ............................................................... 16
C. Professional Development Schools (Locations) ....................... 17
D. Teacher as Researcher (EDUC 600) "Practitioner Inquiry" .......... 18

IV. Milestones of the Program
A. Program Checkpoints .......................................................... 18
   1. Milestone One: Admission into Teacher Education Program .... 18
   2. Milestone Two: Admission to the Graduate Year (Internship) .... 19
   3. Milestone Three: Graduation ............................................... 19
B. Appeal Procedure .............................................................. 20

V. Certification
A. Certification Testing ............................................................ 20
   1. Rationale ............................................................................. 20
   2. Testing Requirements ......................................................... 20
   3. Core Academic Skills for Educators (CORE) ....................... 20
   4. PRAXIS II Content Specialty Tests ...................................... 21
   5. PRAXIS III: Principals of Learning and Teaching Tests (PLT) .. 21
   6. Test Preparation .................................................................. 22
   7. Registering for Exams ......................................................... 22
   8. How Scores Affect Students ............................................... 22
B. Other Requirements for Certification ...................................... 22

VI. Support Systems
A. Sources of Technical Support ............................................... 23
   1. CEHS Teaching & Learning Technologies Center ................. 23
B. Certification (testing and other requirements for certification) .... 23
   1. CEHS Academic Advisors .................................................. 23
   2. Certification Officer of the CEHS Center for Student Advising and Records .................................................. 23
   3. Out-of-State Certification Information ................................... 23
C. Leadership in the WVU Five-Year Teacher Education Program ... 23
   1. The WVU Five-Year Teacher Education Program ................ 23
      * Director of Clinical Experiences and Professional Development Schools .................................................. 23
      * Program Director for the WVU Five-Year Teacher Education Program .................................................. 23
   2. College of Education and Human Services ......................... 24
      Dean of the College of Education & Human Services ........... 24
      Associate Dean for Academic Affairs .................................. 24
      Department Chairs:
         - Chair of the Department of Curriculum & Instruction/Literacy Studies ............................................. 24
         - Chair of the Department of Special Education .......................................................... 24
         - Chair of the Department of Learning Sciences & Human Development ..................................... 24
D. Clinical Experiences ............................................................. 25
   1. Professional Development School (PDS) Mentor Teacher .... 25
   2. PDS Teacher Education Coordinator ................................... 25
   3. Director of Clinical Experiences .......................................... 25
   4. Peers .................................................................................. 25
   5. Mentor ................................................................................ 25
E. Mentoring .............................................................................. 25
   1. Student to Student Mentoring Relationships ....................... 25
      * Cross-Cohort Mentoring .................................................. 25
      * Peer (class) Mentoring ..................................................... 25
   2. Student to PDS Faculty Mentoring Relationships .................. 26
   3. Student to WVU Faculty Mentoring Relationships ................. 26

VII. Student Organizations
A. Education Student Governance Association (ESGA) ............... 26
B. Council on Exceptional Children (CEC) ................................. 26
C. Phi Delta Kappa (PDK) ........................................................... 27
D. National Council for Teachers of English (NCTEeers) ............ 27
E. Council for Math Education (CME) ......................................... 27
VIII. WVU Academic and Social Policies
A. Academic Ethics ................................................................. 27
B. Social Justice - The WVU Division of Diversity, Equity, and Inclusion ........................................... 28
C. Student Disability Services .................................................. 28
D. CEHS Policy and Procedure for Undergraduate Probation, Suspension, and Readmission .............. 28
E. WVU Five-Year Teacher Education Program Matriculation Policies .............................................. 30
F. Disposition Policy and Procedures ...................................... 33

SECTION II
I. Year 3: Tutor
A. Fall (Semester 5) ................................................................. 35
1. WVU Five-Year Teacher Education Program Tutor Orientation ..................................................... 35
2. Professional Development School Site-Orientation ........................................................................... 35
3. Health and Safety Screenings .......................................................................................................... 35
4. Clinical Experience Responsibilities ................................................................................................. 35
5. Inquiry Strand (EDUC 600) .............................................................................................................. 36
6. Scheduling/Pre-Registration for the Semester ................................................................................ 36
7. Courses ............................................................................................................................................ 36
8. Matriculation Checkpoint .................................................................................................................. 37
B. Spring (Semester 6) ................................................................. 37
1. Clinical Experience Responsibilities ................................................................................................. 37
2. Inquiry Strand (EDUC 600) .............................................................................................................. 37
3. Scheduling/Pre-Registration for the Semester ................................................................................ 38
4. Courses ............................................................................................................................................ 38
C. Certification Testing ............................................................................................................................ 38
D. Matriculation Checkpoint .................................................................................................................. 38

II. Year 4: Participant
A. Fall (Semester 7) ................................................................. 38
1. Clinical Experience Responsibilities ................................................................................................. 39
2. Inquiry Strand (EDUC 600) .............................................................................................................. 40
3. Scheduling/Pre-Registration for the Semester ................................................................................ 40
4. Courses ............................................................................................................................................ 40
B. Spring (Semester 8) ................................................................. 40
1. Clinical Experience Responsibilities ................................................................................................. 40
2. Inquiry Strand (EDUC 600) .............................................................................................................. 41
3. Scheduling/Pre-Registration for the Semester ................................................................................ 41
4. Courses ............................................................................................................................................ 42
5. Milestone Two: Admission into Graduate Year ............................................................................... 42
C. Certification Testing ............................................................................................................................ 43
D. Student Teaching Permit .................................................................................................................... 43
* Criminal Background Checks ............................................................................................................. 43

III. Year 5: Intern
A. Fall (Semester 9) Internship Semester ................................................................. 44
1. Clinical Experience Responsibilities ................................................................................................. 44
2. Teacher as Researcher (EDUC 600) ................................................................................................. 44
3. Scheduling/Pre-Registration for the Semester ................................................................................ 45
4. Courses ............................................................................................................................................ 45
5. Portfolio ............................................................................................................................................ 45
B. Spring (Semester 10) Professional Development Semester ...................................................... 45
1. Courses ............................................................................................................................................ 45
2. Clinical Experience Responsibilities ................................................................................................. 45
3. Teacher as Leader (EDUC 602) ....................................................................................................... 46
4. Milestone Three (Graduation) ......................................................................................................... 46
C. Certification Testing ............................................................................................................................ 48

IV. Graduation and Beyond
A. Graduation ................................................................................................................................. 48
B. Certification .................................................................................................................................. 49
C. Job Opportunities .......................................................................................................................... 49
D. Retaining Certification .................................................................................................................... 49
APPENDICES

Appendix 1: Professional Development School Belief Statements
Appendix 2: Professional Development School Information
Appendix 3: Characteristics of the Novice Teacher
Appendix 4: Glossary of Everyday Teacher Education Terms
Appendix 5: Sources and Important Web Links
Appendix 6: Sample Intern Contract
Appendix 7: Clinical Experiences and Associated Teacher Education Courses
Appendix 8: Degrees and Teaching Specializations in the Five-Year teacher Education Program
SECTION I

I. Overview

A. The WVU Five-Year Teacher Education Program at West Virginia University

1. Creation/History

For more than two decades, citizens, scholars, politicians, and educators have actively critiqued our nation’s public education system. This renewed effort has been made to research what and how students learn, to examine how they are taught, and to assess their abilities at the conclusion of their schooling experience. In particular, West Virginia University has been a visible and successful national leader in efforts to improve the quality of teaching and learning.

The Benedum Collaborative was formed in 1989 as an outgrowth of WVU’s membership in the Holmes Partnership, a nationwide consortium of more than 100 research institutions committed to improving the state of education. The Collaborative was designed to create and implement a new vision for educational reform in West Virginia: renewing public schools while restructuring pre-service teacher preparation. Based on the most highly regarded research and teaching practices available, the Benedum Collaborative sought to accomplish three goals:

- to redesign WVU’s programs that prepare teachers and other education professionals;
- to establish Professional Development Schools that bridge the gap between research and practice; and
- to establish collaborative processes, strategies, and structures to sustain these changes.

With the support of WVU administrators and generous funding of over 7 million dollars from the Claude Worthington Benedum Foundation, the preparation program for pre-service teachers was completely redesigned into what is now known as the Benedum Collaborative Five-Year Teacher Education Program. In addition to the restructuring of academic curriculum, Professional Development Schools (PDSs) have been established to encourage school renewal and to provide exemplary clinical field experiences for pre-service teachers. The cornerstone of the Benedum Collaborative is a partnership between higher education and these exemplary local public schools. The work of the partnership is guided by both national standards (CAEP, PDS Standards, INTASC's Principles, NNER's Propositions, and the NBPT’s Standards) and standards at the local level (The Benedum Collaborative’s Belief Statements and the program’s Characteristics of the Novice Teacher). The Collaborative features a broad-based, shared-decision-making approach that brings together more than 1000 public school teachers, principals, superintendents, and WVU faculty. (See Figure 1.)
2. **Continuing Recognition of the Five-Year Teacher Education Program**  
The WVU Five-Year Teacher Education Program (*formerly known as the Benedum Collaborative Five-Year Teacher Education Program*) is nationally recognized as an exemplary teacher preparation program. In 2012, the Collaborative was awarded the NAPDS Award for PDS Achievement, in 2009, the Association of Teacher Educators (ATE) named it their *Distinguished Program in Teacher Education*, and in 2003, U.S. Secretary of Education Rod Paige featured the program in his report to Congress entitled, *Meeting the Highly Qualified Teachers Challenge: The Secretary's Second Annual Report on Teacher Quality*.

3. **Five-Year Teacher Education Relationships**  
The WVU Five-Year Teacher Education Program is a component of the College of Education and Human Services (CEHS). Through well-designed courses, CEHS faculty help students develop a deeper understanding of educational theory, Professional Development School (PDS) faculty members assist students by connecting theory to practice, and PDSs provide countless opportunities for students to apply their understanding in classroom settings.

4. **Rationale**  
The profession of teaching is changing with a new emphasis on greater teacher empowerment. Today, in addition to interacting directly with children, teachers make many other professional decisions about issues such as curriculum design, textbook selection, and instructional materials, as well as school policies and procedures. In many instances, traditional four-year teacher education programs across the country have typically been unable to address the issues raised by current research on the knowledge base and professional preparation needed for effective teaching. The WVU Five-Year Teacher Education Program addresses the changing needs of schools and teachers through its innovative design. This program:
is an integrated five-year, dual-degree program in which students simultaneously pursue a **Bachelor of Arts, Multi-disciplinary Studies, or Bachelor of Science** (awarded in the subject area in which they plan to teach with the following exceptions: multi-disciplinary studies degree for elementary education and secondary science majors, and interdisciplinary studies degree for secondary social studies majors) and a **Master of Arts in Education**;

- has selective and rigorous standards for admission and retention of students;
- has a clear set of research-based program goals and carefully sequenced learning experiences;
- is designed to integrate what one teaches with how it is taught;
- provides students with a minimum of 1000 clinical hours of experience in public school classrooms;
- features close collaboration with exemplary local public schools; and
- includes rigorous performance requirements that are relevant to effective teaching practice.

5. **Three Pillars of the Curriculum**

Instructional programs in public schools and in higher education have often been segmented, with each piece isolated from the others, thus making it difficult to fully engage learners. Furthermore, programs have seldom been the result of a systematic planning process that connects educational theory with practice. This is why the WVU Five-Year Teacher Education Program was designed to integrate what one teaches with how it is taught: “Learning to Teach and Teaching to Learn.” Therefore, the program is not based on a series of unrelated required classes. Instead, it is comprised of a rigorous sequence of academic courses linked to clinical experiences that allow students to gain new skills while engaging in activities that build upon their previous experiences. The curriculum is built upon three “pillars” of educational experiences: the Liberal Arts pillar, the Pedagogy pillar, and the Clinical Experiences pillar.

**Liberal Arts Pillar**

Liberal Arts education introduces students to many fields of knowledge that are necessary to live a truly successful, productive life. WVU’s liberal arts program is organized around the General Education Foundations. The eight objectives addressed in this curriculum relate to the knowledge and skills necessary for effective teaching for students enrolled in the program.

**Pedagogy Pillar**

Pedagogy is the art and science of teaching. The five-year program provides continuous course work and field experiences that stress pedagogical knowledge necessary for effective teaching. Students gain knowledge about the social and political foundations of public education, teaching as a profession, and curriculum development. In addition to this, research methodologies, teaching and evaluation strategies, learning and development theories, and classroom organization and management are each important themes in the curriculum of the program.

**Clinical Experiences Pillar**

Students apply their knowledge of pedagogy as they experience teaching in Professional Development School (PDS) classrooms. Students begin field/clinical experiences in the PDSs early. These extensive, sequenced
experiences give the students opportunities to become aware of and involved in the “culture” of schools, while simultaneously learning and implementing, and reflecting on effective teaching strategies and techniques. In so doing, students adapt the strategies they are taught in WVU courses and integrate them into their teaching in PDSs.

6. Three Strands within the Curriculum

In addition to the three pillars, three “strands” were interwoven throughout the curriculum of the Five-Year Teacher Education Program. An understanding of technology, experience with diverse populations, and knowledge of how to assist students with special needs were each too important to be delegated to a single course. Knowledge and skills are developed in these areas throughout the pedagogy and clinical pillars. By engaging in activities that directly address these important topics while in teacher education programs, pre-service teachers have the opportunity to develop the skills and attitudes necessary to successfully address them in the classroom. Academic courses and practica within the program were designed to address competencies and guidelines related to each of the three strands.

Inquiry Strand

The teacher education faculty of West Virginia University believes that teachers must be reflective about and inquire into their own assumptions, values, practices and contexts, as well as the policies and traditions that inform the ways we do school. Thus, the purpose of this strand is to encourage critical reflection and inquiry among prospective teachers as they learn how to teach from studying teaching. Developing inquiry as a stance enables teachers to explore the underlying assumptions, biases, values, and ideologies that are inherent in their curriculum and pedagogies and the policies and practices of the contexts in which they are situated. Teachers are producers, as well as consumers of knowledge, and they must interrogate and theorize their practice even as they are engaged in it. This strand provides multiple opportunities for our prospective teachers to cultivate the knowledge, skills, and habits of mind necessary for transforming teaching and learning and the ways we do school in order to create classrooms that are socially just and meet the needs of all learners.

Technology Strand

The designers of this program believe that isolated experiences with new technologies do not prepare students to fully integrate these tools into their teaching. Students enrolled in the five-year program not only witness and utilize these technologies in Professional Development Schools (PDSs), but they use them regularly in pedagogy courses.

Diversity Strand

Teachers must be able to provide an environment in which a variety of learners can thrive. With this in mind, students enrolled in the program are provided instruction in methods to accommodate the differences in the ways children learn and to celebrate the diversity of the learners in the PDSs. Inclusion of students with exceptionalities as well as relating to concerns as differences among ethnicities and or social economic status in the general education classroom is a reality in today’s schools. In this program, our pre-service teachers explore a variety of methods and strategies to help students with exceptionalities not only to gain acceptance, but also to excel in the general education classroom.
7. **Rigorous Components of the WVU Five-Year Teacher Education Program**

Because the program of study for the WVU Five-Year Teacher Education Program is rigorous and demanding, students entering the program are expected to *exceed* the academic expectations of a typical undergraduate student enrolled in WVU. In addition to meeting academic criteria, any student who seeks admission into the program is expected to demonstrate a high level of commitment to becoming a professional educator. This includes a commitment to seeking opportunities to increase his or her understanding of, and ability to, implement appropriate instructional practices in the classroom, as well as engage in on-going reflective practices about the impact that instruction has on the student learners.

8. **Milestones of the Program**

There are three “milestones” in the WVU Five-Year Teacher Education Program at which time student progress is assessed against a set of standards:

**Milestone One:** The application for acceptance into the program is submitted at the successful completion of semester 4. This point of student progression into the program is competitive, as only a limited number of students are accepted.

**Milestone Two:** The application for acceptance into the graduate year (Year 5) is submitted at the successful completion of semester 8.

**Milestone Three:** The application for Graduation is submitted during semester 10.

B. **Professional Development Schools**

1. **History of the Concept of Professional Development Schools**

Analogous to teaching hospitals in the medical profession, Professional Development Schools (PDSs) are sites of exemplary practice where practicing teachers and administrators join with university faculty in partnerships. These partnerships are designed to improve teaching and learning through collaborative research and development projects. PDSs not only provide innovative settings for teacher education, but also facilitate the exchange of professional knowledge between WVU faculty, public school educators, and pre-service teachers.

West Virginia was one of the first states in the country to address the gap that often exists between institutions of higher education and public schools. There are currently twenty-eight (28) public schools involved in the Five-Year Program Collaborative Partnership, and each has accepted the responsibility and challenge of being a Professional Development School. These schools, which are located in five counties near WVU, participate directly in the preparation of novice teachers and are held to the standards set forth by the National Council for Accreditation of Teacher Education (NCATE) as well as the Council for the Accreditation of Educator Preparation (CAEP). The five standards include: a) learning community, b) accountability and quality assurance, c) collaboration, d) equity and diversity, and e) structures, resources and roles.
2. Selection of Professional Development Schools
Since 1989, the WVU Five-Year Teacher Education Program has selected Professional Development Schools (PDSs) on four occasions. During each selection round, all public schools in West Virginia within approximately a one-hour driving distance from WVU were invited to apply for partnership in the Collaborative. A representative team of the initial Benedum Collaborative members including PDS teachers and administrators, as well as WVU faculty and administrators, reviewed the applications. Interested schools were required to submit statements of support from superintendents, principals, faculty, and staff; vision statements for the school; the school’s concept of how interaction with the Collaborative might affect the school and impact student learning; and descriptions of the school’s community and student demographics, as well as how the collaboration might affect the community; and documentation of faculty support for the initiative. The five program belief statements (listed below) have been central to the application process.

- All in a Professional Development School are learners.
- All in a Professional Development School have the opportunity for success.
- The organization of a Professional Development School encourages all to be empowered.
- A Professional Development School fosters an environment of mutual respect.
- A Professional Development School promotes curriculum and instruction that evolves from continual review and that reflects the school’s vision.

3. Roles of Professional Development Schools

School Renewal
Professional Development Schools (PDSs) are expected to employ a community-building approach to school renewal. A PDS begins by setting a school-based renewal agenda structured to reflect and address the unique needs of its faculty and students. Many PDSs accomplish this task through professional development workshops and conferences, collaboration with other schools, and/or research intensive grant implementation. These activities are intended to help create an atmosphere in which the community and teachers can assume a leadership role within the school.

Involvement with Pre-Service Teacher Education
Within an environment of renewal, Professional Development Schools (PDSs) and the Five-Year Teacher Education Program create relationships to take advantage of the innovative teaching practices that occur in these sites. Pre-Service Teacher Candidates enrolled in the program:

- are referred to as “Pre-Service Teacher Candidates”;
- are placed in cohort groups;
- are assigned to specific PDSs, to which they return each semester for a sequence of field experiences;
- learn to become part of a public school community and benefit from close relationships with the teachers, students, and their own classmates; and
- observe, assist, tutor, plan, implement, reflect on and revise instruction, teach small groups and whole classes, and conduct action research as part of their teacher education program.
4. Leadership Components of the WVU Five-Year Teacher Education Program in the Professional Development Schools:

Teacher Education Coordinator(s)
Each Professional Development School (PDS) designates a faculty member to serve as the coordinator of the activities related to the Five-Year Teacher Education Program at that PDS. The Teacher Education Coordinator is responsible for providing leadership for the program at his or her PDS. Examples of the responsibilities of the Teacher Education Coordinator include: placing Pre-Service Teacher Candidates with mentor (host) teachers and documenting all activities involving teacher education at the school as well as assisting with a variety of shared program activities that occur periodically throughout the year. These include such endeavors as helping with review of student portfolios for admission into and matriculation through the Five-Year Teacher Education Program; working with individual pre-service teachers in the monitoring of course due dates; assisting with the development of year five contract development by our interns; participating in PDS and/or WVU sponsored professional development; as well as attending and assisting with the program’s annual Practitioner Inquiry Conference.

Pre-Service Teacher Candidates learn to rely on Teacher Education Coordinators as their connection between the PDS and the Five-Year Teacher Education Program. This PDS faculty member also attends Teacher Education Coordinator Network meetings scheduled periodically.

PDS Administrator(s)
In a PDS, administrators are expected to take on new leadership roles related to the partnership work. Because they work in a PDS, their relationship with faculty, staff, and WVU personnel are guided by the principles of shared decision-making and empowerment. Examples of the unique responsibilities of PDS administrators include: determining, planning, and pursuing their own professional development in educational leadership, observing and mentoring pre-service teachers placed in their schools, reviewing pre-service teacher action research proposals and reports, and participating in the planning of Intern contract work.

Professional Development Coordinator(s)
Each Professional Development School (PDS) designates a faculty member to provide leadership to the professional development and school renewal efforts of the PDS. The Professional Development Coordinator contributes to the organizing of program-related projects, assists the Teacher Education Coordinator, helps with the program-related grant process, and in cooperation with the PDS Teacher Education Coordinator provides leadership at the school-based program-related meetings. This person also represents their school at Professional Development Coordinator meetings.

In addition to the aforementioned leadership components, each Pre-Service Teacher Candidate is assigned to work with a Mentor (host) teacher from whom they gain experience from modeling of instructional practices during their participation in the six practica of the program.

C. Decision-Making/Governance in the Five-Year Teacher Education Program
Governance in the Five-Year Teacher Education Program relies on the involvement of an array of groups representing the Professional Development Schools (PDSs) and WVU. These groups work in a variety of ways, on multiple schedules, and in multiple organizational structures in order to carry out the work of the partnership. A brief description of several of these groups follows.
1. **Cross-Site Executive Committee (CSEC)**
   The CSEC, often referred to as “Cross-Site,” serves as the fundamental governing body of the Five-Year Collaborative program. Along with the Program Director, other voting membership includes a PDS administrator, a PDS Teacher Education Coordinator, a PDS Professional Development Coordinator, and a WVU/PDS Liaison, as well as the Curriculum & Instruction/Literacy Studies (C&I/LS) chair, and a WVU faculty representative for C&I/LS. This seven member committee is responsible for the solicitation of ideas, concerns and recommendations from PDS & WVU membership, and final decisions regarding review and recommendations of policies and procedures intended to enhance and continue the public school and teacher education reform efforts of the PDSs.

2. **Program Director**
   The Program Director is responsible for the oversight of the “day-to-day affairs” of the partnership and enacts the policy components in conjunction with the recommendations generated by the Cross-Site Executive Committee.

3. **PDS Teacher Education Coordinators Network**
   The Coordinator Network, composed of Teacher Education Coordinators from each PDS and representative WVU teacher education faculty meets periodically to help shape the Five-Year Teacher Education Program and to make recommendations regarding the kinds of clinical experiences that should be occurring at the PDSs. They also contribute to the design of clinical experiences and assessments of those clinical experiences to ensure that WVU coursework is integrated into the clinical experiences.

4. **Professional Development Coordinators Network**
   Professional Development Coordinators are school teachers who serve as leaders in their schools for Five-Year Teacher Education Program work, particularly as it pertains to school renewal and professional development. These individuals are expected to work collaboratively with their PDS Teacher Education Coordinator counterpart.

5. **PDS Principals Network**
   The PDS Principals Network promotes open communication among county and Professional Development School (PDS) administrators within the Five-Year Teacher Education Program to facilitate the work of the Collaborative within their schools. Also, they advise professional preparation programs for administrators in the CEHS. This network includes the superintendents of the five partnering counties with designated PDSs, the principals of the PDSs, the Program Director, and other individuals in positions of leadership within the Collaborative.

6. **Liaison Group**
   Each year, the Five-Year Teacher Education Program attempts to provide each Professional Development School (PDS) a representative of WVU, designated as “Liaisons,” who are responsible for establishing close connections between the University and the PDS. Many Liaisons participate directly in the life of the school through such activities as attending site meetings, providing professional development sessions, consulting with individual teachers, and facilitating school-based research efforts. An important part of this process includes having Liaisons work with pre-service teachers on action research projects and provide clinical support through observations and problem-solving. Liaisons also help WVU faculty access the resources available at PDSs.
7. **Professional Education Coordinating Council (PECC)**

The PECC brings together representatives from all the professional preparation programs at West Virginia University. This council reviews programs and their proposed revisions, making recommendations to the council convener. Council meetings provide opportunities for sharing ideas across programs and colleges within the University.

II. **Academic Advising in the College of Education & Human Services**

**A. General Academic Advising for the Five-Year Teacher Education Program**

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**Contacting a CEHS Academic Advisor**

In addition to the contact information above, the CEHS Center for Student Advising and Records may be accessed via the web: Website: [http://advising.cehs.wvu.edu](http://advising.cehs.wvu.edu)

**B. Fees and Financial Aid**

1. **Financial Aid**

   During the first four years of the WVU Five-Year Teacher Education Program, students apply for financial aid as undergraduate students. The last year, which is the graduate year, students apply for financial aid as graduate students. Graduate students are eligible for federal loans but DO NOT qualify for federal or state grants.

   Questions concerning financial aid for the graduate year should be directed to the CEHS Associate Dean of Academic Affairs, 304-293-2377 or to the Associate Director of Student Financial Aid, 304-293-4890.

2. **Timeline for Financial Aid Applications**

   The free Application for Federal Student Aid (FAFSA) is due by February 1st each year. However, it is beneficial to submit the FAFSA as soon as possible. Contact information: [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)

**C. Scholarships**

A number of privately funded scholarships are available to eligible five-year program students. Students are encouraged to complete the CEHS scholarship application in order to be considered. Scholarships are awarded based on demonstrated academic merit and/or financial need.

For the 2015-2016 academic year, CEHS awarded 109 scholarships, totaling over $250,000 with individual awards having ranged from $700-$7,000 and an average award of $2,300.

For more information on individual scholarships, please visit: [www.cehs.wvu.edu/scholarships](http://www.cehs.wvu.edu/scholarships).
1. Eligibility for Scholarships

Pre-Service Teacher Candidates are eligible for a variety of scholarships. Some scholarships have very specific criteria while others are more general in their requirements. Some scholarships require West Virginia residency. Previous academic success is an important qualifying ingredient in all awards. Minimum academic criteria to qualify for a scholarship have traditionally been a 3.0 grade point average, and an ACT score of 22 or an SAT score of 1020. However, there are often some scholarships available with less restrictive criteria. With this in mind, you are encouraged to investigate scholarship opportunities on an annual basis.

2. Sources of Scholarship Funds

Scholarship assistance for students who are preparing to become teachers is primarily available from three sources:

- scholarships awarded directly by the College of Education and Human Services;
- scholarships awarded directly by the State of West Virginia; and
- scholarships awarded by the WVU Scholars Program.

3. CEHS Scholarship Application Guidelines

To be eligible, students must have a current year Free Application for Federal Student Aid (FAFSA) form on file with the WVU Financial Aid Office. To complete a FAFSA application, visit fafsa.ed.gov.

Incoming freshmen are automatically considered for merit-based scholarships when they submit their application to WVU. For more information on WVU financial aid and scholarships visit financialaid.wvu.edu.

CEHS majors are screened for merit- and need-based scholarships based on WVU student records as maintained by the WVU Office of the Registrar. CEHS requires a minimum of 3.0 grade point average; need is determined by the WVU Financial Aid Office.

The top nominees are typically notified close to the end of the spring semester by the CEHS Scholarship Committee. Notification is delivered by WVU MIX account email. It is important to maintain current contact information and regularly check the MIX account for information.

Nominees are requested to submit a Resume with Listed References and a Letter of Application to support his or her nomination. Demonstrated scholarship, service to the community and leadership should be noted.

For more information on writing a resume with listed references: http://careerservices.wvu.edu/students/build-it/documents/resumes-developing

For more information on writing a letter of application: http://careerservices.wvu.edu/students/build-it/documents/letters-developing
CEHS SCHOLARSHIP SUPPORTING DOCUMENTS

Nominees will be contacted by WVU MIX e-mail. Electronic submission of required documents is preferred. Please send documents to: cehsadmin@mail.wvu.edu

If electronic submission is not possible, please mail to:

Scholarship Committee
College of Education and Human Services
P.O. Box 6122
West Virginia University
Morgantown, WV 26506-6122

AWARD REVIEW PROCESS

Departments review nominees and recommend recipients for specific majors. The CEHS Scholarship Committee reviews nominees and recommends recipients for unrestricted awards. CEHS scholarship award recommendations are forwarded to the WVU Financial Aid Office. Final award and notification is made by the WVU Financial Aid Office. Awards are posted to the WVU student account.

For more information on individual scholarships, please visit:

[www.cehs.wvu.edu/scholarships](http://www.cehs.wvu.edu/scholarships)

Other information about scholarships can be obtained by contacting:

TBA
College of Education & Human Services
802G Allen Hall
Phone: 304-293-3261

4. Scholarships Available for Pre-Service Teachers through the Department of Curriculum and Instruction/Literacy Studies Awards currently include the following:

*Alex & Betty Schoenbaum Teacher Preparation Scholarship/Loan*
*Ann & Bob Orders STEM Teaching Scholarship*
*Arland Imlay, PhD Scholarship*
*Carole Diane Cook Elder Scholarship*
*Carter Family Foundation Teacher Education Scholarship*
*Delmas Miller Endowed Scholarship*
*Donna Holyman Peduto Annual Scholarship*
*Dr. Thomas P. Lombardi Special Education Scholarship*
*Dr. Dianna M. Vargo Scholarship*
*Eddie C. Kennedy Endowed Scholarship*
Edna and James M. (June) Beckett, Jr. Scholarship
Howard & Miriam Jones Scholarship
Jeannette Luchok Moriak Memorial Scholarship
Jessee Frances Brown Lilly Scholarship Fund
Jill Clampitt Memorial Special Education Scholarship
Jone Pharr Cook Memorial Scholarship
Kathryn A. Davis Education Scholarship
Kathryn C. Vecellio Education and Human Services Scholarship
Leon & Mae Newell McKown Scholarship
Lester H. Kincaid Memorial Scholarship
Margaret B. Fitzgerald Scholarship
Mary Ault Groves Education Scholarship
Mary and Max Marshak Scholarship
M. Wood Stout & Lova Martha Casto
Paul and Elizabeth Glasscock Emergency Loan
Ramsburg Family Education Scholarship
Rita Riffée LeHere Teaching Scholarship
Ruby A. Carter Scholarship
Verizon Presidential Scholarship
Walter W. Cole Scholarship
William B. McLaughlin II Education Scholarship
William C. Waters Scholarship
William Joseph Sturgis Scholarship
William S. and Karen E. Bingman Education Scholarship
WVU Teacher Leadership in Memory of Patricia Crow Lindgren

For more information on individual scholarships, please visit:
www.cehs.wvu.edu/scholarships.

III. Clinical Experiences

A. Years 3-5

1. Overview
   Clinical experiences that provide students hands-on practice with various aspects of teaching
   are particularly important to an effective teacher education program. Traditional teacher
   education programs, which typically cluster clinical experiences late in the program, often do

Revised Summer 2018
not provide sufficient opportunities for students to practice integration of content and pedagogical knowledge. To provide for effective knowledge growth, students enrolled in the WVU Five-Year Teacher Education Program begin their clinical experiences early in their programs of study and progress gradually toward more complex learning assignments in school settings. *(See Table 1 that follows.)*

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer</td>
<td>Total of 60 hours <em>(prior to enrolling in EDUC 200)</em></td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td>2 hours <em>per week</em> in PDS</td>
<td>2 hours <em>per week</em> in PDS</td>
</tr>
<tr>
<td>Participant</td>
<td>*7 hours <em>per week</em> in PDS</td>
<td>*12 hours <em>per week</em> in PDS</td>
</tr>
<tr>
<td>Intern</td>
<td>Full time in PDS</td>
<td>Total of 135 contractual hours typically in PDS</td>
</tr>
</tbody>
</table>

*Hours per week should not be misinterpreted as a total that can be accomplished by going to one’s PDS for longer periods toward the beginning of a semester in order to stop going earlier. *Further, the “Participant’s” 7 hours during the fall semester are to be done over 2 or 3 days and the “Participant’s” 12 hours during the spring semester are to be done over 4 days each week.*

Table 1. Summary of Clinical Experiences.

**Scheduling Clarifications:**

a) **Holidays**: Official WVU Holidays are yours as a WVU Student. Therefore, you do not have to report to your Professional Development School (PDS) on those days.

b) **Snow Days/PDS Closures**: When inclement weather such as snow-related school closure occurs, the following expectations will be in place:

- The *first* snow day that causes your Professional Development School (PDS) to be closed during any semester does not have to be made up.
- *All other* snow days *(and other causes of your PDS to be closed)* do have to be made up.
- Individual circumstances may vary depending on your PDS county decisions regarding inclement weather, etc. When those occur, they are also to be made up.

The final practicum, referred to as the professional *Internship*, is the student’s culminating learning experience in a field-based setting. The professional internship takes place near the end of a three-year period of involvement in the culture of a public school. Students enrolled in the five-year program have a vast experience base to draw upon when beginning full-time teaching. By graduation, students have spent approximately 1000 hours in Professional Development Schools. A brief description of each of the three stages in the succession of clinical experiences (Tutor, Participant, and Intern) follows.

2. **Tutor (Semesters 5 & 6)**

In order to provide introductory experiences with children, students spend a full-year working with children while they are taking the *Learning* course (EDUC 301) & Instructional Design and Evaluation (EDUC 400) courses. This weekly Tutor experience is designed to provide a context for understanding individual differences in children and in their learning styles, as well as to provide an environment in which preservice teachers can experiment with the teaching and learning strategies presented in EDUC 301 and EDUC 400. Tutoring, which is the student’s first clinical placement in the assigned PDS, is designed to be a supervised experience that facilitates extended contact with a single school while working with children in one-to-one and small-group settings.

3. **Participant (Semesters 7 & 8)**

During semesters 7 and 8, students participate in their second part-time, full-year clinical experience. Working in a real school setting, students apply and reflect on important content...
studied in both subject area and pedagogy courses taken during this year. Activities extend beyond the one-to-one tutoring done the prior year to include whole-class lessons and projects. Participants work closely with pedagogy subject matter and WVU faculty, as well as with the Professional Development School (PDS) Teacher Education Coordinators, teachers, and peers at the PDSs.

4. Intern (Semesters 9 & 10)

Semester 9
For elementary and secondary majors, the EDUC 612 - Professional Internship, often referred to as student teaching, course takes place in the Fall term. This gives every Intern the opportunity to participate in the unique experience of beginning a school year. The full-time, (Monday-Friday), semester-long experience allows the Intern to collaborate with both an expert host teacher and a Professional Development School (PDS) Teacher Education Coordinator. This stable, familiar environment creates a comfortable atmosphere in which Interns develop and refine planning and teaching strategies, classroom and time management techniques, and evaluation skills. The extended placement in a single classroom, which follows the PDS school calendar/schedule (other than the WVU Thanksgiving Break recess), rather than the WVU schedule, also allows Interns to focus on the long-range planning and student evaluation that are essential to effective teaching. During this semester, as a part of the WVU Five-Year Teacher Education Program and EDUC 612 course requirements, Interns (a) address/fulfill the requirements of the EDUC 612 Practicum PDS-related Performance Assessment Rubric [See EDUC 612 Practicum website for this document]; (b) develop and submit an electronic “edTPA’ (Teacher Performance Assessment) for national scoring [See excerpt from WVBOE Policy 5100 that follows]; and (c) develop and submit for approval, individual contract proposals pertaining to school-based activities they will facilitate and or in which they will participate during the professional development semester. These EDUC 687-related “Contracts” are written with consideration of the needs and desires of the individual Pre-Service Teacher Candidate “Intern”, as well as the needs of his or her assigned PDSs. [See course website for additional information regarding Contract-related assignment guidelines]. In addition, Interns are also enrolled in a required graduate course, EDUC 600, and attend required seminars at the University and at their PDS site.

Excerpt from WVBOE Policy 5100

“Effective July 1, 2017: Teacher candidates who were admitted to the professional portion of their WVU teacher preparation program prior to July 1, 2017, are required to take the “edTPA” as a non-consequential assessment and also have the option to successfully complete the Principles of Learning and Teaching (PLT) PRAXIS assessment as a means to meet performance assessment and certification requirements in the state of West Virginia. Those individuals who are admitted to the professional portion of the WVU teacher preparation program after July 1, 2017 are required to complete, submit, and pass the “edTPA” assessment in order to complete their teacher education program and be recommended to the state of West Virginia for certification.”

Semester 10
During this final semester, EDUC 687 – Instructional Practicum, often referred to as the professional development semester, students remain involved in the Professional Development Schools (PDSs) in which they completed their professional Internships. Coursework is aimed
at reflecting on experiences in the WVU Five-Year Teacher Education Program and building leadership skills as professionals. During semester 10, Interns fulfill and document the responsibilities and duties described in their individual contracts. (Sample contract can be referenced in Appendix 6.) In addition, Interns finalize their Action Research Inquiry project and prepare to present their findings at professional educator venues. This includes their presentation at the Five-Year Teacher Education Program Annual Practitioner Conference Celebration typically scheduled toward the end of semester 10.

5. Professionalism

While in Professional Development Schools, students are representing the ideals of the WVU Five-Year Teacher Education Program and are expected to act, speak, and dress, in a professional manner. As a part of the classroom, Pre-Service Teacher Candidates will be expected to follow school-related policies, laws, and regulations set by the school, county, and state. Additionally, Pre-Service Teacher Candidates must keep pupil-specific records and conferences confidential. Collaboration and shared decision-making are also important responsibilities of students as they become an integral part of their PDS and are often asked to help make recommendations and or decisions. Teachers are bound by a code of ethics and dress code to which Pre-Service Teacher Candidates in PDSs must also abide.

While no specific uniform is required, it should be understood that all Pre-Service Teacher Candidates are expected to refrain from reporting to any PDS while wearing clothing of a provocative nature. Doing so can create distractions for others at the PDS, both students and faculty, and send an inappropriate message. With this in mind:

- Ladies should understand that wearing such things as: sheer, see through, low cut outfits or halter tops; short skirts or stretch leggings (also known as stirrup pants); as unacceptable wardrobe choices when reporting to a PDS.
- Gentlemen should realize that clothing such as: jeans, shorts and or sweat-shirts/T-shirts are inappropriate dress for conducting Pre-Service Teacher Candidate responsibilities, and instead should consider casual/dress slacks and a collared shirt (ties optional), when making clothing selections when reporting to a PDS.
- Likewise, both genders should not report to the PDS while: wearing heavy make-up, unnatural hair coloring, or visible body piercings other than those in the ears.
- Further, the courtesy of good hygiene practices goes a long way when attempting to provide an appropriate instructional experience for your student learners and others.

[See also the additional information pertaining to dispositional assessments” of Pre-Service Teacher Candidates that occur throughout the Five-Year Teacher Education Program practica entitled, “Disposition Policy”, located in Section I; VIII-E.]

Professionalism extends into all forms of communication. Pre-Service Teacher Candidates are expected to use Standard English, as well as a professional email account. For specific site-based information, PDS faculty and handbooks are a useful resource. In addition, Pre-Service Teacher Candidates are reminded of the importance of maintaining professional behavior when not at the PDS that includes diligent practice of extreme caution with regard to the use of social media. Doing otherwise risks compromising the Pre-Service Teacher Candidate’s professional reputation and has the potential for jeopardizing his or her ability to continue work at the PDS or participate in the WVU Five-Year Teacher Education Program. In addition, this could also impact one’s pursuit of future employment opportunities.
B. Placement Decisions

1. PDS Teacher Education Coordinator
   After students have been placed at Professional Development Schools by the Director of the WVU Five-Year Teacher Education Program, they are assigned to specific classrooms by the PDS Teacher Education Coordinator. The Teacher Education Coordinator oversees all activities related to the program occurring at the PDS. Students are placed in individual classrooms based upon the needs of the school, students’ individual requirements for certification, and WVU course requirements. Classroom placements are usually changed every semester, although some tutor assignments last for an entire year.

2. Scheduling Issues
   Since students begin formal placements at Professional Development Schools in Year 3, course selections at this stage of the program become more critical. Students must not only devise a schedule of courses that is feasible considering course availability, but they must also take into consideration the time commitment that is required for clinical experiences in the PDSs. For example, tutors are required to spend two hours a week in their PDSs. When scheduling, tutors should consider the round trip travel time, as well as the amount of time that they will actually spend at the PDSs [See clarification regarding expected distribution of hours per week/per day in previous chart in Table 1 of Overview, “Summary of Clinical Experiences”] Approximate travel times to the PDSs can be referenced in Appendix 2.
C. Professional Development Schools (Locations)

Professional Development Schools are located in five (5) surrounding counties (see Figure 2). A list of the PDSs (organized by county) follows:

- **Marion County**
  - Blacksheire Elementary
  - East Dale Elementary
  - East Fairmont High
  - East Park Elementary
  - Fairmont Senior High
  - North Marion High
  - Rivesville Elementary/Middle
  - Watson Elementary
  - White Hall Elementary

- **Monongalia County**
  - Clay-Battelle Middle/High
  - Eastwood Elementary
  - Mason-Dixon Elementary
  - Morgantown High
  - Mountainview Elementary
  - Mylan Park Elementary
  - North Elementary
  - Skyview Elementary
  - Suncrest Middle
  - University High School

- **Preston County**
  - Bruceton
  - West Preston School (previously known as Valley Elementary)

- **Harrison County**
  - Bridgeport Middle
  - South Harrison High
  - West Milford Elementary
  - Wilsonburg Elementary

- **Taylor County**
  - Anna Jarvis Elementary
  - Grafton High
  - Taylor County Middle

Figure 2. Counties with Professional Development Schools

PDS community descriptions, driving directions and demographics of each PDS may be found in Appendix 2.
D. Teacher as Researcher (EDUC 600) “Practitioner Inquiry”

- Class sessions will be scheduled throughout your Tutor, Participant, and Intern years. Classes will be scheduled during Friday seminars (Tutor and Participant years) and during a weekday evening (Intern year) when you register for EDUC 600.
- Students will actively engage in the inquiry process.
- Students will be assigned a small group facilitator and are encouraged to select a CEHS faculty member (often their PDS Liaison) to mentor them through the inquiry process.
- Students will create and conduct a number of inquiries and learn how to identify wonderings and refine their research questions, design and plan their inquiries, collect and analyze data, as well as write-up and disseminate their results and conclusions. These activities are designed to support students as they develop an understanding of inquiry and their skills as teacher researchers.
- All inquiries (research briefs) must be approved by the WVU faculty mentor and agreed to by the student’s Professional Development School (PDS) before implementation. In addition, all inquiries must meet all of the criteria specified in our Institutional Review Board (IRB) approval.
- Although a grade is not assigned and credit is not received for this course until semester 9, students are expected to attend all class meetings and complete all assignments required during their Tutor, Participant, and Intern years.

IV. Milestones of the Program

A. Program Checkpoints

1. Milestone One: Admission into Teacher Education Program
   Upon reaching Milestone One, which usually occurs at the conclusion of semester 4 of WVU enrollment, students apply for formal admission to the WVU Five-Year Teacher Education Program. Because a limited number of students are accepted into the program and because there are also enrollment limits for each certification option, admission is competitive and not guaranteed. In order to be considered for admission into the program, students must submit a portfolio for review.

Portfolios are reviewed by the Teacher Education Admissions Committee. Students who have completed a minimum of 59 credit hours with a minimum GPA of 2.75, have earned a grade of “C” or better in all professional education courses (see note below for information related to EDUC 100 and 200), have passed ALL sections of the Core Academic Skills for Educators (CORE) assessment, who meet all other portfolio requirements, and who have adhered to the requirements necessary for completing their subject specializations are eligible for admission. Students who meet every standard will be ranked for admission to the certification option of their choice. Final decisions regarding admission will be made once semester 4 grades become available and admission portfolios have been reviewed. Successful applicants will be notified via U.S. mail. No placements of successful applicants will be made until the Five-Year Program Office has been in receipt of the “placement reservation form” that is included in each initial notification letter.

Note: EDUC 100 and EDUC 200 are two professional education courses that must be taken before students can apply for admission. Typically pre-education majors take them in different semesters. However, it is important for these students to confer with their advisors no later than at midterm in the semester previous to enrolling in the classes to see if it is feasible for their particular plan for graduation.
To ensure better safety in West Virginia schools, all new students must submit to a WV background check before being placed in any required field or clinical placement in public schools (effective July 1, 2007). During any field or clinical experience, a student will be required by PDS administration to make the results of his or her background check available for review.

NOTE: Admission criteria are subject to change, therefore, please consult CEHS Advisors periodically for updates.

2. Milestone Two: Admission to the Graduate Year (Internship)
Upon reaching Milestone Two, which occurs at the successful completion of semester 8, each Pre-Service Teacher Candidate’s (this being the end of the “Participant” year) progress is documented in the Year 4 Portfolio and is formally reviewed. Pre-Service Teacher Candidates must have demonstrated competency in their clinical placements as well as high academic performance (minimum cumulative GPA of 2.75 and have earned a grade of “C” or better in all professional education courses). All undergraduate course requirements must be completed before being allowed to enter Year 5 of the program. *Documentation of passed PRAXIS II scores must be included in the Portfolio. [Pre-Service Teacher Candidates who have not passed the required PRAXIS examination(s) will not be certified to Student Teach.] At the successful completion of this review, the student is eligible for admission to the graduate year and is permitted to participate in a professional internship consisting of a full-time (Monday-Friday) clinical experience in a Professional Development School (PDS). Portfolios are reviewed by the Teacher Education Admissions Committee.

*In the event that a Pre-service teacher does not complete the matriculation requirements by the established deadline of May 15th, he or she must process a program “Interruption” form. (A program “Interruption” requires that the Pre-Service Teacher Candidate step out of the program for a year, while addressing all issues that prompted said interruption). In the event that the issues prompting a need to interrupt matriculation through the program have been fulfilled, by the end of June, a Pre-Service Teacher Candidate may submit a written appeal that includes:

- a statement of the cause of the original interruption;
- actions taken to correct it, along with;
- documentation proving the issue has been resolved; and
- a request to have the interruption voided in order to resume matriculation with the cohort in which he or she had been a member prior to when the issue came into play.

This appeal must be submitted by no later than July 15th. Subsequently appeals will be reviewed and decisions will be made based on the merit of each.

3. Milestone Three: Graduation
Upon reaching Milestone Three, students participate in an exit portfolio review to assess progress. Students develop their portfolios throughout the five years in the WVU Five-Year Teacher Education Program. These exit portfolios are reviewed during the final professional development semester, semester 10, by a team including faculty members from the College of Education and Human Services, the Eberly College of Arts and Sciences, and Professional Development Schools. To be eligible for graduation from the program, students must meet all undergraduate requirements as well as maintain a 3.0 grade point average in Year 5. To be recommended for certification in WV, students must successfully pass the PRAXIS II and Principals of Learning and Teaching (PLT) exam(s).
B. Appeal Procedure

If a student is suspended from the WVU Five-Year Teacher Education Program and the student feels there has been extenuating circumstances, he or she may appeal the initial decision.

V. Certification

To assure that professionals who are competent in the areas of content knowledge and pedagogy are teaching in classrooms across the nation, state boards of education establish requirements that must be met by prospective teachers in order to gain certification. These requirements usually involve graduating from an accredited teacher education program and passing a series of examinations. The WVU Five-Year Teacher Education Program is designed to meet the requirements for teacher certification in West Virginia.

A. Certification Testing

1. Rationale

The ETS/PRAXIS series examinations are taken by undergraduates seeking admission into a teacher education program, or by college graduates seeking teacher certification. Over 85% of the states that include tests as part of their licensing process rely on the PRAXIS Series: Professional Assessments for Beginning Teachers. These examinations are part of the College of Education and Human Services (CEHS) and State of West Virginia requirements for certification. States vary in their testing requirements; the particular tests required and the passing scores required may vary. More information about the PRAXIS Series and other states’ specific requirements can be found on the PRAXIS website (http://www.ets.org/praxis).

2. Testing Requirements

Individuals who complete a teacher education program approved by the West Virginia Board of Education, which leads to West Virginia certification, must meet the testing requirements of that program. Specific test dates and locations for all Praxis series exams can be found in the Registration Bulletin available in the CEHS Center for Advising and Records, 710 Allen Hall. Test dates can also be found on the PRAXIS homepage http://www.ets.org/praxis. The testing requirements for students enrolled in the WVU Five-Year Teacher Education Program include the Core Academic Skills for Educators (CORE), PRAXIS II content specialty tests, and Principles of Learning and Teaching (PLT).

The following is an overview of the battery of examinations required by the College of Education and Human Services (CEHS) and the State of West Virginia for teacher certification.

3. Core Academic Skills for Educators (CORE)

The CORE needs to be passed before a student can apply to the WVU Five-Year Teacher Education Program, unless they meet the qualifications to waive the test. To waive the test, students need at least a 26 Composite Score on the ACT or an 1170 Math/Verbal Score on the SAT.

Otherwise students need to take all three parts of the CORE and get the following scores:

Reading....156
Writing....162
Math....150
4. **PRAXIS II: Content Specialty Tests**

Content specialty tests are required for nearly every specialization area. Examples include elementary education, special education, middle school specializations, and secondary emphasis. A passing score on all content examinations must be received by West Virginia University by the end of semester 8. The report that includes subtests from ETS must be included in the Year 4 portfolio. However, Praxis has yet to develop content tests for some specialization areas (e.g., French 5-9). Students pursuing a certification in one of these specialization areas are not required to take a content specialty test.

Some students may be required to take more than one specialty test. For example, a student pursuing an elementary education degree with an emphasis in Social Studies (5-9) is required to take a content test for elementary certification as well as a social studies content examination.

**For Elementary Education** every student needs to take:

- *Elementary Multi-Subjects test 5001 and Teaching Reading: Elem test 5203.*

**For Specific Elementary Specializations**, students need the following tests:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Code</th>
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</thead>
<tbody>
<tr>
<td>Math 5-9</td>
<td>5169</td>
</tr>
<tr>
<td>Social Studies 5-9</td>
<td>5089</td>
</tr>
<tr>
<td>Science 5-9</td>
<td>5440</td>
</tr>
<tr>
<td>English 5-9</td>
<td>5047</td>
</tr>
<tr>
<td>Foreign Language 5-9</td>
<td>No Test</td>
</tr>
<tr>
<td>PreK-K</td>
<td>5531</td>
</tr>
<tr>
<td>Special Education</td>
<td>5543</td>
</tr>
</tbody>
</table>

**For Secondary Education** students need to take the following test(s) based on specialization:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
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</tr>
<tr>
<td>English</td>
<td>5038</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5081</td>
</tr>
<tr>
<td>General Science/Biology</td>
<td>5435 and 5235</td>
</tr>
<tr>
<td>General Science/Chemistry</td>
<td>5435 and 5245</td>
</tr>
<tr>
<td>General Science/Physics</td>
<td>5435 and 5265</td>
</tr>
<tr>
<td>Spanish</td>
<td>5195</td>
</tr>
<tr>
<td>German</td>
<td>5183</td>
</tr>
<tr>
<td>French</td>
<td>5174</td>
</tr>
</tbody>
</table>

**Note:** If online version of examination is available, test will begin with the number 5 rather than 0

5. **PRAXIS III: Principles of Learning and Teaching Tests (PLT)**

The PLT assesses a pre-service teacher’s ability to apply pedagogical knowledge in classroom situations. A passing score on the PLT must be received by West Virginia University before a student is recommended for certification. **[See excerpt from WVBOE Policy 5100 below].**

Refer to the chart on page 48 for the test numbers for PLT K-6, PLT 5-9, and PLT 7-12. Please go to the ETS website ([http://www.ets.org/praxis](http://www.ets.org/praxis)) and select the Principals of Learning and Teaching Tests for West Virginia to see which tests are required for Early Childhood Education (PreK-K) and Special Education.

**“Effective July 1, 2017: Teacher candidates who were admitted to the professional portion of their WVU teacher preparation program prior to July 1, 2017, are required to take the “edTPA” as a non-consequential assessment and also have the option to successfully complete the Principles of Learning and Teaching (PLT) PRAXIS assessment as a means to meet performance assessment and certification requirements in the state of West Virginia. Those individuals who are admitted to the professional portion of the WVU teacher preparation program after July 1, 2017 are required to complete, submit, and pass the “edTPA” assessment in order to complete their teacher education program and be recommended to the state of West Virginia for certification.”**
6. Test Preparation
ETS/PRAXIS provides Tests at a Glance booklets for each examination offered. To prepare for tests, students should review the Tests at a Glance booklet for each relevant content area. The booklets are free of charge and include content outlines, sample questions with rationales for the best answers, and test-taking strategies. These booklets are available in the CEHS Center for Student Advising and Records in 710 Allen Hall, on the ETS website (http://www.ets.org/praxis), or by contacting ETS via telephone. In-depth study guides and test preparation kits are available from ETS for a small fee.

7. Registering for Exams
Students should register for the various examinations as early in the WVU Five-Year Teacher Education Program as soon as possible so that there will be sufficient time to retake tests if necessary. To register for tests, students may complete the registration packet in the Registration Bulletin, available at the CEHS Center for Student Advising and Records, or register online at the ETS website (http://www.ets.org/praxis). Follow the links to “Register for a Test” under PRAXIS I or II.

Students should arrive at the testing site early for check-in and be prepared to stay late. Students are not permitted to leave the testing rooms until the allotted time for the tests has expired. Further information on test dates, deadlines for registration, fees, and approximate length of scoring time can be found in the Registration Bulletin or on the ETS website.

8. How Scores Affect Students
In order to receive certification in a specific state, passing scores, which vary from state to state, must be achieved on all required examinations. Prospective employers may ask to see students’ score reports to verify that the scores do in fact meet that particular state’s standards. Since prospective employers usually consider the scores on a pass/fail basis, once a passing score has been received, it is not necessary to retake Praxis exams in hopes of improving the score.

B. Other Requirements for Certification
In order to be certified in the State of West Virginia, prospective teachers must meet specific requirements, such as a minimum GPA requirement, specific university coursework, and passing scores on specified Praxis examinations. Graduates of teacher education programs approved by the State of West Virginia, such as the WVU Five-Year Teacher Education Program, may become certified to teach in the State of West Virginia only if score requirements are met for the specified PRAXIS examinations. [See excerpt from WVBOE Policy 5100 below]

**“Effective July 1, 2017: Teacher candidates who were admitted to the professional portion of their WVU teacher preparation program prior to July 1, 2017, are required to take the “edTPA” as a non-consequential assessment and also have the option to successfully complete the Principles of Learning and Teaching (PLT) PRAXIS assessment as a means to meet performance assessment and certification requirements in the state of West Virginia. Those individuals who are admitted to the professional portion of the WVU teacher preparation program after July 1, 2017 are required to complete, submit, and pass the “edTPA” assessment in order to complete their teacher education program and be recommended to the state of West Virginia for certification.”**
VI. Support Systems

A. Sources of Technical Support
Students who are having academic difficulty are encouraged to seek assistance from the following sources.

CEHS Teaching and Learning Technologies Center
A technology center devoted to the CEHS students is located on the fourth floor of Allen Hall. The Center features both Macintosh and PC computer labs, scanners, and printers and is staffed by knowledgeable graduate students who provide technical support. This lab is independent of WVU Office of Academic Computing and is supported solely by the College of Education and Human Services.

B. Certification (testing and other requirements for certification)
Students with general questions about certification should first approach CEHS academic advisors.

1. CEHS Academic Advisors
   Five-Year Program: Beth LeFevre
   710 Allen Hall
   304-293-2162
   bglefevre@mail.wvu.edu

   Four-Year Program: Allison Pierce
   710 Allen Hall
   304-293-2705
   SAPIERCE@mail.wvu.edu

2. Certification Officer of the CEHS Center for Student Advising and Records
   Michelle Principe
   710 Allen Hall
   304-293-3983
   Michelle.Principe@mail.wvu.edu

3. Out-of-State Certification Information
   Certification questions concerning another state can usually be found on the particular state’s Department of Education website.

C. Leadership in the WVU Five-Year Teacher Education Program
Within the WVU Five-Year Teacher Education Program there are several important leaders who affect the lives of students. Each person has a significant and distinctive role to play within the Collaborative. There are two aspects to the Collaborative represented within the CEHS: the Five-Year Teacher Education Program Collaborative administrators and the College administrators.

1. The WVU Five-Year Teacher Education Program
   Director of Clinical Experiences and Professional Development Schools
   The Director of Clinical Experiences coordinates the work of the Professional Development Schools and WVU student placements within the PDSs. Issues related to placements, observations, or any other PDS work should be brought to the site-based PDS Teacher Education Coordinator before being brought to the Director of Clinical Experiences. The Program Director (below) may serve in this role as well.

   Program Director for the WVU Five-Year Teacher Education Program
   Dr. John E. Stallings, Jr.
   606 D-1 Allen Hall
   304-293-6762
   John.Stallings@mail.wvu.edu
2. **College of Education and Human Services**

**Dean of the College of Education and Human Services**
The Dean is the overall administrative director and leader of the College of Education and Human Services. Because the Dean is also the College’s connection to the broader University community, the state, and the nation, teacher education is only one of her areas of responsibility.

Dr. Tracy Morris, Interim Dean  
802 A Allen Hall  
304-293-5704

**Associate Dean for Academic Affairs**
The Associate Dean for Academic Affairs oversees all academic programs of the College, accreditation preparation and processes, and the College's extended learning and Summer School programs. He resolves student complaints, works with the Dean in developing budget plans, and leads all academic program reviews. The Associate Dean helps the WVU Five-Year Teacher Education Program Pre-Service Teacher Candidates as they document Institutional Review Board (IRB) Ethics training, apply for IRB approval, and complete their inquiry projects during Year 5.

Dr. Dale S. Niederhauser  
802 Allen Hall  
304-293-4743  
dsniederhauser@mail.wvu.edu

**Department Chairs**
Department Chairs provide leadership for faculty within their individual departments. Questions concerning admission, grievances, graduation, matriculation, faculty, and scheduling may be directed to department chairs.

**Chair of the Department of Curriculum & Instruction/Literacy Studies**  
Dr. Samuel F. Stack  
602 Allen Hall  
304-293-2071  
Sam.Stack@mail.wvu.edu

**Chair of the Department of Special Education**  
Dr. Barbara Ludlow  
509 E Allen Hall  
304-293-2076  
Barbara.Ludlow@mail.wvu.edu

**Chair of the Department of Learning Sciences and Human Development**  
Dr. Regan Curtis  
507 D Allen Hall  
304-293-2098  
Regan.Curtis@mail.wvu.edu
D. Clinical Experiences

When combining pedagogy and teaching, challenges naturally arise. There are several places students may seek answers and support.

1. Professional Development School (PDS) Mentor Teacher
Pre-Service Teacher Candidates may seek clarification concerning specific PDS classroom activities or individual students from their PDS mentor teachers.

2. PDS Teacher Education Coordinator
Pre-Service Teacher Candidates may seek clarification challenges that may arise within a classroom in the PDS from their PDS Teacher Education Coordinator.

3. Director of Clinical Experiences
Pre-Service Teacher Candidates may contact the Clinical Experiences Coordinator with concerns or questions about placement, practica, and Professional Development Schools.

   Dr. John E. Stallings, Jr.
   606 D-1 Allen Hall
   304-293-6762
   John.Stallings@mail.wvu.edu

4. Peers
Pre-Service Teacher Candidates may be able to share experiences and better understand challenges by discussing issues with their student colleagues, including those who are assigned to the same PDS, and particularly those who have been at the PDS longer.

5. Mentor
Pre-Service Teacher Candidates may seek advice or support from a trusted professor, liaison, PDS host teacher, or other practitioner.

E. Mentoring

Mentoring enables students to access the knowledge of others, learn from others’ experiences, and discuss topics that are pertinent to their lives. Mentoring exists on many different levels within the WVU Five-Year Teacher Education Program including student to professor, student to Professional Development School (PDS) teacher, as well as student to student.

1. Student to Student Mentoring Relationships
Cross-Cohort Mentoring
Each semester, three “cohorts,” or one cohort per year, complete clinical experiences at each PDS. Early in the program, students in the five-year program find it helpful to seek the advice and knowledge of more experienced Pre-Service Teacher Candidates. Interaction with these students at the PDS encourages the development of mentoring relationships. During the professional development semester (semester 10), interns are often contracted to mentor less experienced students in the program. They are also available to discuss issues that are relevant to the particular PDS and to the program, and may offer advice as students make their first attempts at whole-class instruction.

Peer (Class) Mentoring
Mentoring also occurs in the camaraderie that develops within each class of students. When students are admitted to the Five-Year Teacher Education Program, they become part of a class of approximately 100 other Pre-Service Teacher Candidates. Members of the same class are
bonded by the courses and experiences that they share, by similarities in specializations, and through PDS placements. Many students find the relationships that develop between and among the students in their class extremely valuable and rewarding.

2. **Student to PDS Faculty Mentoring Relationships**

Once a student enters the Five-Year Teacher Education Program, there are several opportunities for students to develop mentoring relationships. Teachers and PDS Teacher Education Coordinators within the PDSs become colleagues who are committed to the success of Pre-Service Teacher Candidates in the classroom. Since Pre-Service Teacher Candidates are usually placed at the same PDS for several years, lasting relationships develop between them and PDS faculty. Although friendships may form, all parties are reminded that relationships of this nature must remain professional and should not be allowed to blur the understanding between friendship, mentoring, and or academics.

3. **Student to WVU Faculty Mentoring Relationships**

Education professors/instructors are a part of the lives of students for over three years. Mentoring relationships may develop among professors/instructors and students during this time, either through class relationships, their roles as Liaisons, or involvement in college activities.

As graduate students in the fifth year, Pre-Service Teacher Candidate “Interns” are encouraged to seek the advice of faculty not only for class choices, but also in understanding and analyzing inquiry project data. Each Pre-Service Teacher Candidate is encouraged to have a CEHS faculty advisor during this time period.

VII. **Student Organizations**

Pre-Service Teacher Candidates are encouraged to become active in student organizations. There are over 300 student organizations on the campus of West Virginia University, including social fraternities and sororities, community service organizations, and organizations with religious affiliations. To find out more information about student organizations on campus, contact the Student Organization Wing Office at 304-293-4397. The organizations particularly relevant to students enrolled in the WVU Five-Year Teacher Education Program are described in the following sections.

A. **Education Student Governance Association (ESGA)**

The Education Student Governance Association (ESGA) organizes activities that bring students in the Five-Year Teacher Education Program together for the purposes of mentoring, leadership, collaboration, and celebration. An important organization in the governance structure of the Five-Year Program, ESGA is comprised of representatives from the Tutor, Participant, and Intern cohorts who want to have a voice in teacher education. ESGA serves as a vehicle for student participation in reflecting on, reviewing, and offering input into the content and structure of the Five-Year Teacher Education Program. Through this organization, students work together to address issues related to coursework, matriculation, graduation, practica, etc. ESGA is supported by a student leadership team and a faculty sponsor who can be contacted by email at esgawvu@yahoo.com.

Faculty sponsor: Dr. Sharon Hayes, Sharon.Hayes@mail.wvu.edu

B. **Council of Exceptional Children (CEC)**

The Council of Exceptional Children (CEC) seeks to improve educational outcomes for individuals with exceptionalities. The organization, a non-profit international association supports special education professionals and others working on behalf of individuals with exceptionalities by advocating for appropriate governmental policies, by setting professional standards, by providing continuing professional development, by advocating for newly and
historically underserved individuals with exceptionalities, and by helping professionals achieve the conditions and resources necessary for effective professional practice.

Faculty sponsor: Dr. Alexandra Hollow, Alex.Hollo@mail.wvu.edu

C. **Phi Delta Kappa (PDK)**

Phi Delta Kappa is an international professional fraternity for men and women in education. The membership is composed of professionals in the field of education, graduate students preparing for careers in education, and undergraduates who are enrolled in or have successfully completed their internships, or student teaching. There are currently more than 660 PDK chapters in the United States, Canada, and 18 other countries. Membership is obtained by chapter invitation. WVU's chapter has over 400 members including former WVU President David Hardesty. The primary goal of PDK is to promote quality education through research, service and training programs at the local, regional, national and international level.

Faculty sponsor: Dr. Barbara Ludlow, Barbara.Ludlow@mail.wvu.edu

D. **National Council for Teachers of English (NCTEers)**

The National Council for Teachers of English at West Virginia University is an organization begun by English Education students in the Five-Year Teacher Education Program. Members of NCTEers consist of anyone who sees the importance of literacy. Most members are either enrolled the Five-Year Teacher Education Program or plan to apply to the program. The purpose of the organization is to promote English education and to share and improve classroom teaching strategies. Members meet to discuss professional development, classroom experiences, and matriculation through the program. In addition to regular meetings, members participate in professional development conferences, service projects, and social events. For additional information contact: http://ncteeers.weebly.com.

Faculty sponsor: Dr. Audra Slocum, Audra.Slocum@mail.wvu.edu

E. **Council for Math Education (CME)**

The Council for Math Education at West Virginia University is an organization begun by math education students in the Five-Year Teacher Education Program. Members of CME consist of students who are studying math or math education. Most members are either enrolled the Five-Year Teacher Education Program or plan to apply to the program. The purpose of the organization is to promote math education and to share and improve classroom teaching strategies. Members meet to discuss professional development, classroom experiences, and matriculation through the program. In addition to regular meetings, members participate in professional development conferences, service projects, and social events.

Faculty sponsor: Ms. Elaine Schwing, Elaine.Schwing@mail.wvu.edu

VIII. **WVU Academic and Social Policies**

The College of Education and Education and the WVU Five-Year Teacher Education Program adhere to all West Virginia University policies and guidelines. Consequently, students are expected to follow all University and programmatic policies and guidelines. These policies and guidelines may also be found on the University web site.

A. **Academic Ethics**

Academic dishonesty is defined to include, but is not limited to plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. The academic development of students and the overall integrity of the institution are primary responsibilities of WVU. Academic dishonesty is condemned at all levels of life and is considered to indicate an inability to meet and face issues and create an atmosphere of mistrust, disrespect, and insecurity. In addition, it is essential in an academic community that grades accurately reflect the attainment of the individual student. Faculty,
students, and administrators have shared responsibilities in maintaining the academic integrity essential for the University to accomplish its mission. West Virginia University expects that every member of its academic community shares the historic and traditional commitment to honesty, integrity, and the search for truth. If an instructor suspects that a student has been academically dishonest, specific procedures, as outlined in the WVU Undergraduate Catalog, may be followed. Academic dishonesty can ultimately lead to expulsion from the University.

B. Social Justice – The WVU Division of Diversity, Equity, and Inclusion
The West Virginia University Social Justice Statement specifies:
The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin (WVU Undergraduate Catalog).
Inquiries and complaints regarding the University’s non-discrimination policy may be directed to:

David M. Fryson
Vice President of Diversity, Equity & Inclusion
West Virginia University
304-293-5600
diversity@mail.wvu.edu -or- david.fryson@mail.wvu.edu

C. Student Disability Services
Persons with a disability and those who anticipate needing any type of accommodation can make appropriate arrangements with Disability Services, 304-293-6700. Accommodations can also be made for PRAXIS exams.

D. CEHS Policy and Procedure for Undergraduate Probation, Suspension, and Readmission
Note: CEHS undergraduate programs admit students with GPA’s of:
Child Development and Family Studies - 2.50
Five-Year Teacher Education Program – 2.75
Speech Pathology and Audiology - 3.00

Therefore, University policy on probation, suspension, and readmission are rarely necessary for these students. It is more relevant to our “pre” students. The following policy is written primarily for those students.

WARNINGS:
CEHS Advisors send warning letters to students whose GPAs indicated that they are close to University probation. Advisors suggest University resources and study skills to at-risk students.

WVU PROBATION POLICY: Any undergraduate with a cumulative GPA of less than 2.0 will be placed on Probation every term unless suspended.

CEHS communication and rehabilitation procedure:
As soon as CEHS receives notification from Office of University Registrar (OUR) about students on probation,

- Advisors meet with students to prepare a plan to rehabilitate GPAs.
- Advisors place plans in student folders.
• Advisors notify appropriate program coordinators of the student(s) on probation.
• Advisors review progress with student(s) on probation each mid-semester.

WVU SUSPENSION POLICY: University suspension will only occur after the Spring semester. Decisions to suspend a student rest with the University. Decisions to reinstate a student on the basis of appeals rest with the College/School. Suspensions from the University are effective in the Fall term. Students may use the summer to raise GPA or to satisfy the conditions of an appeal.

Suspension on the basis of attempted hours and GPA:

<table>
<thead>
<tr>
<th>Hours</th>
<th>GPA</th>
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<tbody>
<tr>
<td>1-28</td>
<td>1.40</td>
</tr>
<tr>
<td>29-58</td>
<td>1.70</td>
</tr>
<tr>
<td>59-88</td>
<td>1.90</td>
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<tr>
<td>89 or more</td>
<td>2.00</td>
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</tbody>
</table>

First suspension = 1 semester  
Second suspension = 1 calendar year  
Third suspension = 5 years

CEHS REINSTATEMENT SUSPENSION FROM UNIVERSITY POLICY:

• Students wishing to seek reinstatement from university suspension must appeal, in writing, to the CEHS Assistant Dean for Student Services, TBA by June 1st for reinstatement for the next fall or spring semester. Late petitions will not be accepted.

Appeal statements will include:

1. A statement about the reasons for past poor academic performance.
2. A description of activities undertaken while out of WVU that would have helped to improve academic skills and a list of courses and grades earned or in progress at any other institution.
3. Copies of all transcripts.

• By July 15, the Assistant Dean and CEHS College Academic Affairs Appeals Committee will take one of three actions after reviewing the student’s appeal and interviewing the student. The committee will notify, in writing, the Office of University Registrar, the student, the advisor, and the program coordinator of the committee’s decision by July 15. The three actions are:

1. Grant the Student’s petition to be reinstated, stating “conditions” for GPA rehabilitation.
   a. The student, advisor, and program coordinator will meet to define a “plan of action” and a timeline for satisfactory progress. Plans will be placed in students’ folders and monitored by advisors. Students must satisfy the conditions, timeline and plan of action to avoid suspension in the future. Students may enroll in summer classes to raise the GPA or satisfy the conditions of an appeal.
   b. A student may be reinstated in the fall if conditions required have been met during the summer.
2. **Deny the petition.**
   a. The Office of University Registrar will remove students from fall classes unless students are enrolled in summer classes.

3. **Defer decision** until summer grades or transcripts from other institution are available. If a student raises the GPA in the summer to the acceptable standards as set forth in WVU policy, the student may be reinstated in the Fall.

E. WVU Five-Year Teacher Education Program Matriculation Policies

- Students must earn no grade below a “C” in all professional education courses to remain in the Five-Year Teacher Education Program.

**Note:** Inasmuch as the WVU Five-Year Year Education Program has been scheduled to “Sunset” at the end of the academic Spring semester of 2021, the following clarifications will apply to the remaining cohorts enrolled in the program:

- **For those in cohorts 2019 and 2020:** Earning a grade below a “C” will result in the student being required to either take an “Interruption” (step out of the program for a year); or withdraw from the Five-Year Teacher Education Program. In this event, the student must contact the Program Director immediately.

- **For those in cohort 2021:** Earning a grade below a “C”, the “Program Interruption” option will not exist. Therefore, the student must contact the Program Director immediately.

- Students who receive a grade of “I” (incomplete) must complete all requirements to change the incomplete to a grade by the end of the following semester. In accordance with WVU policy, if the student does NOT get the grade of “I” changed to a passing grade, the unchanged “I” will be converted to an “F” by the Office of University Registrar and the student will **not** be able to matriculate to the next semester of courses. In this event, the student must contact the Program Director immediately.

- Students must maintain at least a 2.75 grade point average to remain in the Five-Year Teacher Education Program. If the GPA falls below 2.75, the student will **not** be allowed to matriculate to the next semester of courses. In this event, the student must contact the Program Director immediately.

- Students must meet the matriculation requirements of their undergraduate degree including maintaining a designated content grade point average in the Five-Year Teacher Education Program.

In the event that a Pre-Service Teacher Candidate is eligible to take a “Program Interruption” and is able to address the reason for that interruption **by the end of June**, he or she may appeal to have the “Interruption” period terminated and be considered for possible reinstatement in the next appropriate semester if/when possible. Said appeal must include: 1) reason for taking the “interruption”, 2) what the candidate did to correct it; and 3) the results of that effort.

**WARNINGS:**

CEHS Student Advisors send warning letters to student(s) who are in danger of not meeting program requirements. Advisors meet with students to discuss the requirements each semester.
PROBATION:

1. Once a student’s cumulative GPA falls below the program requirement for one semester, the student may request being placed on program probation. However, this is only applicable before entering year five of the program. Students must follow the same process as the one listed below for program reinstatement. Should a student be granted probation, all appropriate personnel (including faculty, advisors, PDS Teacher Education Coordinator) are to be informed in order to provide appropriate supports.

2. If a student in the WVU Five-Year Teacher Education Program does not pass the PRAXIS II (content) exam(s) required for the Internship in the fifth year of the program by the established deadline, . . .
   - For those in cohorts 2019 and 2020: He or she will be required to either take an “Interruption” (step out of the program for a year); or withdraw from the Five-Year Teacher Education Program. During said interruption, providing that the student passes the required exam(s), he or she may continue with the fifth year (Internship) one year later. Otherwise the student will be dismissed from the program. In this event, the student must contact the Program Director immediately.
   - For those in cohort 2021: Inasmuch as the “Program Interruption” option will not exist, he or she must contact the Program Director immediately.

3. If a student receives an “I” (incomplete) earned in a professional education course, he or she will be put on program probation for one semester and may continue with the program beyond that semester only if the “I” (incomplete) has been resolved. If the “I” (incomplete) is not resolved by the end of the next semester, the student will be dismissed from the program. An exception to this policy will be provided to Interns with eight-week internship placements who are completing assignments associated with EDUC 600: Teacher as Researcher. These students will be permitted to move into semester 10 of the program with an “I” (incomplete) in EDUC 600 and be placed on probation and required to resolve the “I” (incomplete) grade by the end of that same Spring semester in order to graduate.

PROGRAM DISMISSAL:

After two consecutive semesters (excluding summer) below the program GPA requirement, students are dismissed from the program.

Students may also be dismissed from the program for failure to meet other program requirements including, but not limited to, earning a grade below “C” in a professional education course.

Additional causes for program dismissal include:

- Earning a failing score of a PDS/Practicum assessment rubric;
- Violation of WVU policy, state or Federal laws;
- Acts of plagiarism;
- Failure to meet all requirements delineated in the teacher candidate Memorandum of Understanding that is issued, reviewed, and signed during the Tutor year; and
- Failure to resolve disposition improvement plan issues. [See Disposition Policy].
When a dismissal occurs:

1. The student should make contact with the Office of Student Advising who will counsel him or her about other program and career options and assist in transferring to another program as applicable.
2. Students may appeal program dismissal.

PROGRAM REINSTATEMENT

Having been in receipt of the dismissal notification, students wishing to seek reinstatement from program dismissal must appeal, in writing or electronically, to the Chairperson of the Department of Curriculum & Instruction/Literacy Studies, in accordance with the WVU student appeals process timeline. **Late petitions will not be accepted.** [See detailed appeal procedures via provost.wvu.edu/home/governance academic-standards-resources link.]

Appeal statements will include:

1. A statement about the reasons for failure to meet program requirements;
2. Copies of all transcripts;
3. A plan of action to overcome circumstances that led to failure to meet requirements;
4. Result of any actions taken to correct the failure; and
5. Program Director and/or C&I/LS Department Chair recommendations.

Review will result in one of three actions after reviewing the student’s appeal and interviewing the student. Once a determination has been made regarding the status of the appeal, the student, the advisor, and the program director will be notified in writing or electronically in accordance with the WVU appeals process.

The three actions are:

1. **Grant the student’s petition** to be reinstated, stating “conditions” for the reinstatement. The student, advisor, and program director will meet to define a “plan of action” and a timeline for satisfactory progress. Plans will be placed in student’s folder(s) and monitored by advisors. Students must satisfy the conditions, timeline and plan of action in order to avoid dismissal in the future. Students may enroll in the June sessions of summer classes, if/when applicable, to raise the GPA or satisfy the conditions of an appeal. A student may be reinstated in the fall if conditions required have been met by the end of the June session(s) of summer classes.

2. **Deny the petition.** Advisors will counsel students about other program opportunities and help them to transfer to another program.

3. **Defer decision** until summer grades or transcripts from other institution are available. If a student raises the GPA in the summer to the acceptable standards, the student may be reinstated in the fall. Students may also be reinstated after other conditions have been met.
F. DISPOSITION POLICY AND PROCEDURES

1. Disposition Instrument is approved for use by professionals and students on the scheduled listed below.

2. Administration Points
   - Self-evaluation: EDUC 311, EDUC 312, EDUC 410, EDUC 411, EDUC 612 & EDUC 687
   - Professional evaluation:
     - By CEHS Faculty: All EDUC, C&I, and SPED 460/461
     - By PDS Teacher Education Coordinators: All EDUC and anytime a red flag is of concern is warranted.
     - By PDS Mentor Teachers: EDUC 411, EDUC 612, and anytime a red flag of concern is warranted.
     - By Liaisons: anytime a red flag of concern is warranted.

3. Procedure
   At the Course Level:
   A. All instructors should include the following statement related to Dispositions in their professional education course syllabi:

   **Professional Candidate Dispositions Assessment Statement:**
   In this course you will be assessed on three “dispositions” related to professional behaviors of teachers. You will be expected to demonstrate acceptable behaviors in the areas of: 1) fairness, 2) learning for all, and 3) professionalism. The three items will be described further as part of this course. Failure to exhibit acceptable behaviors in each of these three areas may result in further evaluation by program faculty leading to the development of a plan for improvement or program dismissal (depending on severity and or failure to meet the expectations agreed upon in the plan for improvement).

   Disposition scoring definitions are as follows:

   **Fairness:** Demonstrates behaviors that are consistent with equitable treatment of all students in an environment that demonstrates respect and empathy for the fundamental rights, dignity, and worth of others.

   **Learning For All:** Provides equitable learning experiences that meet diverse learning needs of all students while recognizing various perspectives and fostering the right of all students to develop their talents as they become self-directed learners.

   **Professionalism:** Demonstrates behaviors consistent with the WVU Student Conduct Code and of the teaching profession (including relating to and developing relationships with peers, professors, parents, students, administrators, and others) in addition to demonstrating responsibility, adaptability, flexibility, professional appearance and composure, and commitment to life-long learning.

   In addition, instructors should:
   - discuss Dispositions with their students and how they relate to course objectives.
   - make students aware that they will be assessed at the end of the semester on the rubric in LiveText.

   a. **Before the end of the semester** any student who is awarded a score of “1” on the Disposition Assessment Rubric in any area must be made aware of this by his or her
course instructor, mentor teacher, teacher education coordinator, or other professional who has issued said score.

Documentation related to why this score was earned should be shared with the student and submitted to the appropriate Program Coordinator.

b. A copy of this documentation should also be maintained is the issuer’s office files for future reference in the event that repeat issues occur. (Inquiries pertaining to concerns with individual students should be made with the program coordinators as needed.)

**At the program level:**

a. When a student is awarded a score of “1” on the Disposition Form:
   - The student will meet with committee of at least two (in addition to the student) comprised of Program Coordinator, Professional(s) who have issued the score of “1”, the student’s Liaison/Supervisor, and or the Professional Development School Teacher Education Coordinator – TEC (as appropriate), at which time a formal Disposition Plan of Improvement will be designed and implemented in accordance with the Formal Disposition Plan of Improvement process.
   - At the meeting, the coordinator will share the documentation provided by the educator who issued the score, as well as document the meeting with appropriate signatures.
   - At the program level:
     a. When a student is awarded a score of “1” on the Disposition Form:
         - The student will meet with committee of at least two (in addition to the student) comprised of Program Coordinator, Professional(s) who have issued the score of “1”, the student’s Liaison/Supervisor, and or the Professional Development School Teacher Education Coordinator – TEC (as appropriate), at which time a formal Disposition Plan of Improvement will be designed and implemented in accordance with the Formal Disposition Plan of Improvement process.
         - At the meeting, the coordinator will share the documentation provided by the educator who issued the score, as well as document the meeting with appropriate signatures.
     b. **Formal Disposition Plan of Improvement process:**
        A formal plan of improvement will be generated with documentation of all of the following:
        - Disposition score(s)
        - Explanation of what prompted the disposition score(s)
        - Corrective Action(s) determined as a result of discussion among student and reviewing committee
        - Acceptable Documentation for fulfillment of Corrective Action(s) determined as a result of discussion among student and reviewing committee
        - Deadline(s) for completion of Corrective Action(s) and or submitting Acceptable documentation for fulfillment of Corrective Actions
        - Person(s) responsible for each Corrective Action
        - A Scheduled meeting date/time for reviewing of Corrective Action(s)
        - Signatures of all individuals participating in the Disposition Improvement Plan meeting
        - Area for recording Improvement Plan “Status and Consequences” upon final review, along with signatures of reviewers.

“Status and Consequences” shall include the following options:

- Improvement Plan Fulfilled,
- Additional Corrective Action(s) Needed w/ Addendum, and
- Insufficient Progress or Effort – Recommend for Suspension or Dismissal from program.

**Note:** Prior to any Disposition Plan of Improvement meeting being held, in the event that a student requests that a parent or other representative be present, said student is to submit a Family Educational Rights and Privacy Act Release – (FERPA Release form) in accordance with WVU policy.

B. A Disposition Assessment Rubric will be placed into every professional education course in LiveText.
SECTION II

Section II provides more specific information about the activities and requirements for the WVU Five-Year Teacher Education Program. Appendix 7, Clinical Experiences and Associated Teacher Education Courses, provides a brief overview of the required professional education courses within the WVU Five-Year Teacher Education Program.

I. Year 3: Tutor

Note: Students will receive official notification of admission to the program during the summer prior to semester 5. Those students admitted to the program will receive an additional letter identifying their placement in one of the Professional Development Schools in the WVU Five-Year Teacher Education Program. Students enrolled in the semesters 5 and 6 of the WVU Five-Year Teacher Education Program are referred to as Tutors.

A. Fall (Semester 5)

1. WVU Five-Year Teacher Education Program Tutor Orientation
   During the early part of the fall semester, recently admitted students into the Five Year Teacher Education Program are required to attend an orientation session. The event will help students learn about program expectations, meet other students in the program, meet the other preservice teachers assigned to their respective PDS, as well as the Teacher Education Coordinator(s) (TEC) of each PDS.

2. Professional Development School (PDS) Site Orientation
   Each PDS conducts a school orientation for Tutors, usually during the first or second week of classes. This orientation familiarizes teacher candidates students with the PDS to which they have been assigned.

3. Health and Safety Screenings
   Tutors are also required to submit to a WV background check before being placed in any required field or clinical placement in public schools (effective July 1, 2007). During any field or clinical experience, a student will be required by PDS administration to make the results of his or her background check available for review. Failure to provide this documentation will result in the teacher candidate not being allowed to work in the PDS.

4. Clinical Experience Responsibilities
   While at the Professional Development School (PDS) for 2 hours per week*, Tutors will:
   - observe, work with individual students and small groups, and assist in other classroom practices. The experience is intended to help Pre-Service Teacher Candidates put learning theory into practice while at the same time becoming comfortable in the public school environment;
   - complete assignments required for Practicum 1/Technology Applications (EDUC 311) [http://facultyportal.cehs.wvu.edu/eils/stallings/courses/educ311], such as reflective papers and essays based on the teacher candidates’ experiences; and
   - complete school-based assignments for Learning in Educational Settings (EDUC 301).

* [Hours may not be “banked” (completed prior to the last calendared week of the semester) in order to stop going to a PDS early.]
**SNOW DAYS:**
If a PDS in closed due to poor weather conditions (snow days, etc.), Pre-Service Teacher Candidates will not be able to go. Also, if weather conditions alone are such that it would make it unsafe for a Pre-Service Teacher Candidate report to his or her PDS, he or she should use good judgement and make a responsible decision, followed by making contact with his or her TEC and Mentor Teacher. However, this does not mean that the total number of hours required per week will be voided. Therefore, you must make arrangements to make-up those hour and are expected to revisit your schedule with your Mentor teacher to explore options for the additional time when these hours can be fulfilled. All required hours must be fulfilled. In some instances, this may mean that routines such as carpooling may need to be abandoned and may require that you extend your semester until all required hours have been satisfied.

***HOLIDAYS:***
Pre-Service Teacher Candidates are not required to go to their PDS during official WVU Holidays. However, you should find alternate times to make-up the hours during which your PDS or PDS county happens to have a break that prevents you from fulfilling your required weekly total. All required hours must be fulfilled, even if it means that you extend your semester to do so.

5. *Inquiry Strand (EDUC 600)*
- Seminars for the *Inquiry Strand* will be held during some of the Friday Practicum 1 (EDUC 311) sessions.
- Attendance will be recorded and will be a part of the grade you receive for EDUC 311. Assignments completed for the Inquiry Strand (Admission/Exit Tickets, Inquiry of Self, Teacher-Research Notebook) will be documented, accumulate, and count toward the grade you receive in EDUC 600 (semester 9). Students are expected to complete all assignments and attend all seminars. Failure to do so can negatively impact your semester grade, as well as your grade for EDUC 600.

6. *Scheduling/Pre-Registration for the Semester*
Each Pre-Service Teacher Candidate should talk to his or her Student Advisor when pre-registering for courses, as well as to the Teacher Education Coordinator at his or her assigned Professional Development School (PDS) about scheduling time in the PDS for the current Semester. When scheduling, the Pre-Service Teacher Candidate should consider:
  - the most convenient time in the PDS daily schedule for hosting Pre-Service Teacher Candidates;
  - travel time to and from the PDS;
  - arrangements for carpooling with other students; and
  - making an appointment with a CEHS academic advisor at midterm to pre-register for courses.
- as a cohort, trying to schedule for the same section of *Foundations of Language and Literacy* [(EDUC 460) (elementary majors only)] so that the entire cohort will be at the PDS on the same days.

7. *Courses*
During the first semester in the WVU Five-Year Teacher Education Program, students begin taking pedagogy courses. These courses are designed to build upon students’ strong liberal
arts knowledge base and expand their knowledge of children and teaching, thus preparing them to be effective teachers in today’s classrooms.

8. Matriculation Checkpoint
To continue in the program, students must have maintained a GPA of 2.75, earned a grade of “C” or better in all professional education courses, and resolved any grades of “Incomplete” in professional education courses.

B. Spring (Semester 6)
1. Clinical Experience Responsibilities
While at the Professional Development School (PDS) for 2 hours per week*, Tutors will:
   • observe, work with individual students and small groups, and assist in other classroom practices;
   • complete assignments for Practicum 2/Technology Applications (EDUC 312) http://facultyportal.cehs.wvu.edu/cils/stallings/courses/educ312, such as blogs on specific observations;
   • complete school-based assignments for Instructional Design and Evaluation (EDUC 400);
   • complete school-based assignments for Foundations in Language and Literacy [(EDUC 460) (elementary majors only)]; and
   • preferably be placed in a primary setting [(grades K-2) (for elementary majors only)].
• Special education majors will have additional clinical assignments.

* [Hours may not be “banked” (completed prior to the last calendared week of the semester) in order to stop going to a PDS early.]

** SNOW DAYS:**
If a PDS in closed due to poor weather conditions (snow days, etc.), Pre-Service Teacher Candidates will not be able to go. Also, if weather conditions alone are such that it would make it unsafe for a Pre-Service Teacher Candidate report to his or her PDS, he or she should use good judgement and make a responsible decision, followed by making contact with his or her TEC and Mentor Teacher. However, this does not mean that the total number of hours required per week will be voided. Therefore, you must make arrangements to make-up those hour and are expected to revisit your schedule with your Mentor teacher to explore options for the additional time when these hours can be fulfilled. All required hours must be fulfilled. In some instances, this may mean that routines such as carpooling may need to be abandoned and may require that you extend your semester until all required hours have been satisfied.

*** HOLIDAYS:**
Pre-Service Teacher Candidates are not required to go to their PDS during official WVU Holidays. However, you should find alternate times to make-up the hours during which your PDS or PDS county happens to have a break that prevents you from fulfilling your required weekly total. All required hours must be fulfilled, even if it means that you extend your semester to do so.

2. Inquiry Strand (EDUC 600)
• Seminars for the Inquiry Strand will be held during some of the Friday Practicum 2 (EDUC 312) sessions.
• Attendance will be recorded and will be a part of the grade you receive for EDUC 312. Assignments completed for the Inquiry Strand (Admission/Exit Tickets, Inquiry of Context, Teacher-Research Notebook) will be documented, accumulate, and count toward the grade you receive in EDUC 600 (semester 9). Students are expected to complete all assignments and attend all seminars. Failure to do so can negatively impact your semester grade, as well as your grade for EDUC 600.

3. Scheduling/Pre-Registration for the Semester
Each Pre-Service Teacher Candidate should talk to his or her Student Advisor when pre-registering for courses, as well as to the Teacher Education Coordinator at his or her assigned Professional Development School (PDS) about scheduling time in the PDS for the current Semester. When scheduling, the Pre-Service Teacher Candidate should consider:
• the most convenient time in the PDS daily schedule for hosting Pre-Service Teacher Candidates (2 days per week is preferred by most PDSs);
• travel time to and from the PDS;
• arrangements for carpooling with other students;
• making an appointment with a CEHS academic advisor at midterm to pre-register for courses; and
• as a cohort, trying to schedule for the same section of Promoting Literacy Connections [(EDUC 461) (elementary majors only)] so that the entire cohort will be at the PDS on the same days and opposite days not occupied by EDUC 461 is devoted to the PDS.

4. Courses
Elementary education majors should complete as many liberal arts and specialization courses as possible by the end of semester 6. This will allow lighter course loads and fewer scheduling difficulties as students spend increasing amounts of time in their clinical placements. Secondary education majors continue to fulfill specialization requirements as outlined in their 5-year plans.

C. Certification Testing
PRAXIS II: Subject Assessment—Specialty Areas Tests must be passed in specific area(s) of specialization before the Professional Internship (before semester 9 begins). It is recommended that Praxis content tests be taken as soon as students have finished taking their specific specialization courses. (See endorsement checklists in the Center for Student Advising and Records, 710 Allen Hall, for specific test requirements and passing scores for West Virginia.)

There are limited funds available for students to help offset the cost of the PRAXIS series tests. Please see the Center for Student Advising and Records for more information. Tutoring opportunities are often available to assist with exam preparation. Please inquire about and take advantage of available opportunities. Students should schedule PRAXIS exams early, rather than waiting until later in case a retake is necessary.

D. Matriculation Checkpoint
To continue in the program, students must have maintained a GPA of 2.75, earned a grade of “C” or better in all professional education courses, and resolved any grades of “Incomplete” in professional education courses.

II. Year 4: Participant
Students enrolled in semesters 7 and 8 of the WVU Five-Year Teacher Education Program are referred to as Participants.
A. Fall (Semester 7)

1. Clinical Experience Responsibilities
While at the Professional Development Schools (PDSs) for 7 hours per week* in the Fall Semester (Semester 7), Participants will:

• observe, work with individual students and small groups, teach several lessons to the entire class, assist in other classroom practices, and attend site-based seminars; and
• complete some school-based assignments for:
  - Practicum 3/Technology Applications (EDUC 410)
    [http://facultyportal.cehs.wvu.edu/cils/stallings/courses/educ410];
  - Teacher as Researcher (EDUC 600);
  - Differentiating Elementary/Secondary Instruction (SPED 460/461)
  - Mathematics Methods for Elementary Teachers [(EDUC 430) (elementary majors only)];
  - Promoting Literacy Connections [(EDUC 461) (elementary majors only)];
  - Promoting Creative Expressions in Elementary Classrooms [(EDUC 414) (elementary majors only)]; and
• Secondary content methods courses (with the exception of Foreign Language participants who had their content methods course in the spring of the Tutor year.
• preferably be placed in an intermediate setting [(grades 3-5) (elementary majors only)].
• Special Education majors will have additional clinical assignments.

* [Hours may not be “banked” (completed prior to the last calendared week of the semester) in order to stop going to a PDS early.]

** SNOW DAYS:
If a PDS in closed due to poor weather conditions (snow days, etc.), Pre-Service Teacher Candidates will not be able to go. Also, if weather conditions alone are such that it would make it unsafe for a Pre-Service Teacher Candidate report to his or her PDS, he or she should use good judgement and make a responsible decision, followed by making contact with his or her TEC and Mentor Teacher. However, this does not mean that the total number of hours required per week will be voided. Therefore, you must make arrangements to make-up those hour and are expected to revisit your schedule with your Mentor teacher to explore options for the additional time when these hours can be fulfilled. All required hours must be fulfilled. In some instances, this may mean that routines such as carpooling may need to be abandoned and may require that you extend your semester until all required hours have been satisfied.

*** HOLIDAYS:
Pre-Service Teacher Candidates are not required to go to their PDS during official WVU Holidays. However, you should find alternate times to make-up the hours during which your PDS or PDS county happens to have a break that prevents you from fulfilling your required weekly total. All required hours must be fulfilled, even if it means that you extend your semester to do so.
2. **Inquiry Strand (EDUC 600)**

- Seminars for the *Inquiry Strand* will be held during some of the Friday Practicum 3 (EDUC 410) sessions.
- Attendance will be recorded and will be a part of the grade you receive for EDUC 410. Assignments completed for the Inquiry Strand (Admission/Exit Tickets, Inquiry of Student, Teacher-Research Notebook) will be documented, accumulate, and count toward the grade you receive in EDUC 600 (semester 9). Students are expected to complete all assignments and attend all seminars. Failure to do so can negatively impact your semester grade, as well as your grade for EDUC 600.

3. **Scheduling/Pre-Registration for the Semester**

When scheduling for Semester 7, Pre-Service Teacher Candidates should consider:

- the most beneficial time in the PDS daily schedule for hosting Pre-Service Teacher Candidates (The preferred schedule is **2-3 days per week** as it allows for consistency in the instruction of K-12 students);
- travel time to and from the PDS;
- arrangements for carpooling with other students;
- that periodic Friday seminars will be convened on campus during scheduled seminar hours; and
- making an appointment with a CEHS academic advisor at midterm to pre-register for courses.

4. **Courses**

In addition to the required pedagogy core, elementary education majors enroll in four methods courses this semester (EDUC 430: *Math Methods for Elementary Teachers*, EDUC 414: *Promoting Creative Expressions in Elementary Classrooms*, and EDUC 461: *Making Literacy Connections*). You will also enroll in SPED 460/461: *Differentiating Elementary/Secondary Instruction*. This semester has traditionally been especially challenging for elementary majors. Secondary education majors continue to fulfill specialization requirements as outlined in their 5-year plans.

B. **Spring (Semester 8)**

1. **Clinical Experience Responsibilities**

While at the Professional Development Schools (PDSs) for **12 hours per week** in the Spring Semester (Semester 8), *Participants* will:

- work toward certification in one specialization area and/or level;
- be placed at a second PDS if needed to provide a placement for certification (This is most likely the semester students will be placed at an alternate site, if necessary.);
- observe, work with individual students and small groups, develop teaching materials, teach multiple lessons and units, attend site-based seminars, and assist in other classroom practices; and
- complete assignments in the field for:
  - *Practicum 4/Technology Applications* (EDUC 411)  
    [http://facultyportal.cehs.wvu.edu/cils/stallings/courses/educ411](http://facultyportal.cehs.wvu.edu/cils/stallings/courses/educ411);
  - *Teacher as Researcher* (EDUC 600);
  - *Managing and Organizing Learning Environments* (EDUC 401);
• Issues and Methods for Teaching Elementary Social Studies [(EDUC 450) (elementary majors only)];
• Elementary-Early Childhood Science [(EDUC 440) (elementary majors only)]; and
• Special Education majors will have additional clinical assignments.

* [Hours may not be “banked” (completed prior to the last calendared week of the semester) in order to stop going to a PDS early.]

** SNOW DAYS:
If a PDS in closed due to poor weather conditions (snow days, etc.), Pre-Service Teacher Candidates will not be able to go. Also, if weather conditions alone are such that it would make it unsafe for a Pre-Service Teacher Candidate report to his or her PDS, he or she should use good judgement and make a responsible decision, followed by making contact with his or her TEC and Mentor Teacher. However, this does not mean that the total number of hours required per week will be voided. Therefore, you must make arrangements to make-up those hour and are expected to revisit your schedule with your Mentor teacher to explore options for the additional time when these hours can be fulfilled. All required hours must be fulfilled. In some instances, this may mean that routines such as carpooling may need to be abandoned and may require that you extend your semester until all required hours have been satisfied.

*** HOLIDAYS:
Pre-Service Teacher Candidates are not required to go to their PDS during official WVU Holidays. However, you should find alternate times to make-up the hours during which your PDS or PDS county happens to have a break that prevents you from fulfilling your required weekly total. All required hours must be fulfilled, even if it means that you extend your semester to do so.

2. Inquiry Strand (EDUC 600)
• Seminars for the Inquiry Strand will be held during some of the Friday Practicum 4 (EDUC 411) sessions.
• Attendance will be recorded and will be a part of the grade you receive for EDUC 411.
Assignments completed for the Inquiry Strand (Admission/Exit Tickets, Inquiry of Practice, Teacher-Research Notebook) will be documented, accumulate, and count toward the grade you receive in EDUC 600 (semester 9). Students are expected to complete all assignments and attend all seminars. Failure to do so can negatively impact your semester grade, as well as your grade for EDUC 600.

3. Scheduling/Pre-Registration for the Semester
When scheduling for semester 8, Pre-Service Teacher Candidates should consider:
• the most beneficial time in a PDS daily schedule for hosting Pre-Service Teacher Candidates.
• teacher candidates should spread the required 12 hours during this semester in a PDS across four (4) days per week.
• time required for action research project data collection for Teacher as Researcher (EDUC 600); and
• Teacher as Researcher (EDUC 600) is scheduled to meet one evening a week for three hours.
4. Courses
In addition to the required pedagogy core, elementary education majors are required to take two methods courses, *Elementary- Early Childhood Science* (EDUC 440) and *Issues and Methods for Teaching Elementary Social Studies* (EDUC 450), during semester 8. Secondary education majors continue to fulfill specialization requirements as outlined in their 5-year plans.

5. Milestone Two: Admission into Graduate Year
In order to successfully complete Milestone Two, which occurs at the point of admittance into the Master’s program and qualifies students for participation in the Professional Internship during semester 9, a student must:

- have fulfilled all requirements delineated in the teacher candidate *Memorandum of Understanding* that was issued, reviewed, & signed during the Tutor year; including:
  - have complete all coursework related to the Bachelor’s degree and any minor areas of study *(by the end of semester 8 - May 15th)*;
  - have earned a grade of “C” or better in all professional education courses;
  - have no outstanding grades of I (incomplete);
  - have a GPA of 2.75 or better; as well as
  - have passed all required specialization test(s) (Praxis); and
  - have prepared and submitted an electronic Year 4 Portfolio on LiveText.

The portfolio is the culminating project of your participant year and provides you with an opportunity to reflect on what you have learned about teaching, learning, students, contexts, content, etc. and your progress toward becoming a teacher. Your narrative will focus specifically on the three core teaching dispositions emphasized throughout the program *(fairness, learning for all, and professionalism)*. You will also use the content and pedagogical knowledge you have developed as a result of your coursework (knowledge for practice), as well as the knowledge you have gained as a result of your field experiences (knowledge in practice) and your inquiries (knowledge of practice) to explain how this learning (knowledge, skills) and these dispositions have shaped the teacher you are and hope to become. As you tell your story of becoming a teacher, you will situate yourself in relation to the eight lenses of our teacher education program that reflect the dispositions of *fairness, learning for all*, and *professionalism*, as well as the *Characteristics of the Novice Teacher*.

**Organizational lenses (representing institutional arrangements and systems of beliefs and practices):**

- Democratic Education (Apple & Bean, 2007)
- Culturally Relevant Education (Ladson-Billings, 1995)
- Critical and Family Literacy (Compton-Lilly & Greene, 2011; Johnston, 2012)
- Inclusive Education (Ahram & Fergus, 2011).

**Content and Pedagogical Lenses:**

- Strategies for erasing the opportunity gap for students in poverty (Gorski, 2013)
- Fixed and dynamic frames of intelligence (Johnston, 2011)
- Family funds of knowledge (Gonzalez, Moll, & Amanti, 2005).
- Culturally responsive pedagogy (Gay, 2000)
An Overview of the Structure of the Portfolio:

- Successfully passed Praxis scores
- Complete/Updated transcript* GPA (2.75) * [Appropriate transcript must include grades from Participant Spring semester (EDUC 411, etc.)]
- Evaluation summaries from 311, 312, 410, and 411 practica
- Narrative recommendation from Year 4 host teacher
- A written narrative of your journey becoming a teacher, which includes an introductory statement, a description/discussion of the critical events/incidents that supported your learning to teach (at least two vignettes of your practice that are connected to the lenses, dispositions, and characteristics), and a reflection on your learning.

[Note: The required contents of the portfolio are subject to change. Your small group seminar facilitator will provide instructions and guidance for creating this portfolio.]

C. Certification Testing

PRAXIS content tests must be passed in specific area(s) of specialization before the Professional Internship and by the end of semester 8. Specific information about content tests can be referenced at http://www.ets.org/praxis. Teacher candidates should schedule these tests early in order to have time for retakes if/as necessary.

D. Student Teaching Permit

“All candidates (at least 90 days) prior to commencing a student teaching/internship experience in a West Virginia public school must submit a Student Teaching Permit application to the West Virginia Department of Education. The permit must be approved before candidates begin the experience.” (WVDE 3/13)

Criminal Background Checks

Obtain a fingerprint/background check through MorphoTrust (formerly L-1 Solutions) by visiting one of their LiveScan locations around the state. These can be scheduled online at this address: http//l1enrollment.com/ or scheduled by phone: 1-855-766-7746. Cost for MorphoTrust criminal background check is approximately $45 [Current fee may vary]. Keep your transaction number (receipt).

“Applications without cards or transaction receipts will not be processed.” (WVDE 3/13)

Fees

Required fees (paid on-line) cover the cost of the Form 24 permit application.

A Student Teacher Permit Clinic will be held in the Spring to complete forms. Prior to this event, Pre-Service Teacher Candidate “Participants” should arrange to have fingerprinting completed. (This should be done no earlier than mid-March to early April.)
III. Year 5: Intern

Note: Students enrolled in semesters 9 and 10 of the WVU Five-Year Teacher Education Program are referred to as Interns. Students are officially accepted into the graduate year prior to semester 9. Students will receive notification of acceptance in a letter from the Five-Year Teacher Education Program Office. Interns are restricted from ALL graduate and resident assistantships during the semester in which they complete their practical experience (student teaching). No work responsibilities may interfere with the Interns’ commitment to meeting the requirements of practica or course work.

A. Fall (Semester 9) Internship Semester

1. Clinical Experience Responsibilities

Interns are required to follow the public school calendar during semester 9. In addition to full-time teaching, interns will:

- attend the “Tutor Orientation” to assist PDS Teacher Education Coordinators (TECs) with introducing Tutors to the Five-Year Teacher Education Program, as well as to their assigned Professional Development School (PDS) – [attendance required as part of the Internship semester].
- be responsible for lesson plans, assignments, seminars, and any other duties which the mentor teacher deems necessary.
- complete assignments in the field for/during:
  a) Professional Internship (EDUC 612) 
     http://facultyportal.cehs.wvu.edu/cils/stallings/courses/educ612 ;
  b) SPED course for majors only; and
  c) Teacher as Researcher (EDUC 600); as well as
- attend evening seminars (attendance required) at the University and/or the PDS site.
- address/fulfill the requirements of the EDUC 612 Practicum PDS-related Performance Assessment Rubric
- develop and submit an electronic “edTPA” (Teacher Performance Assessment) for national scoring
- develop and submit for approval, individual contract proposals pertaining to school-based activities they will facilitate and/or in which they will participate during the professional development semester. These EDUC 687-related “Contracts” are written with consideration of the needs and desires of the individual Pre-Service Teacher Candidate “Intern”, as well as the needs of his or her assigned PDSs. [See EDUC 612 course website for additional information regarding Contract-related assignment guidelines] – [See also Appendices 6 for sample.]

2. Teacher as Researcher (EDUC 600)

Semester 9 responsibilities include designing and conducting an inquiry into your practice that is focused on creating a socially just learning environment that ensures the learning of all students. Students will:

- identify a dilemma,
- review the literature related to their dilemma,
- create a Research Brief (plan for their study),
- implement changes to pedagogy, curriculum, assessment, etc.,
• collect data (for a minimum of 8 weeks), and
• engage in initial data analysis.

Students will engage in an in-depth analysis of their data, write up and present their research as part of their responsibilities for EDUC 602 (semester 10).

3. Scheduling/Pre-Registration for the Semester

Pre-Service Teacher Candidates should schedule an appointment during the fall semester (semester 9) with a CEHS academic advisor to ensure the accuracy of their files in preparation for graduation and certification requirements.

When scheduling for semester 10, Pre-Service Teacher Candidates should consider:

• time required to complete contracted PDS activities which will occur during the school day; and
• attend periodic evening seminars (attendance required)

4. Courses

Students must register for Professional Internship* [EDUC 612, 12 credit hrs. - *(Special Education majors only 9 credit hrs.)] –and- Teacher as Researcher [EDUC 600]. Each of these courses meets weekly, most weeks, for three hours.

5. Portfolio

Students are required to attend periodic seminars that focus on developing exit portfolios. Students also complete assignments to be included in the portfolio. Electronic portfolio development is also a component of the periodic seminars.

B. Spring (Semester 10) Professional Development Semester

1. Courses

All graduate students (Pre-Service Teacher Candidates/Interns), regardless of specializations and levels, must register for the following courses:

- Instructional Practicum (EDUC 687);
- http://facultyportal.cehs.wvu.edu/cils/stallings/courses/educ687
- Context of Education (EDUC 601);
- Teacher as Leader (EDUC 602); -and-
- Two approved elective courses

2. Clinical Experience Responsibilities

During semester 10, students must complete 135 contractual hours. Individual student responsibilities are detailed in the contract which is developed during semester 9. A few general guidelines for the contract follow.

- All contracts must include work related to moving the Professional Development School (PDS) school improvement agendas forward.
- Contracts integrate service to PDSs with work to enhance the professional growth of individual students.
- Contracts may include up to 35 hours of work done in an alternate PDS.
- While contract hours can include higher education experiences related to teacher education, contracts cannot be written to provide traditional graduate assistants or technical assistants for WVU faculty.
• All contracts must be developed within the parameters of the PDSs’ needs. The PDS Teacher Education Coordinator must be consulted.
• Each evaluator of a contractual activity must approve the activity at time of contract development.

Examples of acceptable activities include:

• providing professional development (in the form of a presentation, a demonstration lesson, etc.) to PDS faculty;
• conducting research of interest to individual PDSs;
• building capacity in an area of weakness;
• assisting WVU faculty in conducting research related to the implementation of the WVU Five-Year Teacher Education Program in PDSs;
• mentoring pre-service teachers who are Tutors and Participants and who are placed at specific PDSs;
• conducting a community service project of interest to the PDS;
• field testing successful lessons, units, or authentic assessments developed earlier in the program;
• providing information sessions to parents about PDS school improvement initiatives;
• working with one or more of the three strands in the program (Inquiry, Diversity, or Technology,) as they are developed in individual PDSs;
• presenting exemplary PDS work in program courses; and
• fulfilling requirements for a clinical placement in an additional certification area.

3. Teacher as Leader (EDUC 602)

• Students engage in in-depth analysis of their data and make decisions about how to tell stories of their own, as well as their students’ learning.
• Students create a written report of their inquiry, which will be assessed by their EDUC 602 instructor.
• Students create a presentation that communicates the process, findings and implications of their inquiries. These presentations will be assessed by their EDUC 602 instructor.
• Students present their inquiries to all students in the WVU Five-Year Teacher Education Program and WVU and PDS faculty at the annual Inquiry Celebration at Lakeview.
• Students may present their inquiries to their peers and faculty at their Professional Development Schools.

[Note: The requirements for the inquiry write up and presentation are subject to change. Your instructor for EDUC 602 will provide instructions and guidance related to your data analysis, write-up, and presentation.]

4. Milestone Three (Graduation)

In order to graduate from the program students will:
• have completed all coursework related to the Bachelor of Arts, Multidisciplinary Studies, or Science and the Master of Arts degrees;
• have earned a grade of “C” or better in all professional education courses;
• have earned not less than a 3.0 GPA throughout (aka during both semesters) as a graduate student;
• have no outstanding grades of “I” (incomplete); and
• have prepared and submitted an Exit Portfolio on LiveText.
• have taken/passed the required “edTPA” **

** Note: While the “edTPA” assessment is required of all cohorts, in accordance with WVU’s decision in response to WVBOE Policy 5100, (Effective July 1, 2017), the 2019 and 2020 cohorts (ONLY) will have the additional option of taking/passing the PRAXIS 3 – Principles of Learning and Teaching - (PLT) assessment if they do not pass the “edTPA” assessment.

The Exit Portfolio is the culminating project of your Intern year and provides you with an opportunity to reflect on what you have learned about teaching, learning, students, contexts, content, etc. and your progress toward becoming a teacher, as well as to illustrate who you are as a professional educator. Your narratives will focus specifically on the three core teaching dispositions emphasized throughout the program (fairness, learning for all, and professionalism). You will also use the content and pedagogical knowledge you have developed as a result of your coursework (knowledge for practice), as well as the knowledge you have gained as a result of your field experiences (knowledge in practice) and your inquiries (knowledge of practice) to explain how this learning (knowledge, skills) and these dispositions have shaped the teacher you are and hope to become. As you tell your story of becoming a teacher, you will situate yourself in relation to the eight lenses of our teacher education program that reflect the dispositions of fairness, learning for all, and professionalism, as well as the Characteristics of the Novice Teacher.

Organizational lenses (representing institutional arrangements and systems of beliefs and practices):

• Democratic Education (Apple & Bean, 2007)
• Culturally Relevant Education (Ladson-Billings, 1995)
• Critical and Family Literacy (Compton-Lilly & Greene, 2011; Johnston, 2012)
• Inclusive Education (Ahram & Fergus, 2011).

Content and Pedagogical Lenses:

• Strategies for erasing the opportunity gap for students in poverty (Gorski, 2013)
• Fixed and dynamic frames of intelligence (Johnston, 2011)
• Family funds of knowledge (Gonzalez, Moll, & Amanti, 2005).
• Culturally responsive pedagogy (Gay, 2000)

An Overview of the Structure of the Portfolio:

• Documents (resume, transcript, test scores, evaluations from practica and internship)
• Educational Philosophy
• PDS site description
• Written narratives of your journey becoming a teacher, which includes an introductory statement, a description/discussion of the critical events/incidents that supported your learning to teach (at least six vignettes of your practice that are connected to the lenses, dispositions, and characteristics), and a reflection on your learning.
One of the class meetings for EDUC 602 will be designated for portfolio presentations. You will become part of a group of approximately 4 interns, 1 WVU faculty member, and 1 PDS teacher. During this group meeting, each intern will have 12 minutes to present the most compelling and meaningful piece of his/her journey. Your story MUST be framed with at least one of the 8 lenses and must refer to relevant scholarship in the field and how it informed teaching/learning in your case. After your presentation, all members of the group will engage in a discussion of your story. In this way, you will receive feedback on your story and we will all learn from one another’s journeys.

[Note: The required contents of the portfolio are subject to change. Your instructor for EDUC 602 will provide instructions and guidance for creating the Exit Portfolio.]

C. Certification Testing

Excerpt from WVBOE Policy 5100

“Effective July 1, 2017: Teacher candidates who were admitted to the professional portion of their WVU teacher preparation program prior to July 1, 2017, are required to take the “edTPA” as a non-consequential assessment and also have the option to successfully complete the Principles of Learning and Teaching (PLT) PRAXIS assessment as a means to meet performance assessment and certification requirements in the state of West Virginia. Those individuals who are admitted to the professional portion of the WVU teacher preparation program after July 1, 2017 are required to complete, submit, and pass the “edTPA” assessment in order to complete their teacher education program and be recommended to the state of West Virginia for certification.”

Students eligible to take the PRAXIS 3 - Principles of Learning and Teaching (PLT) assessment (aka cohort 2019 and 2020 only) must receive a passing score by the end of semester 10 in order to receive certification in the State of West Virginia. Students will take the version of the PLT that corresponds to their certification area. It is recommended that elementary education majors take the PLT K-6; however, they may opt to take the PLT 5-9. Secondary education majors take the PLT 7-12. The following tables list test numbers and name and passing scores for West Virginia. Please refer to the ETS website for further information (http://www.ets.org/praxis).

<table>
<thead>
<tr>
<th>Test Number:</th>
<th>Test Name:</th>
<th>WV Score:</th>
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<tbody>
<tr>
<td>0622</td>
<td>PLT: K-6</td>
<td>160</td>
</tr>
<tr>
<td>0623</td>
<td>PLT: 5-9</td>
<td>160</td>
</tr>
<tr>
<td>0624</td>
<td>PLT: 7-12</td>
<td>157</td>
</tr>
</tbody>
</table>

Note: The scores listed above are subject to change.

IV. Graduation and Beyond

A. Graduation

- Applications for graduation must be completed on-line in accordance with established time-lines on the university website. For questions regarding this process, contact the CEHS Center for Student Advising.
- A fee for each degree must be paid to the University by mid-term of the Spring semester. Students enrolled in the WVU Five-Year Teacher Education Program must pay for two degrees (a bachelor’s degree and a master’s degree).
B. Certification

- Students who graduate from the Five-Year Teacher Education Program at WVU meet West Virginia certification requirements and, therefore, are eligible for certification in the State of West Virginia.
- At the conclusion of the professional development semester (semester 10), graduates who seek WV licensure must submit to the CEHS Center for Student Advising and Records:
  - an application for certification (applications are obtained from 710 Allen Hall or on the State Department’s website, http://wvde.state.wv.us);
  - a processing fee for the West Virginia Department of Education and a separate check for a transcript fee for WVU;
  - official transcripts from all universities or colleges attended;
  - a copy of all relevant test scores; and
  - FBI fingerprint background check.

Graduates of the WVU Five-Year Teacher Education Program will enjoy the benefits of the WV Interstate Agreement, which currently provides for certification reciprocity in 39 states. Under this agreement, other states accept prospective teachers’ course work for licensure, however licensure is not automatic. Candidates must still meet each state’s testing requirements (i.e., additional tests or higher scores may be required) and may be required to take additional state required courses, such as a state-focused history course. It is the responsibility of the candidate to secure certification requirements for particular states in which they are interested in seeking employment. The states included in the WV Interstate Agreement are:


C. Job Opportunities

WVU Career Services (http://www.wvu.edu/~careersc/index.html) located on the main campus, provides support for students who seek help with career and job decisions. Services include:

- providing a permanent place to keep transcripts, references, and resumés for students;
- making an on-line database available for students to post their resumés and connect with potential employers across the nation; and
- organizing a teacher job fair that involves on-campus interviews with school districts from across the nation. These interviews usually occur near the end of March or early April.

D. Retaining Certification

It is the responsibility of the individual to fulfill the requirements for retention of certification. Specific requirements for retaining certification vary from state to state and can be found on each state’s department of education website or by contacting the appropriate state department of education office.
Throughout my experience at Bridgeport Middle School, I have witnessed the power of collaboration and the ways in which a school can benefit from participation in positive relationships. During my contract hours, I hope to find ways that as a teacher-leader, I can help foster the mentality that a learning environment can be substantially improved by collaboration with all working parts. An environment where teachers, administrators, students, and parents all collaborate together could create an atmosphere where students are exceeding expectations both academically and socially. I have observed exemplary educators who create in depth lesson plans and design learning opportunities for diverse learners at Bridgeport Middle School. I began to imagine if these teachers collaborated with one another, with parents, and with administration, then the possibilities could be limitless.

Looking at my own professional development, during my contract hours I will have several opportunities to acquire new skills and knowledge that will help me in my future career goals. I hope to spend several days with the school administrators shadowing their daily routines, since my career aspirations involve becoming a school administrator. Witnessing first hand the responsibilities of a principal will also allow me to focus on how the administration can positively affect and be an active part of collaboration in the school. Most of my contract hours will allow me to participate in collaboration across all subject areas, including math, science, history, English, and Spanish. The other interns at BMS and I will be responsible for planning several events that will require us all to collaborate and learn from one another. During the elementary to middle school transition night, we will all collaborate with one another, with the faculty on seminars they will teach, with administration for logistics, and finally will collaborate with the other three feeder elementary schools. We will need to talk with them about planning the event and getting the information to the parents and students. Later in the semester, I will have the opportunity to provide a presentation on my inquiry project to the seventh grade staff that will allow me to share my intervention program and how teachers working together could make intervention programs much more effective in all subjects. In March I will be a presenter at the National Association of Professional Development Schools national convention, which will require collaboration in order to be successful. I will work with the math education department contact, Johanna Bolyard and will work with another intern at South Harrison, Dane Biller, to collaborate and create our poster presentations. My contract hours will require me to be constantly participating in collaborative work, which will help me as I approach my first teaching position, where I can bring these ideals to my new school.

From the several presentations, I will inquire further about how my intervention program that I conducted during action research can be improved in order to incorporate parents in their child’s intervention. During a “How to help students with math homework” night I will discuss with parents how they can be a part of their student’s learning and how they can help without doing the assignments. How can the parents be brought in to work with the educators in order to achieve maximum success for each student? Inquiry will be at the center of my contract hours as I inquire further about the power of collaboration and see firsthand what can be accomplished when educators work together towards a common goal.

As a teacher leader I will be stepping into many roles that I have not had the chance previously to engage in. I will be working during release days in different classes teaching contents that I might not always be familiar with. It will be essential that I plan with the teacher I will be filling in for to ensure that content will be covered thoroughly. I will try to facilitate a discussion of how students can complete the work/learning in a collaborative group work setting. Hopefully the teacher and I will come to some agreement to ensure that I am reaching out and showing how group work can be a worthwhile endeavor in all content areas. When I arrive in a new classroom I will have to take charge quickly especially if I am going to have students engage in collaborative groups.
Setting the groundwork with strong classroom management will allow students to engage in the group work and receive the largest reward when learning content.

I believe engaging in the tasks within my contract will allow me to continue to be a lifelong learner where I will always be a seeker of knowledge, never being content with what I already know. I will need to continue to challenge myself and take on larger responsibilities, like the transition to middle school night at my school. The transition night and the “how to help with math homework” night will require me to work on my communication skills and will require me to converse with parents and staff in a professional manner. I will need to collaborate with teachers, other interns, and ideally with parents to ensure the events are all successful. Since diverse learners will be transitioning to BMS from three elementary schools, it will require the other interns and myself to incorporate diversity into our events at the school. We want to foster the mentality of acceptance and tolerance at all of our events to ensure that all parents and students feel comfortable on their visits.

During my math homework night seminar for parents I must showcase my understanding of the NCTM standards by expressing how learning can be achieved when understanding is the primary goal. A student being able to communicate math knowledge requires a deeper understanding than rote memorization of steps. I will also need to utilize the knowledge of how math constantly builds on itself to show parents how their students’ understanding is being developed in the mathematics classroom. This event will require input from parents and will have several mathematics teachers working together to develop the suggestions that will be given to parents and students on completing mathematics homework.

During the BMS focus-school diagnostic visit, several areas were highlighted that need to be improved for the achievement gap to close at our school. These identified areas are things that I have witnessed that are strong but could be exponentially enhanced. Co-teaching, collaboration, technology integration, and parent involvement were all areas that were addressed in our data package from the RESA team. My contract’s main focus is on collaboration and with an extension of this idea being co-planning and co-teaching, which requires teachers to work and plan together in hopes that when the special education and general education teacher are together, true co-teaching can occur. Parent involvement was another area of concern, and I feel that including their voices in school decisions will contribute to the collaborative efforts that my contract seeks to improve.

My time at BMS has significantly changed my philosophy of education. I have been a part of the collaborative efforts of several groups that I want to continue to be a part of during my contract. The seventh grade mathematics teachers collaborate and plan each and every day during personal planning to ensure that the exact same lessons are occurring in both classrooms on any given day. These lessons are now incorporating the new common core standards in seventh grade, which requires partner and group work to complete discovery learning. I have seen the positive interactions that occur during group work and have begun to change my philosophy to include the importance of student collaboration.

My PDS needs to foster this collaborative ideal with more than just the students, but also with the staff and the parents as well. Efforts have been made to have vertical planning amongst content areas and grade level planning occurs daily, but true co-planning and co-teaching is still not fully evident. Teachers need the opportunity and time to collaborate and need the professional development to ensure that their time is well spent and will produce ideal results. Along with teachers BMS needs to get parents to be even more involved than they already are and get the parents who have struggling learners to come to school and be a part of their son or daughters’ education, especially during intervention programs. Parents have to take responsibility for their children and comprehend the work that the teachers are doing to ensure each student’s success.

Outstanding
**EDUC 687: Instructional Practicum/Technology Applications**  
**Contract Form**  
**Spring 2014**

**Intern:** Felix Colaciello  
**PDS:** Bridgeport Middle School  
**Total Contract Hours:** 206 Total Hours  
**Date submitted:** November 13, 2013  
**Coordinator(s):** Tracy Gould

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
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<tr>
<td><strong>Release Days</strong></td>
<td>April 2014</td>
<td>56</td>
<td>• Intern Teacher Evaluation Form</td>
<td>Tracy Gould (TEC)</td>
</tr>
<tr>
<td>On these days, I will teach based on the lesson plans provided by the teachers I will be covering for. Special education may be included in some placements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Professional Learning Community** | March 2014   | 8     | • Agenda  
• Minutes from meeting  
• Meeting summary | Tracy Gould (TEC)        |
| During four meetings, as a group of four interns, we will meet and discuss our contract hours, professional development, and about our individual reflections. | | | | |
| **NAPDS National Conference Presentation** | March 30, 2014 | 10   | • Flyer  
• Proposal for NAPDS  
• Travel receipts  
• Reflection | Johnna Bolyard (WVU Faculty Member) |
| I will present my action research at the NAPDS student teacher poster session. Must collaborate with Johnna Bolyard on creating my poster and presentation during several meetings. Rehearsal for conference will also be conducted during meetings. I will reflect with other presenters on my presentation and experience at NAPDS. | | | | |
| **Inquiry Presentation**     | March 2014   | 2     | • Evaluation forms from 7th grade teachers  
• Comment cards  
• PowerPoint Slides/Handout | 7th Grade Teachers: |
| I will present my action research to the seventh grade teachers at Bridgeport Middle School during team planning and answer questions from each member. Each member will submit comments and critiques. | | | | |
| | | | | |
### Alternative Activities (Total at least 15 hours)

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
</table>
| School of Hard Knocks Activity An activity required by Bridgeport Middle School, a (45 minute) long math experience. Real world application of salary, insurance, and purchasing power will be discussed and carried out by each student. Planning for the event, resources gathered and created, and teaching of the event will be included. | March 14, 2014 | 35    | • Lesson plan  
• Evaluation and comments                        | Carole Crawford  
(School Principal)  
Tracy Gould  
(TEC)             |
| Administration Shadowing Shadowing of Bridgeport Middle School principal and vice-principal of daily duties and responsibilities. | February 28, 2014 | 4    | • Notes  
• Interview question responses                      | Carole Crawford  
(School Principal)             |
| Tutor/Participant Seminar Presenter Preparing and presenting a seminar for tutors and participants during Friday morning seminar. Topic will be determined as semester schedule is developed. | March 28, 2014 | 10    | • Lesson Plan  
• Presentation  
• Handouts  
• Email correspondence                                | John Stallings  
(Benedum Collaborative Director)             |
| Mathematics 7th Grade Unit Prepare and teach a unit in seventh grade mathematics with Dawn Orton or Liz Holtz. Lesson will be prepared in collaboration with seventh grade teachers. Plans and materials will be created and submitted for each teacher. | March 7, 2014 | 15    | • Lesson Plans  
• Activities  
• Handouts  
• Evaluation Form                                    | Dawn Orton &  
Liz Holtz  
(Seventh Grade Teachers)             |

**Total Hours: 65 Hours**

**Required Signatures:**

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Intern  
PDS principal  

PDS teacher education coordinator  
EDUC 687 instructor  

PDS/WVU liaison  
Other (if applicable)
Creating a Professional Learning Community

Your Name: Felix Colaciello

PLC Members (with associated PDS/certification/specialization):
   Caitlin Dorsey (Secondary English), Keila Blandin (Secondary Foreign Language), James Cork (Secondary Social Studies), and Jennifer Sirockman (Elementary Science).

Rationale for this group of people:
Interns at Bridgeport Middle School and will be conducting these PLCs as contract hours at the school during the spring 2014 semester. We were asked to complete the Middle School Transition night activity by administration as part of our contract hours.

What dilemma did you seek this opportunity for learning in a PLC?
What wondering/questions are you pursuing?
   We noticed and so did many faculty/administration that some students are not adequately prepared for the middle school lifestyle. These students do not understand the high expectations that Bridgeport Middle School has for each and every student and how they can go about achieving in this system. We wanted to find a way to make the transition between elementary and middle school become smooth and seamless. In this way students were learning about learning. How they can succeed, what measures they need to take, and what habits they might need to change from elementary school. We have witnessed many students that talk about their time in elementary school and have seen that different schools prepare students in different ways. It is our goal to make sure we level the playing field and help make the transition a positive one for ALL students.

Vision for our work:

• What do you need to learn and why (think about yourself individually, and the group as a collective)?
   o We need to learn about collaborative planning because most of us only collaborate with teachers of the same content area. We need to bring all of our areas of expertise together for this activity. We also need to individually work on our planning skills when it comes to doing our part for the betterment of the whole. We have high expectations from our principal to have a successful event so we need to ensure we meet deadlines.

• How will this learning help you to become the teacher(s) you wish to be, the teacher(s) your students need you to be?
   o Being able to work cross-curriculum is something that Next Generation standards is leading teaching and learning towards. We must all develop the skills of collaboration with other content areas to be the most well rounded teachers. Students need teachers that care about their educational well-being. If we do not concern ourselves with other subjects that students learn, what message is that sending to students? We all want to work collaboratively and demonstrate the power of teamwork to students since it is essential to not only learning but also succeeding in the real world. We want students to succeed in every subject area when they arrive in middle school so we must design a transition night that will highlight this belief.
- How will this learning help you create a learning environment, design instruction (choose goals, assessments, learning tasks) that will meet the needs of all your students?
  - The learning that occurs during the meetings will help us better model collaboration for students. Bridgeport Middle School utilizes a substantial amount of collaborative work and we want to foster this ideal during our transition night. During this activity we will all need to look at the learning we want students to accomplish from the activity, from there utilizing backwards design we will ensure that each activity during the transition night will lead students to this goal. Since actual content learning will not take place we will need to find ways to assess the event and assess the knowledge of the students. Though it does not have to be a formal assessment it would be nice to receive feedback to see if the event does make an impact on students.

What is the work of your PLC?

- What are the goals for your learning?
  - We will focus our goals on collaboration, organization, and thorough lesson planning.

- What will you read/do with each other to learn?
  - We must read through transition articles online for elementary to middle school. Each member will also look at past examples of this activity at other schools to find areas we can improve and attempt to avoid the same mistakes others have made. We will have open discussion about the negatives/positives of other schools and will brainstorm collectively how we can change our program to be the best possible event.

- What are the specific tasks in which you will engage to learn? At this point you may also want to develop a timeline.
  - Meeting number one: Plan the date for the event, what will the students learn, logistics, how will learning be accomplished/demonstrated by student, what outside materials do we need, what has already been done by other schools?
  - Meeting number two: Reconvene to discuss what was learned from supplemental readings, what we each contributed to the planning and logistics, are the learning activities leading to the learning outcome we have in mind? Which teachers can be involved? What will different teachers do? Where? Which rooms? How long?
  - Meeting number three: finalizing plans and agenda, lesson plans finalized, meeting with teachers and administration (might be separate), logistics finalized, report back on which teachers will be participating and how they will be participating and what materials do we still need to make or find?
  - Meeting number four: (probably day(s) before the event) last minute touches, what do we still need? Will everyone be at the event? Anything that has come up? Review lesson plan and ensure that we have all reviewed our parts. Begin setting up anything that can be set up.
  - Follow up meeting: What did we learn about transitioning? What could we do better in the future? Anything we would change or leave for another group? Logistics of the event. Reflection from principal and teachers, how did students feel about the event? Was learning accomplished? How do we know?

- How will you document your learning....the effects of your learning (on your teaching, student learning, the learning of others, etc.)?
  - We will document our learning with a collective reflection piece. We will meet and brainstorm the learning that we each accomplished and the learning we witnessed. From there we will create a reflection to leave with our teacher education coordinator for future
events. From there we will present our findings to the teacher education coordinator and our administration.

When/Where will you meet?
We will meet at Bridgeport Middle School or a restaurant in Morgantown four times during the spring semester (spacing them out appropriately before the event). The meetings will need to be scheduled around class times, prior commitments, and contract hours at Bridgeport Middle School.

What commitments are you (personally and professionally) making to this work…what are your specific responsibilities for learning, for promoting/supporting the learning of others?

• I am committing myself to making the most successful event possible. I will work as much as possible to ensure all of my commitments are fulfilled ahead of deadlines. I will contact teachers to participate and will help create flyers for the event with my computer skills. I will help design the learning curriculum for the evening and will talk about what is necessary in the way of reflection. I will help my fellow interns with frequent reminders and will talk with them about collaboration since I wholeheartedly believe in the power of collaboration especially in my classroom. I will find articles to supplement our learning and will report back on the learning that I will gain from participating in a book study at our school.

How will the work you’re going to engage in (in your PLC) help you to enact/accomplish your vision for teaching, learning, classroom culture, etc.?

• By completing this transition program, I will more closely look at my own teaching and areas for my own improvement. I will definitely get a dose of cross-curricular planning which is going to be essential as we transition to common core standards. Being able to collaborate and find commonalities between curriculums will be such a bonus when I go to apply for a teaching position. Not many student teachers have the opportunity to collaborate with 4 different content areas at one time. I will continue to be a life-long learner and ensure that as I grow I help others grow as well. In preparing students for the next grade we must all look extremely closely at the skills that are necessary to be successful in our school as a whole. If I can use this same knowledge as students transition to my classes in high school when I do teach on my own, I hope that students will be much more successful in their academic endeavors.

Reflection before beginning this work: What excites you? What concerns do you have? What additional knowledge/support might you need?

• I am excited to get to see the feeder schools for Bridgeport Middle School since I have heard so much from my students. I am excited to work with the other interns and learn from them about their content areas and the strategies that they use in their classrooms. I am excited to collaborate with the teachers at my school and see them in a different context (outside their classroom) and with the school administrator. I am a little concerned about the amount of talking or public speaking in front of a large crowd but I know with advanced preparation I will be just fine. I am also nervous that if parents and teachers come to the school with questions I don’t know the answer to that I might embarrass the school. Hopefully with the amount of meetings we will have with the faculty and administrators we will be complete experts for the school. I will definitely need the support of the other interns, my teacher education coordinator, the faculty, and the administration.
Appendix 1

Professional Development School Belief Statements

Each professional development school is guided by a set of Belief Statements that were created by a team of WVU faculty, PDS educators, and county administrators to describe the Collaborative's vision of professional development schools. Each PDS focuses on areas that meet its own needs, but all visions are congruent with the following PDS Belief Statements.

1. All in a Professional Development School are learners.

   The focus of a PDS is learning. Students, teachers, administrators, and parents are all learners in a PDS. Students will have the opportunity to be active learners in an environment that provides for individual needs and abilities. Teachers and administrators will share ideas and opportunities for professional development, including using and contributing to current research. This can occur in the school site as we reflect upon what we know from practice, as well as in collaboration with West Virginia University faculty. Parents and the community will learn from the activities in a PDS through their involvement with the PDS site.

2. All in a Professional Development School have the opportunity for success.

   The members of a PDS will design and implement activities and programs and develop a climate that promotes and recognizes success for all. The school community (which includes students, teachers, administrators, and parents) should be provided with opportunities for growth and challenge. All members of a PDS community expect to be successful.

3. The organization of a Professional Development School encourages all to be empowered.

   The interactions and organization of a PDS will initiate and support the empowerment of all members of the school community. A shared decision-making approach will be used in all aspects of school life: ideas will be valued and all will be encouraged and supported in taking risks. Open communication among all groups involved in the school community is necessary for this to occur.

4. A Professional Development School fosters an environment of mutual respect.

   In a PDS, all respect self, the school community, and the global community. A PDS will provide experiences that foster appreciation of cultural and human diversity and will promote self-esteem in the entire school community.

5. A Professional Development School promotes curriculum and instruction that evolves from continual review and that reflects the school's vision.

   In a PDS, the best of practice and the best of research guide review and revision of curriculum and instruction.
Appendix 2
Professional Development School Information

Anna Jarvis Elementary School - Taylor County
Teacher Education Coordinator: Shelly Stead
Phone: 265-4090
South on Rt. 119 to intersection with Rt. 50, turn right. Go 3/4 mile, school is situated along Rt. 50. Park near bus awnings.

Blacksheere Elementary School – Marion County
Teacher Education Coordinator: Korrie McLain
Phone: 986-2707
Take I-79 South to East Park Ave. exit.
Turn right and follow Rt. 310 to Rt. 250 North for approx. 10 miles.
Drive through Farmington.
School is across from Rainbow Plaza Shopping Center.
Turn Right at Linger & Associates.
Turn Left to School.

Bridgeport Middle School - Harrison County
Teacher Education Coordinator: Tracy Gould
Phone: 842-6251
Take I-79 South to Meadowbrook exit (121). Take left at bottom of off-ramp onto Johnson Avenue extension. Stay on that road which turns sharply by Sheetz, pass MedBrook Center. About 1 mile later, road drops to right and you will see school complex. Middle School is third building with blue roof. Park in circle area.

Bruceton School - Preston County
Teacher Education Coordinator: Melissa Kent
Phone: 379-2593
Take I-68 to Bruceton Mills, Exit - 23.
Turn left onto Route 26 North.
Go 1/2 mile and turn left after the antique shop.
Go 2 more blocks and turn left at West Banco St.
You may park in the Bus parking lot from 8:00 a.m. - 2:00 p.m.

Clay-Battelle Middle/High School – Monongalia County
Teacher Education Coordinator: Christie Dawson
Phone: 432-8208
Go across the Star City Bridge and continue going straight (in far right hand lane past Osage) until you come to Route 7 West. Turn left onto Route 7 West (about 22 minutes from there) going through the town of Blacksville. Cross a concrete bridge and football/baseball field on your right. School is on the right side of the street - a large brick building.
East Dale Elementary School - Marion County
Teacher Education Coordinator: Cathie Metheny
Phone: 367-2132
From I-79 South, exit at the East Fairmont (Prickett’s Fort) exit.
Turn right at the end of the exit ramp.
Take the first left at the stop sign.
Take the first left at the blinking light and you will see East Dale at the top of the hill.

East Park Elementary School – Marion County
Teacher Education Coordinator: Julie Niessner
Phone: 367-2134
Take I-79 South to East Park Ave. Exit (#137)
Merge to left lane off of ramp.
At stop light (intersection of Speedway Ave. & East Park Ave.) bear to the left.
Drive on East Park Ave. to next stop light (Subway/Domino’s).
Turn Right onto Morgantown Ave.
Second street on left (Broadway).
School on right.

Eastwood Elementary School – Monongalia County
Teacher Education Coordinator: Emily Bragg
Phone: 304-284-8226
From I-68. Exit 7 (Pierpont Road/Airport). Travel West toward the airport. At the
intersection of Easton Hill and Point Marion Road make a left and stay in right lane. Go
straight through the next light. When entering the round-about, stay in right lane and exit off
of the first right exit.

-OR-
Beginning at Patteson/University Avenues intersection: Go through 4 traffic lights...at the
4th light veer right (this is just past Health South Rehabilitation). Continue through the next
6 traffic lights to round about. Entrance to school is the 3rd right off of round-about.

East Fairmont High School - Marion County
Teacher Education Coordinator: Karen Morgan
Phone: 367-2140
Take I-79 South to Kingmont Exit - 133.
Veer right off of the exit and turn right at the sign to EFHS.

Fairmont Senior High School - Marion County
Teacher Education Coordinator: Toni Poling
Phone: 367-2150
Take I-79 South to South Fairmont Exit.
Veer right.
Turn left on 8th St. (near Gwynn Tire).
Go several blocks to reach the back of the school.
Grafton High School - Taylor County  
*Teacher Education Coordinator: Amber Smolski*  
**Phone:** 265-3046  
Take 119 South out of Morgantown.  
Where 119 intersects with Rt. 50, go straight through the stoplight and continue into Grafton.  
Follow 119 as you wind through Grafton.  
Go straight through the 2nd light, and at the 3rd light, bear left and cross the river.  
After you cross a bridge, take an immediate right.  
The school will soon become visible on the left.

Mason-Dixon Elementary School - Monongalia County  
*Teacher Education Coordinator: Catharine Nestor*  
**Phone:** 662-6113  
Go across the Star City Bridge and continue going straight (in far right hand lane past Osage) until you come to Route 7 West. Turn left onto Route 7 West (about 22 minutes from there) going through the town of Blacksville. See Clay-Battelle High School and go approximately 2 more miles. School is on left on hill.

Morgantown High School - Monongalia County  
*Teacher Education Coordinator: Jenny Secreto*  
**Phone:** 291-9260  
From I-79 North, exit the Star City exit.  
Turn right at the bottom of the interstate ramp. Go straight through the light at Sheetz. And cross the Star City bridge. You are now on Monongahela Blvd.  
Go through 8 traffic lights.  
Go past the Chamber of Commerce on the right and over the small bridge.  
Turn up the first left after the bridge called Prairie Ave.  
Cross over High Street, and at the stop sign turn right on to Wagner Road.  
Take an immediate left onto Allison Street and Morgantown High will be over on your left.

Mountainview Elementary School - Monongalia County  
*Teacher Education Coordinator: Margaret VanScoy & Nick Seiler*  
**Phone:** 291-9255  
From I-79 North, Take the South Morgantown exit onto I-68 (University Avenue). Go left at the end of the exit ramp. At the 2nd light turn right. Go past the Mountaineer Mall.  
At the 4-way stop sign, go straight. Mountainview is on the left.

Mylan Park Elementary School – Monongalia County  
*Teacher Education Coordinator: Paige Festa*  
**Phone:** 983-7700  
From I-79. Exit 155 - immediately after getting off of the interstate you will be going in the left lane (do not go towards Star City), exit the ramp on the left and make a left towards Chaplin Hill. You will go approximately 3 miles and the school will be on your right.
North Elementary School - Monongalia County
Teacher Education Coordinator: Laura VanHorn
Phone: 291-9280
From I-79 North, exit the Star City exit. Turn right at the bottom of the interstate ramp. Go straight through the light at Sheetz. And cross the Star City bridge. You are now on Monongahela Blvd. Stay in left hand lane going up the boulevard. Turn left at stop light (near Coliseum). You are now on Patteson Drive. At next 3 traffic lights go straight and stay in right hand lane. Veer right at 4th traffic light at four way intersection and go past shopping plaza on left. Take second left. School is on top of the hill.

North Marion High School - Marion County
Teacher Education Coordinators: Amy Carpenter & April Gilpin
Phone: 986-3065
I-79 S to exit 137 (now on Rt. 310 N). Follow Rt. 310 N (go through 4 lights, turn right, go across old bridge) follow 19 North to 250 North. Turn right on U.S. 250N. Follow U.S. 250 to school (approx. 11-12 miles). School is on right side of road. Main office in middle building.

Rivesville Elementary/Middle School - Marion County
Teacher Education Coordinator: Terry Morris
Phone: 278-5331
Take Rt. 19S past Morgantown Mall. Stay on road to Rivesville. At downtown area, pass post office and bank, turn right on Monroe Street (before the pharmacy) Sign says school. At stop sign, make a left. Go all the way to the top of the hill, turn right onto Phillips Avenue. See school.

Skyview Elementary School - Monongalia County
Teacher Education Coordinator: Kara Jaggie
Phone: 284-2890
From downtown Morgantown, cross the Westover Bridge toward Westover. At the end of the bridge, turn left onto River Road. Continue on River Road for .3 miles. Turn right onto Warrior Path (Driveway). Continue up the hill- Skyview is on the left.

South Harrison Middle/High School – Harrison County
Teacher Education Coordinators: Elissa Whelchel, Sara Lechner, & Ruth Ann Marino
Phone: 745-3315
Take I-79 South to Exit #110 (Rt. 270/Lost Creek) Ramp will turn into a road; stay on this road until you come to a 4-way stop (approximately 1 mile). Turn right at the stop onto Rt. 270 West. Travel approximately 2 miles. School will be on your left. High School is the building closest to the road; on your right as you face the buildings.
Suncrest Middle School - Monongalia County
Teacher Education Coordinator: Kelly Johnson
Phone: 291-9335
From I-79 North, exit the Star City exit. 
Turn right at the bottom of the interstate ramp. Go straight through the light at Sheetz. And cross the Star City bridge. You are now on Monongahela Blvd. 
At the second stop light (by the Coliseum) turn left onto Patteson Drive. 
Take the second left onto Baldwin Street. 
Follow Baldwin until you see Suncrest Middle on the right.

Taylor County Middle School – Taylor County
Teacher Education Coordinator: Lindsay Stepanek
Phone: 265-0722
South on Rt. 119 to intersection with Rt. 50, turn right. Go approximately 5 miles. Turn right onto Valley Falls Road. (There is a sign for the school at this intersection.) School is on the right.

University High School- Monongalia County
Teacher Education Coordinators: Suzanne Ernstes & Melissa Farley
Phone: 291-9270
Coming north or south on I-79, get on I-68 East. Take Exit 7 (Pierpont Road Exit). 
At the end of the off-ramp turn left onto Rt. 119 North. 
Stay on Route 119 North for 3.7 miles (through 3 lights, you will pass the Glenmark Center, Pines Country Club and Dairy Mart). 
At 3.7 miles turn left onto Bakers Ridge Road (you will see a Madison Center Sign). Go .4 mile, University High School on Right.

Watson Elementary School - Marion County
Teacher Education Coordinator: Angie Tomblyn
Phone: 367-2156
Take I-79 South to South Fairmont Exit. Veer right (stay on road approximately 2.5 miles to Pizza Hut). Turn left onto Mary Lou Retton Drive (between Pizza Hut and Go Mart) and you will come to the school.

West Milford Elementary School - Harrison County
Teacher Education Coordinators: Debbie Posey & Missy Jeffers
Phone: 745-3341
Take I-79 South. 
Take Exit 110 (Lost Creek Exit). 
Go parallel to Interstate into Lost Creek. 
At 4-way intersection turn right. 
Go approximately 5-6 miles (Don’t stop at South Harrison High School). Cross large concrete bridge. 
After the large concrete bridge take the second paved road to the right onto School Street. School will become visible on your left.
West Preston School (formerly Valley Elementary) - Preston County
Teacher Education Coordinator: Pat Miranov
Phone: 864-3835
Exit I-79 at the Downtown Morgantown exit
Left at the end of the exit ramp.
At the 2nd light turn right.
Go past the Mountaineer Mall.
At the 4-way stop sign, go right onto the Kingwood Pike.
Approximately 15 miles, you will come to a stop sign.
Go right to Arthurdale.
School will be on the left.

White Hall Elementary School – Marion County
Teacher Education Coordinator: Pam Pitrolo
Phone: 367-2158
Take I-79 South to South Fairmont Exit (#132).
Turn left at the light.
Proceed on Rte. 250 South.
Pass through 3 additional lights.
School is approximately 1 mile after last light.
After passing the convenience store on right,
Turn right at log house.
School parking lot is straight ahead.
You may need to park on the side of the road along the school.

Wilsonburg Elementary School - Harrison County
Teacher Education Coordinator: Shannon Elliott
Phone: 624-3257
Take I-79 South to Clarksburg/Bridgeport Exit.
Take Route 50 West to Wilsonburg Road Exit.
Pass Townhouse W. Motel/Restaurant.
Take the first right.
Cross railroad tracks.
At the V in the road, continue straight.
The school is on the right.
Appendix 3
Characteristics of the Novice Teacher

1. We believe that the novice teacher should have a commitment to and skills for life-long learning.

   **Rationale:** We believe this because learning to teach is an ongoing process. Because we practice our profession and live our lives in a global society and both the profession and teaching conditions change, our sense of self and efforts as individuals and as professionals must evolve. The novice teacher should be able to model life-long learning attitudes and processes and be able to construct an environment that fosters these attitudes and processes.

2. We believe that the novice teacher should be an effective communicator.

   **Rationale:** We believe this because communication is fundamental to the teacher’s work with students, colleagues, parents, and community.

3. We believe that the novice teacher should recognize that teaching is a professional, moral, and ethical enterprise, should understand moral issues and ethical practices in educational environments, and should have developed ethical frameworks which facilitate effective teaching.

   **Rationale:** We believe teaching is an inherently moral and ethical enterprise because teachers’ actions and attitudes affect the interests and welfare of others. The novice teacher will face uncertain and value-laden contexts in which choices must be made among competing valued ends; e.g., academic freedom, censorship, discrimination, controversial issues, grouping, confidentiality, community mores, fairness, honesty, trust, professional rights and responsibilities, conflict group and individual needs. The choices have important consequences for students, society, the teacher, and the profession. The novice teacher must understand the moral and ethical issues in the exercise of power, the choice of ends and means, and application of values. The novice teacher must also develop the moral reasoning skills needed to address the moral questions encountered in the teaching environment.

4. We believe the novice teacher should be a facilitator of learning for all students.

   **Rationale:** We believe this because classrooms have students with a variety of learning styles, prior experiences, cultural backgrounds, capabilities, etc. Each of these students is entitled to educational experiences, which allow achievement of fullest potential. To provide such experiences, the novice teacher must recognize learners’ needs, assess his or her own ability to meet them, and coordinate necessary resources.

5. We believe that the novice teacher should have in-depth knowledge of pedagogy.

   **Rationale:** We believe this because the novice teacher must draw upon knowledge in these areas to develop effective learning experiences.

6. We believe that the novice teacher should have in-depth knowledge of content.

   **Rationale:** We believe this because the novice teacher must draw from knowledge of content to select and organize what is to be taught, interpret new knowledge in the discipline, and decide what additional content knowledge her or she should acquire.
7. **We believe that the novice teacher should effectively integrate content and pedagogy.**

   **Rationale:** We believe this because both content and pedagogical knowledge are necessary prerequisites of good teaching, but neither is in itself sufficient. The dynamic interaction between content and pedagogy enables the teacher to create the best opportunities for student learning.

8. **We believe that the novice teacher should be a reflective practitioner.**

   **Rationale:** We believe this because being a reflective practitioner empowers teachers. The process of reflection promotes effective teaching, improves the quality of learning, and facilitates the development of teacher as researcher and learner.

9. **We believe that the novice teacher should be aware of and have respect for human diversity.**

   **Rationale:** We believe this because self-awareness and freeing oneself of biases allow the novice teacher to facilitate learning, exhibit and model fairness, and help students to respect the diversity which characterizes American society. The novice teacher should recognize factors which make people and situations unique: e.g., culture, ethnicity, family, gender, health, history, individual characteristics, language, location, race, region, religion, and socioeconomic class.

10. **We believe that the novice teacher should be liberally educated.**

    **Rationale:** We believe this because a liberal education provides a foundation for lifelong learning, effective communication, and reflective practice; aids the teacher in clarifying relationships beyond as well as within a content specialization; and enables the teacher to help students develop the attitudes necessary in a rapidly changing world.

References:
Appendix 4
Glossary of Teacher Education Terms

21st Century Learning Skills
The West Virginia State Department of Education’s initiative to ensure that children are being prepared to be successful in a global environment. Learning skills are organized around the following areas: information and communication skills, thinking and reasoning skills, and personal and workplace skills. WV content objectives are connected to these 21st Century learning skills.

Action Research/Teacher Inquiry
Research occurring in school classrooms has been named “action research.” Teachers conduct “action research” when they carry out research to inform their teaching practice. Within the Benedum Collaborative Five-Year Teacher Education Program, students are required to design and implement several inquiry projects. These projects are undertaken during Teacher as Researcher (EDUC 600), a nontraditional class spanning six semesters, which culminates in a presentation of research findings during semester 10.

Acuity Benchmark Assessments
Instructional benchmarks designed to assess student progress over the course of the school year. These benchmark assessments are designed for students in grades 3 - 11 and are intended to provide a "snapshot" of student progress as it relates to acquisition of selected 21st century CSOs. This snapshot can be utilized by teachers to guide instructional design and interventions.

Belief Statements of PDSs
The five belief statements of the Benedum Collaborative provide the foundation upon which school renewal may take place within public schools. These statements express the ideals of Professional Development Schools and individual school renewal. All Benedum Collaborative PDSs must compose a statement of affirmation for each belief before admission to the Collaborative.

Benedum Collaborative
Formed in 1989, the Benedum Collaborative is a group of public school educators, WVU educators, and their institutions that is committed to the renewal of public education. The Collaborative was designed to create and implement a new vision for educational reform in West Virginia by renewing public schools while simultaneously restructuring pre-service teacher preparation.

Benedum Collaborative 5-Year Teacher Education Program
The public school educators and WVU educators that formed the Benedum Collaborative have transformed the WVU teacher education program into the Benedum Collaborative Five-Year Teacher Education Program to create stronger and more competent teachers for the future. By strengthening liberal arts, pedagogy, and clinical experiences, the educators hoped to create a teacher preparation program for teachers in the 21st century. The Benedum Collaborative Five-Year Teacher Education Program is also referred to as “the five-year program” and “the program.”

Certification
Certification is the formal licensure, by a state, of teachers who are eligible to teach in that state. The certification standards, tests, and requirements of each state vary. Students graduating from the program meet the requirements to apply for certification in the State of West Virginia.

Characteristics of a Novice Teacher
The ten Characteristics of the Novice Teacher were created at the conception of the Benedum Collaborative to guide the instruction of the Benedum Collaborative Five-Year Teacher Education Program. These characteristics correlate closely with the nationally recognized INTASC principles. Students are required to display how they represent each of these characteristics in their final professional portfolio.
Class
The students admitted into the Benedum Collaborative Five-Year Teacher Education Program each year are considered a “class.” These students will graduate together after completing the three years of the teacher education program.

Clinical Experiences
Clinical experiences, also referred to as field experiences, are the placements that students have at the PDSs during the three years in the Benedum Collaborative Five-Year Teacher Education Program. Because continuity of clinical experiences is critical, these clinical experiences placements are generally completed within one PDS that is assigned upon admission to the five-year program.

Co-teaching
Teachers collaborating with each other, with special educators, with preservice teachers, etc. has become a common model in PDSs. Preservice teachers are introduced to - and expected to use - co-teaching strategies such as “one teach, one observe”, “one teach, one drift”, “station teaching”, “parallel teaching”, “alternative teaching”, and “team teaching” in their clinical experiences.

Cohort
Upon admission to the Benedum Collaborative Five-Year Teacher Education Program, students are assigned to a specific PDS at which they will complete the majority of their clinical experiences. All students that are placed at the same PDS during any given year are considered a “cohort.”

Common Core Standards/Next Generation Standards
Formerly known as Content Standards and Objectives (CSOs), the West Virginia State Department of Education joined the Common Core Standards initiative in 2010. This initiative supported by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) aims to “focus on fewer concepts while stressing deeper learning and understanding, and are part of an overall drive to better prepare today's students for college or careers. The goal is to provide states with fewer, clearer and higher standards that are to be benchmarked against international standards.” (http://wvde.state.wv.us/commoncore/) As of 2013, WVDE has adapted the CCS to be referred to as the Next Generation Standards (NGOs).

Content Specialty Tests
For almost every elementary, middle, and secondary specialization there is a Praxis series test to assess knowledge and teaching strategies in the specific content area. Elementary majors are required to take both an elementary education examination and an examination for their specialization. Secondary majors are required to take examinations in their content areas. A passing score on all content examinations must be received before the professional internship begins.

Contractual Clinical Experience
Prior to the beginning of semester 10, the Professional Development Semester, interns sign contracts for 135 hours of activities with their home PDS. The allotted number of hours may be used for a variety of purposes that benefit both the school and the student. A sample contract is included in Appendix 7.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives. DIBELS can be used to as assessments for

• determining benchmarks goals,
• for progress monitoring, and
• as outcome measure assessments.” (http://wvde.state.wv.us/teach21/thebigpicture/Pg4DIBELS1H.htm)

Endorsement
When granted certification, a person is endorsed to teach in specified learning areas. These areas will appear upon the actual certification document issued by the State Department of Education.

General Education Curriculum (GEC)
WVU is committed to providing students with a foundation of skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society. The General Education Curriculum is designed to ensure that students meet these goals through inquiry-based learning across the disciplines. In conjunction with a major field, and
in consultation with their advisers, students will design programs of study that satisfy the GEC’s objectives. (Definition taken from the West Virginia University GEC web page, www.arc.wvu.edu/courses/GECdetails.html)

Grievance
A grievance is an act by a University faculty member that “reflects a capricious, arbitrary, or prejudiced evaluation, or reflects discrimination based on race, sex, handicap, veteran status, religion or creed, sexual orientation, color, or national origin” (WVU Undergraduate Catalog).

Holmes Partnership
The Holmes Partnership is a nationwide consortium of more than 100 research institutions committed to improving the state of education. The Benedum Collaborative Five-Year Teacher Education Program is an outgrowth of WVU’s response to the consortium’s agenda.

INTASC Principles (Interstate New Teacher Assessment and Support Consortium)
INTASC principles are nationally recognized principles that describe standards for beginning teachers. They were developed through the INTASC group based at Teacher’s College at Columbia University. The Characteristics of a Novice Teacher developed by the Benedum Collaborative are correlated with the INTASC principles.

Intern
A student in Year 5 of the Five-Year Teacher Education Program who participates in a full-time student teaching experience (professional internship) in a PDS during the Fall semester and a contractual clinical experience in the Spring is referred to as an intern.

Interdepartmental Degree
Similar to a liberal arts or multidisciplinary degree, an interdepartmental degree indicates that a student has completed a course of study in several departments within the University. Students pursuing a degree in secondary social studies will be awarded an interdepartmental undergraduate degree after the successful completion of the program.

Interstate Agreement
Under the Interstate Agreement, 40 states, including West Virginia, accept Benedum Collaborative Five-Year Teacher Education Program graduates’ coursework for licensure. Candidates must still meet each state’s testing requirements (i.e., additional tests or higher test scores may be required).

Liaison
Each Benedum Collaborative PDS is assigned a group of CEHS faculty members to link the two institutions. Often the liaison and PDS faculty will partner in research and professional development opportunities. Liaisons may also be involved in clinical supervision and serve as action research mentors.

Licensure
When students have completed all certification requirements and have applied with the West Virginia Department of Education, they will be granted the right to become licensed to teach in West Virginia.

Mentor Teacher/Host Teacher
During clinical experiences, each WVU student is placed with a PDS teacher who is referred to as a mentor teacher. This teacher is not only responsible for observations and evaluations, but also provides guidance, professional growth, and mentoring opportunities. (This individual is often referred to as a “host Teacher” as well.)

Mentoring
Mentoring provides opportunities for more experienced and less experienced educators to develop nurturing and supportive professional relationships. Students in the program may be mentored or may be mentors to other students.

Milestones
There are three milestones in the Benedum Collaborative Five-Year Teacher Education Program at which time students’ abilities are assessed through a portfolio process. These points of assessment occur at the conclusion of semesters 4 (prior to admission), 8 (at the end of year four), and 10 (spring semester of year five).

Multidisciplinary Studies Degree
Similar to a liberal arts or interdepartmental degree, a multidisciplinary studies degree indicates that a student has pursued a wide area of knowledge from several disciplines. Students pursuing a degree in elementary education or secondary science are awarded a multidisciplinary studies undergraduate degree upon the successful completion of the program.
Novice
Students who have just completed their professional preparation in the Benedum Collaborative Five-Year Teacher Education Program are often referred to as novice teachers, beginning teachers. (See below, “Ten Characteristics of a Novice Teacher.”)

Participant
A student in Year 4 of the Five-Year Teacher Education Program who is required to spend at least seven (7) hours per week in the Fall semester and twelve (12) hours per week in the Spring semester working with students and teachers in a PDS is referred to as a participant.

Pedagogy
Pedagogy is the art, science, or profession of teaching (Merriam Webster’s Collegiate Dictionary). Courses which focus on this area are called pedagogy courses or the pedagogy pillar.

“Pillars” of the Program
The Benedum Collaborative Five-Year Teacher Education Program’s curriculum is comprised of an academically rigorous sequence of courses that are supported by three “pillars.” By connecting liberal arts, clinical experiences, and pedagogy, the Benedum Collaborative believes a strong and capable teacher will emerge.

Portfolio
In the Benedum Collaborative Five-Year Teacher Education Program, student portfolios contain a collection of exemplary work organized to address professional issues. Students are required to submit a portfolio at each milestone in the program.

Pre-Service Teacher/Teacher Candidate
A pre-service teacher is any person who intends to enter the profession of teaching and who has begun his or her professional preparation but is not yet certified to teach.

Praxis Tests
Praxis tests are a battery of examinations run through ETS (Educational Testing Service) that are required for certification. Each endorsement, elementary and secondary, as well as each content specialty has required examinations. Nearly all Benedum Collaborative Five-Year Teacher Education Program students are required to take a minimum of three certification exams: 1) the Core Academic Skills for Educators (CORE) is designed to assess pre-service teachers' basic knowledge level before entering the Benedum Collaborative Five-Year Teacher Education Program. A passing score on all sections of the CORE must be received before the end of semester 4, when students apply for formal admission into the program; 2) Praxis II, content exam(s), and 3) the PLT.

Professional Development
Professional development is the process through which teachers continue to increase their knowledge about teaching and learning. Throughout the Five-Year Teacher Education Program, students are encouraged to participate in professional development activities.

Professional Development Coordinator
Each PDS designates a teacher to serve as a site coordinator. The site coordinator facilitates Benedum projects, chairs the PDS’s site steering committee, assists the teacher education coordinator, and serves as the school’s representative to the Benedum Collaborative Cross-Site governing body.

Professional Development School (PDS)
PDSs are schools where teachers and administrators join with University faculty in partnerships designed to improve teaching and learning through collaborative research and professional development school renewal work. Currently, there are 30 professional development schools involved in the Benedum Collaborative.

Professional Knowledge Test (PLT)
The PLT is the final examination in the Praxis battery of tests required for certification. This test assesses pedagogical knowledge of pre-service teachers. The PLT must be taken prior to graduation and passed for certification.

Reciprocity
A formal definition of reciprocity is “a recognition by one or two countries or institutions of the validity of licenses or privileges granted by the other” (Merriam Webster’s Collegiate Dictionary). Benedum Collaborative Five-Year Teacher Education Program graduates’ coursework will be recognized in 39 other states, but a probationary certificate may be issued from a particular state until specific requirements are completed.
Response to Intervention (RTI)

“According to West Virginia, Response to Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions [NASDSE, 2005]. It is a systematic approach to supporting the diverse needs of students in both academic and behavioral domains through differentiated instruction and targeted interventions based on ongoing assessments of student performance.”


School Renewal

School renewal is a nationwide movement empowering teachers and principals to make a difference in their school. The movement also encourages and nurtures teacher education programs to produce better informed and prepared teachers.

Specialization

Five-year program students are asked to choose a content specialization to complement and enhance their elementary or secondary teacher endorsement.

STAR System (Student Automated Registration)

The STAR system is WVU’s automated scheduling system for students. Students register for courses via the world wide web or telephone during their designated time period. A list of available classes may be found on the Internet on WVU’s homepage.

Strands

Inquiry, Diversity, and Technology are addressed throughout all clinical experiences and pedagogical coursework in the Benedum Collaborative Five-Year Teacher Education Program. By engaging in activities that directly address these important topics, or “strands,” while in the program pre-service teachers may develop the skills and attitudes necessary to successfully address them in the classroom.

Teacher Education Coordinator

Each PDS selects a faculty member(s) to serve as Teacher Education Coordinator (TEC) at their school. This teacher works closely with WVU faculty to develop appropriate clinical experiences and organize the work of WVU students and their placements at each site. They are the students’ PDS connection to WVU and are members of the Teacher Education Coordinator’s Network.

Tech Steps

A K-12 initiative supported by the WV Department of Education where teachers at each grade level are required to have their students complete 6 technology-based projects. The projects are connected to 21st learning skills and CSOs, are cross-curricular at the elementary level and discipline-specific at the secondary level, and provide skills in using the Microsoft Office suite. Each project includes step-by-step guides for teachers and an evaluation tool. Each year, students earn points for completing their projects and the points accumulate at each level – elementary, middle, and high school.

Title 1

“The basic principles of Title 1 state that schools with large concentrations of low-income students will receive supplemental funds [from the Federal government] to assist in meeting students’ educational goals. Low-income students are determined by the number of students enrolled in the free and reduced lunch program. For an entire school to qualify for Title 1 funds, at least 40% of students must enroll in the free and reduced lunch program.”

(http://www.brighthub.com/education/k-12/articles/11105.aspx)

Transfer Student

A transfer student is a person who enters the Benedum Collaborative Five-Year Teacher Education Program from another university or from another major field of study at WVU.

Transient Credit

Students who choose to take courses from another university during the summer or break while enrolled in WVU may be able to apply that credit toward their WVU degree. Students must check with a CEHS advisor before taking the class to ensure the class meets WVU’s requirements for credit.

Tutor

A student in Year 3 of the Five-Year Teacher Education Program who is required to spend at least two (2) hours per week (during both semesters 5 and 6) tutoring children at his or her assigned PDS is referred to as a tutor.
Volunteer Experience

The volunteer experience is a required sixty (60) hours of experience working with children who are approximately the age that the student intends to teach. Students are encouraged to diversify their experiences with young people. The volunteer experience, which is undertaken during Years 1 & 2 of the program, must be approved prior to initiating the experience if students are to receive credit for their work.

West Virginia Content Standards and Objectives (WV CSO)

The WV CSOs are the state-mandated instructional standards and objectives for students in each content area and at every grade level. Teachers are required to teach, assess, and document the progress of each standard and objective.
Appendix 5
Sources and Important Web Links

Background Check Information:  http://hre.wvu.edu/background_check_information


The Benedum Collaborative website. http://benedumcollaborative.wvu.edu/

“Collaborating to Improve Education in West Virginia.” College of Education & Human Services. West Virginia University.

College of Human Resources and Education Scholarship Brochure.


Human Resources and Education Office of Student Advising and Records. Specialization Sheets.

Human Resources and Education website. http://cehs.wvu.edu/

“Learning to Teach; Teaching to Learn” pamphlet. Teacher Education Program. College of Education and Human Services. West Virginia University.

WVU Student Conduct Code: http://studentlife.wvu.edu/r/download/180235


“NEA Code of Ethics of the Education Profession” http://www.nea.org/home/30442.htm


Professional Development Schools Site Improvement Grants Program: Collaborating to Improve Education in West Virginia.

The Benedum Collaborative Model of Teacher Education. 1997-98.

Sekula, Mike. Preliminary handbook working drafts.

Site Improvement Grants Program. The Benedum Collaborative Model of Teacher Education. 1996-97.

Speech Pathology and Audiology Undergraduate Student Handbook.


Various forms and documents including the following http://benedumcollaborative.wvu.edu/voluntary_experience

Summer 2018 (rev.)
- Portfolio cover sheets
- Characteristics of a Novice Teacher
- Volunteering Forms
- Pedagogy Course Descriptions
- General PDS Information
- Pedagogy Core Table

West Virginia Department of Education website. [http://wvde.state.wv.us/](http://wvde.state.wv.us/)

West Virginia University website. [http://www.wvu.edu](http://www.wvu.edu)

West Virginia University Undergraduate Catalog. West Virginia University. [http://catalog.wvu.edu/undergraduate/](http://catalog.wvu.edu/undergraduate/)
Appendix 7
Clinical Experiences and Associated Teacher Education Courses
## CLINICAL EXPERIENCES AND ASSOCIATED COURSES
### FIVE-YEAR TEACHER EDUCATION PROGRAM:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<strong>Volunteer Experience</strong>&lt;br&gt;(60 hours completed in year 1 and/or 2)&lt;br&gt;<em>EDUC 100: Education Colloquium</em></td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<strong>Volunteer Experience</strong> (continued)</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<strong>Volunteer Experience</strong> (continued)&lt;br&gt;<em>SPED 304: Special Ed. in Contemp. Society</em></td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<em>EDUC 200: Professional Inquiry</em></td>
</tr>
<tr>
<td><strong>Year 3</strong>&lt;br&gt;TUTORS</td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<em>EDUC 311: Practicum I (+ 2 hrs./wk. in PDS)</em>&lt;br&gt;<em>EDUC 301: Learning I</em></td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<em>EDUC 312: Practicum II (+ 2 hrs./wk. in PDS)</em>&lt;br&gt;<em>EDUC 400: Instructional Design &amp; Evaluation</em>&lt;br&gt;<em>RDNG 422: Reading in the Content Area</em>&lt;br&gt;(or taken in semester 7 or- 8)&lt;br&gt;<em>Elementary Only</em>&lt;br&gt;<em>EDUC 460: Foundations of Language and Literacy</em>&lt;br&gt;(gr. K-2)&lt;br&gt;<em>Secondary Only</em>&lt;br&gt;<em>C&amp;I 425: Approaches to Teaching Literature</em>&lt;br&gt;<em>C&amp;I 432: Curriculum and Technology - Math</em></td>
</tr>
<tr>
<td><strong>Year 4</strong>&lt;br&gt;PARTICIPANTS</td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<em>EDUC 410: Practicum III (+ 7 hrs./wk. in PDS)</em>&lt;br&gt;<em>RDNG 422: Reading in the Content Area</em>&lt;br&gt;(or taken in semester 6 or- 8)&lt;br&gt;<em>LANG 421: The Teaching of Foreign Language</em>&lt;br&gt;<em>Elementary Only</em>&lt;br&gt;<em>EDUC 461: Promoting Literacy Connections</em>&lt;br&gt;(gr. 3-5)&lt;br&gt;<em>EDUC 430: Math Methods for Elementary Teachers</em>&lt;br&gt;<em>EDUC 414: Promoting Creative Expression in Elementary Classrooms</em>&lt;br&gt;<em>SPED 460: Differentiated Instruction</em>&lt;br&gt;<em>Secondary Only</em>&lt;br&gt;<em>C&amp;I 424: Approaches to Teaching Language</em>&lt;br&gt;<em>SPED 461: Differentiated Instruction</em>&lt;br&gt;<em>ENGL 309: Approaches to Teaching Composition</em>&lt;br&gt;-or-&lt;br&gt;<em>C&amp;I 434: Teaching Math in Sec. School</em>&lt;br&gt;-or-&lt;br&gt;<em>C&amp;I 444: Secondary Science Teaching Methods</em>&lt;br&gt;-or-&lt;br&gt;<em>C&amp;I 454: Secondary Social Studies Methods</em>&lt;br&gt;<em>Elementary Only</em>&lt;br&gt;<em>EDUC 440: Elementary/Early Childhood Science Methods</em>&lt;br&gt;<em>EDUC 450: Social Studies Methods for Elementary Teachers</em>&lt;br&gt;<em>Secondary English/Language Arts Only</em>&lt;br&gt;<em>C&amp;I 324: Teaching Language Arts in Secondary Schools</em>&lt;br&gt;<em>Elementary Only</em>&lt;br&gt;<em>EDUC 411: Practicum IV (+ 12 hrs./wk. in PDS)</em>&lt;br&gt;<em>EDUC 401: Managing &amp; Organizing Learning Environments</em> (Note: Sped majors take SPED 403 in lieu of EDUC 401)&lt;br&gt;<em>RDNG 422: Reading in the Content Area</em>&lt;br&gt;(or taken in semester 6 or- 7)&lt;br&gt;<em>Secondary Only</em>&lt;br&gt;<em>EDUC 440: Elementary/Early Childhood Science Methods</em></td>
<td><strong>Elementary &amp; Secondary</strong>&lt;br&gt;<em>EDUC 612: Professional Internship (Full-Time)</em> (Variable credit IF SPED Endorsement) (Includes 35 “Course Contracted” hours)&lt;br&gt;<em>EDUC 600: Teacher As Researcher</em>&lt;br&gt;** IF SPED Endorsement: <em>SPED 513 &amp; SPED 667</em>*&lt;br&gt;<strong>Elementary</strong> &amp; <strong>Secondary</strong>&lt;br&gt;<em>EDUC 687: Instructional Practicum</em>&lt;br&gt;<em>EDUC 601: Context of Education</em>&lt;br&gt;<em>EDUC 602: Professional Identity: Teacher As Leader</em>&lt;br&gt;Plus 2 Graduate Electives&lt;br&gt;-or-**&lt;br&gt;<strong>IF SPED Endorsement: SPED 514 &amp; SPED 668</strong>&lt;br&gt;<strong>Elementary</strong> &amp; <strong>Secondary</strong>&lt;br&gt;<em>EDUC 600: Teacher As Researcher</em>&lt;br&gt;<strong>IF SPED Endorsement: SPED 514 &amp; SPED 668</strong></td>
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<td><strong>Year 5</strong>&lt;br&gt;INTERNS</td>
<td><strong>Elementary</strong> &amp; <strong>Secondary</strong>&lt;br&gt;<em>EDUC 612: Professional Internship (Full-Time)</em>&lt;br&gt;** Variable credit IF SPED Endorsement*&lt;br&gt;<em>EDUC 600: Teacher As Researcher</em>&lt;br&gt;** IF SPED Endorsement: <em>SPED 513 &amp; SPED 667</em>*</td>
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**AS PER SPRING 2018**
Appendix 8
Degrees and Teaching Specializations in the
WVU Five-Year Teacher Education Program

Students in the WVU Five-Year Teacher Education Program earn two degrees simultaneously at the end of year five – one at the bachelor’s level and one at the master’s level. Along with degrees conferred, graduates will also be recommended for selected West Virginia teaching certification(s). Below is a list of degrees and teaching specializations students can pursue in the Five-Year Program:

**ELEMENTARY DEGREES**
Bachelor of Multi-Disciplinary Studies

*and*

Master of Arts in Elementary Education (with subject-specific endorsement(s) if/as declared)

**SECONDARY DEGREES**
Bachelor of Arts in Mathematics, -or-
Bachelor of Arts in English, -or-
Bachelor of Arts in World Languages, -or-
Bachelor of Interdepartmental Studies (for those preparing to be Social Studies teachers), -or-
Bachelor of Multi-Disciplinary Studies (for those preparing to be Science teachers)

*and*

Master of Arts in Secondary Education with certification in:
Grades (5-Adult) –or- (9-Adult - content specific)

**TEACHING SPECIALIZATIONS IN THE WVU FIVE-YEAR TEACHER EDUCATION PROGRAM:**

**ELEMENTARY SPECIALIZATIONS**
Early Childhood grades PK-K
Special Education Multi-categorical grades K-6 and 5-Adult
Mathematics grades 5-9
English/Language Arts grades 5-9
General Science grades 5-9
Social Studies grades 5-9

**SECONDARY SPECIALIZATIONS**
Mathematics grades 5-Adult
English/Language Arts grades 5-Adult
Spanish grades 5-Adult
French grades 5-Adult
German grades 5-Adult
General Science grades 5-Adult
Biology grades 9-Adult
Chemistry grades 9-Adult
Social Studies grades 5-Adult