



**OHIO VALLEY
UNIVERSITY**

For Learning. For Faith. For Life.

Handbook for the School of Education

Information about the Certification Programs

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Teachers aspire to teach well, but reaching this commendable goal is not always easy. Striving for it requires strength, energy, and might, as well as the vital ability to influence others, especially the students. First-rate teachers have the inner traits and influential abilities needed and use them together with well thought-through teaching strategies. They dare to be powerful in their pursuit of excellence, and to use their strengths to benefit their students.

I will never forget one professor's demonstration of teacher power. The professor calmly faced his large class of education students and said solemnly, "Please follow my directions exactly." The class listened attentively. "Put your finger on your nose," he said. When all the students immediately complied- he was their instructor, after all- he continued. "Put your other hand on your head and stick out your tongue." He paused, smiled slightly, and said: "How silly you all look! See how much power a teacher has! You all followed blindly where I led. Remember that when you are teaching young minds much less sophisticated than yours."

Yes, as teachers, we have the power that comes from our position, but also the potential, maybe the ability, to teach dynamically, passionately, and well, and by so doing influence our students, the shapers of the future. Surely, nothing can be more important than that!

55 Teaching Dilemmas, Kathy Paterson, 2005

Ohio Valley University
Handbook for the School of Education
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Welcome to the School of Education at Ohio Valley University!

This booklet provides information of many kinds about our teacher preparation programs, and it will assist you with details about your program. Please keep this booklet in your portfolio for future reference and ask your advisor or instructors about any other questions you have. We begin at the beginning-- when you arrive at OVU and begin your work toward a wonderful goal-- becoming a teacher.

Academic Advising

Each student at Ohio Valley University is assigned an academic advisor to help explore appropriate curricular and career options, complete a degree plan, or prepare for transfer. Teacher education majors are assigned to faculty advisors in the School of Education.

Advising makes students aware of the university's expectations, requirements, and resources to help students complete a degree successfully. It is the responsibility of students to know their academic status at all times, to fulfill all degree requirements as stated in the catalog, and to meet all other requirements for graduation or transfer. To view OVU's online catalog, go to <http://www.ovu.edu/site.cfm/ovuacademiccatalog.cfm>.

Mission of Ohio Valley University

At Ohio Valley University, we seek to transform lives in a Christ-centered academic community that integrates higher learning, biblical faith, and service to God and humanity. Ohio Valley University seeks to accomplish this mission by:

- Equipping students for life through quality academic programs
- Encouraging life-shaping relationships among faculty, staff, and students
- Fostering holistic growth through varied co-curricular activities
- Promoting knowledge, values, and skills inherent in healthy families and quality relationships
- Connecting students to the global community
- Instilling a desire for life-long learning
- Creating opportunities for growth in faith and service

In the OVU College of Education, we seek to transform lives by:

- Equipping students for teaching through quality academic programs
- Encouraging life-shaping relationships among the teacher education faculty, staff, and students
- Fostering holistic growth in professional skills and values through varied academic, clinical, service, and collegial activities
- Promoting knowledge, values, and skills inherent in healthy families and learning communities, including quality relationships across families, students, and teachers
- Connecting teacher candidates to the global community of diverse cultures, learners, and structures in education
- Instilling a desire for lifelong learning as professional educators and as individual people
- Creating opportunities for growth in faith and service

The OVU Mission Statement sets out the ultimate goals for all students. The College of Education Mission Statement is personalized to our program. How do we apply it? Our conceptual framework, *The Teacher Professional*, incorporates the institutional and program goals in three areas: Liberal Arts & Content Knowledge, Professional Knowledge & Skills, and Professional Values & Ethics.

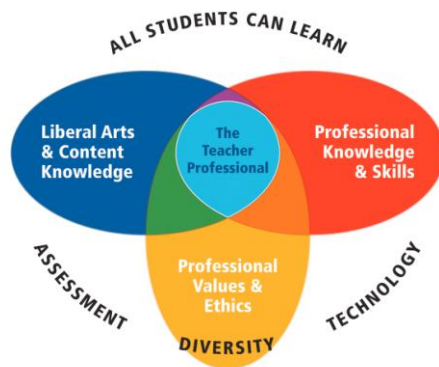
From there, national and state standards and other requirements fit into one of the three categories. Each of those requirements is assigned to at least one course, where it is learned, practiced, and assessed. Artifacts and other documents created in each required course are placed in each student's academic portfolio and provide a record of achievement.

How, exactly, does this happen? Read on.

The Teacher Professional

The Teacher Professional is the conceptual framework for OVU's teaching program. A teacher professional acts as a teacher and coordinator, creating an effective environment for meaningful learning and student engagement (Darling-Hammond & Bransford, 2005). Drawing on a broad base of essential knowledge and experiences, the teacher professional reflects, analyzes, decides, and then acts appropriately to benefit learners, stimulate learning potential, and promote personal and professional development (Marzano, 2004).

This conceptual framework is organized into three categories or major knowledge bases, each of which represents includes content and concepts relevant to a knowledge base for beginning teachers. Teachers "must have something important to teach (that is, they must themselves be informed), they must have the capability to teach well what they know, and they must continually help children through their example, to care about learning, themselves, and each other" (Norlander-Case, Reagan, & Case, 1999, p. 60). *The Teacher Professional* acts on a belief that all students can learn, plans instruction that addresses diversity, embeds technology, and assesses continually to ensure high levels of learning (Tomlinson & McTighe, 2006; International Society for Technology in Education, 2007; Arter & McTighe, 2000).



1. Liberal Arts and Content Knowledge

- 1.1. The Teacher Professional is equipped with a holistic foundation of knowledge that enables excellence in teaching and learning environments (WVPTS 1A, 3A).
- 1.2. The Teacher Professional is dedicated to being a learner as well as a teacher by developing a capacity to utilize new ideas, experiences, creativity, critical thinking in the learning process (WVPTS 4A, 4B, 4C, 4D).
- 1.3. The Teacher Professional is dedicated to lifelong learning through ongoing study in the discipline and applying knowledge to meet the needs of all students (WVPTS 1B, 1C, 4A, 4B, 4C, 4D).
- 1.4. The Teacher Professional is developing a knowledge base in 21st Century Learning to benefit all people and address needs in transformational ways (WVPTS 2A, 2B, 2C, 2D, 2F, 5C, 5F).

2. Professional Values and Ethics

- 2.1 The Teacher Professional is continually challenged through personal and professional reflection to examine issues of integrity, values, and ethics (WVPTS 4A, 4B, 4C, 4D, 5I).
- 2.2 The Teacher Professional connects personal values and integrity to all components of the teaching/learning process (WVPTS 3B, 3F, 4C).
- 2.3 The Teacher Professional has high expectations for all learners (WVPTS 2B).

3. Professional Knowledge and Skills

- 3.1 The Teacher Professional is equipped to create an effective learning environment, drawing on a broad base of pedagogy to enhance decision-making, embrace diversity, and develop strategies to ensure success for all learners (WVPTS 2B, 2C, 2D, 2E, 2F, 3C, 3F).
- 3.2 The Teacher Professional continually improves teaching skills by employing multiple assessment tools with an emphasis on self-reflection (WVPTS 1E, 3E).
- 3.3 The Teacher Professional collaborates with other professionals, family, and community members to improve the overall learning of students (WVPTS 5A-I).
- 3.4 The Teacher Professional demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all (2A, 2B).
- 3.5 The Teacher Professional utilizes 21st Century Learning & tools for effective teaching and learning (WVPTS 3B, 3D, 3F).

Norlander-Case, K.; Reagan, T.; Case, C. (1999). *The Professional Teacher-The Preparation and Nurturance of the Reflective Practitioner*. San Francisco: Jossey-Bass.

OVU's Teacher Preparation Programs

The aim of education is knowledge not of facts but of values. Dean William R. Inge

Teaching others is a worthy profession. We welcome you to OVU's teacher preparation program in which you will learn many things, how to teach so your students learn well, and how you may know when your students have learned.

Ohio Valley University strives to fulfill its mission by developing teachers who have strong ethical principles, who have a genuine desire to serve and guide their students, and who are academically prepared. Our conceptual framework is *The Teacher Professional* (TTP), which aligns with state and program standards. Our instructional models are based on best practices and promote an awareness of individual teaching and learning styles with a continuous emphasis on faith-based learning and growth. The teacher preparation program addresses all components of 21st Century Learning--knowledge of your subject, learning skills, technology, real-world relevance, global awareness, and effective assessment. Information about our program may be found on the OVU web site at <http://www.ovu.edu/site.cfm/schoolofeducation.cfm>.

OVU's College of Education offers seven certification programs:

1. Elementary Education K-6
2. Wellness Preschool-Adult
3. Secondary English Grade 5-Adult
4. Secondary General Science Grade 5-Adult
5. Secondary Math Grade 5-Adult
6. Secondary Social Studies Grade 5-Adult
7. Endorsement in Special Education K-6 or Grade 5-Adult- Behavior Disorders, Learning Disabilities, Mental Impairments, or Multicategorical.

High Need and Low Need Certifications

When entering OVU, a teacher education major may have a clear idea on a preference of certification level (elementary or secondary) and a discipline (English, math, general science, social studies, wellness). If not, do not be concerned. The beginning courses can fit with any teacher education program and you may take a year or two to decide. Please plan to get involved in teacher education activities from the point of entry to OVU. This will help you with your decision about age group and subject area. Also, we encourage all teacher education majors to think about where you might want to live because you will be looking there for a teaching position. It's a good idea to see who needs teachers in the area of certification that you most want.

1. If you want to be very marketable, consider completing a **math** or **general science** certification program because those are identified in most states as **high need certification areas**. Many positions are open in these disciplines. Secondary English and social studies positions are often open in school districts. Fewer positions are open for elementary (kindergarten-sixth grade) and wellness (physical education and health), so they are in a "low-need" category in many areas.
2. You can find a teaching position in bigger cities and most rural areas very quickly with most certifications if you are willing to go where the jobs are. Please consider teaching at the secondary level. You are welcome to do a dual certification (Example: elementary education plus secondary math).

Important Policies

1. **Since Fall 2007**, students entering a certification program have been required to take and pass the Praxis II content knowledge test(s) required in the program in order to be admitted to student teaching. Students must take the Principles of Learning and Teaching test in order to graduate.
2. **Since Fall 2008**, OVU's College of Education has required that teacher candidates take and pass the Praxis tests required in West Virginia even if they plan to apply for certification in another state.
3. The federal and state departments of education have set high standards for teacher preparation programs. Teacher candidates must meet all requirements stated in the catalog and in program documents. Degree requirements are subject to change based on certification requirements from the West Virginia Department of Education; **to achieve certification, students might be required to use a more recent catalog than the one in force at the time of first enrollment.**
4. Graduates must **apply for certification within one year** or they must meet any new program requirements.

Degree Requirements

For specific details, see the OVU catalog online at <http://www.ovu.edu/site.cfm/ovuacademiccatalog.cfm>.

Writing Competency Requirement: To meet this requirement, students must take specific writing-enhanced courses in the programs and make at least a B grade in each.

Bible Course Requirements: Every student who has full-time status on the last day to add a class at Ohio Valley University must successfully complete a Bible course each semester until all of the following requirements have been met:

Four Bible core courses or the approved equivalents

- 1) BIB 106 Life of Christ
- 2) BIB 107 Acts through Revelation
- 3) BIB 205 Old Testament Survey
- 4) BIB 206 Christian Thought

A total of 16 credit hours in Bible and a total of 112 credit hours

Diversity Requirement: In today's world, understanding, appreciation, and respect for diverse cultures is essential; consequently, to earn a bachelor's degree, each student must either take one course that fulfills the diversity requirement or participate in a college-approved international studies program. For specific courses, see the OVU catalog online at the URL above.

Admission, Retention, and Exit Requirements in an OVU Teacher Preparation Program

The goal of the School of Education (SOE) is that each person who desires to become a P-12 teacher has sufficient opportunity and assistance to complete a program successfully and become an excellent teacher. Each program requires that specific criteria be met for admission, retention, and completion. These three transition points are important because they provide opportunities for professional reflection and growth with the help of the teacher education faculty. In each segment of the program, the student has assistance available including the academic advisor, OVU documents, the Student Life Office, instructors, peers, and Tutoring Center.

Admission

1. Each student will apply for admission to the teacher education program in the semester when the 11 criteria will be met, preferably by the end of the sophomore year. A student who has not been fully admitted to the program will not be permitted to take courses that require full admission or to student teach.

Admission Criteria: *Full admission requires achieving Criteria 1-11. Provisional admission may be obtained for one year only by achieving the first ten criteria. Any courses in program requirements with final grades of "C," "D" or "F" must be retaken before provisional admission.*

1. Completed 60 semester hours of college work
 2. Completed ENG 131 and ENG 132 with "B" or better
 3. Completed CIT 140 and COM 131 with "B" or better
 4. Completed EDUC 200 with "B" or better
 5. Achieved an overall GPA of 2.5 or better
 6. Submitted "Application for Admission to Education Program"
 7. Received two positive references from instructors outside education program
 8. Received a negative TB test within the last two years
 9. Background check form turned in
 10. Transition 1 Interview with Teacher Education Review Panel (TERP) in an interview. See the details of this process beginning on page 16 of this handbook.
 11. Within two semesters after EDUC 200 and up to three attempts, achieve passing scores on PPSTs (*Math 172, Reading 174, Writing 172*) or given WV EXEMPTION for ACT (26+), SAT (1125+), degree in teacher education, or Master's degree. *WVDE may change these scores anytime during your program.*
2. Achieve within three attempts the established West Virginia Board of Education scores on the PreProfessional Skills Tests in Reading, Writing, and Math; these scores must be achieved before full admission to the program. The student must participate in PPST Prep (Friday of each week) as a part of EDUC 200 Introduction to Education AND must take the PPSTs in that semester. A student who does not pass all PPSTs the first time must enroll in EDUC 220 PPST Preparation as an audit each semester until passing scores on all three passing scores have been achieved.

3. A student who does not pass all PPSTs the first time will be allowed to enroll in Education (EDUC) courses that do not require full admission to the program during the two semesters after completing EDUC 200 Introduction to Education. If passing scores are not achieved by the end of the second semester after completing EDUC 200, the student may not enroll in any education courses during the following two semesters. Until passing PPST scores are achieved, the student will not be allowed to enroll in courses that have as a prerequisite full admission to the education program. EDUC 200 Introduction to Education may be taken only twice. Each student must achieve at least a final grade of “B” in two attempts or choose another program.

For West Virginia certification, an exemption is given to those whose ACT or SAT scores meet the West Virginia Department of Education guidelines for a waiver, to those who have earned a master’s degree, and to those who are currently licensed to teach. However, a student who received a West Virginia exemption but who wishes to teach outside West Virginia may be required by other state departments of education to pass the PPST series.

4. In a Transition 1 interview, produce a portfolio of work that is satisfactory to the dean of the College of Education and to the Teacher Education Review Panel (TERP); the portfolio must be submitted three times: in the process of applying for full admission to the program, to the advisor to be admitted to student teaching, and during student teaching. See the details of this process beginning on page 15 in this handbook.

Retention Criteria: (This describes requirements for moving through the teacher education program.)

In the Program:

- 1) A student must make satisfactory progress in the program, accepting responsibility and working with the advisor to satisfy program and admission requirements. This includes all areas of work at OVU, including writing, diversity, general education, and Bible. Assistance is provided in any way needed.
- 2) A student must retake any courses that require at least a “B” grade in which the student has earned a “C,” “D” or “F.” As the program progresses, a student who is not flourishing academically will be counseled to enable progress or to consider other options.
- 3) A student’s satisfactory progress includes assessment of knowledge, skills, and dispositions. Assessments include coursework, feedback from instructors, cooperating teachers, and the student’s self-reflection using the OVU mission statement rubric and dispositions rubric.
- 4) A student must meet all requirements of EDUC 200 Introduction to Education, including the field experience and preparing for and taking the PPSTs in that semester.
- 5) A student must pass the PPSTs within two semesters after taking EDUC 200 in no more than three attempts on each test. If passing scores are not achieved within the set criteria, the student must leave the program for at least two semesters. In that case, the PPSTs must be passed before the student reapplies to the program.
- 6) By the semester before student teaching, the student must have taken the courses that require full admission to the program. They are prerequisites for student teaching, they require A or B grades, and they may be taken no more than twice (See catalog and/or progress sheet in program for those courses).

Admission to Student Teaching:

- 1) By October 1 or February 1 of the semester before student teaching, the student must apply for admission to student teaching. This initiates a process that includes an audit of the student’s program by the advisor and the OVU registrar as well as a meeting of TERP and the student.
- 2) Pass the Praxis II content area test(s) in the certification program. If passing scores are not earned, the test(s) must be retaken before student teaching. Other coursework may be required if the student experiences difficulty passing the tests.
- 3) A student must earn a cumulative GPA of 2.75 or higher before student teaching and must earn a letter grade of at least a “B” on all student teaching course work.
- 4) Participate in the Transition 2 interview with a faculty panel, presenting a professional portfolio that documents mastery of all standards and requirements.

Removal from the Teacher Education Program

Although it is anticipated that every teacher candidate will successfully complete the teacher education program, there are reasons for which a student may wish to withdraw before completion. There may also be reasons for OVU and/or school personnel to remove a student from the program. When removal is needed, the following procedures must be followed:

Withdrawal Requested by the Student

Step 1: Immediately notify the OVU advisor concerning the withdrawal plans. Do not just leave OVU without withdrawing formally from the courses and program.

Step 2: Before making the final decision, discuss the reasons for considering withdrawal with all involved parties. Many times, a student is not aware of alternatives available and may consider a problem to be more serious than it actually is. OVU personnel are committed to using all resources needed to ensure its students' success.

Step 3: If the student still decides to withdraw, written notification of the withdrawal must be submitted to OVU's Director of Teacher Education. Procedures established by OVU regarding withdrawing from classes must also be followed. The advisor will notify the Vice-President for Academic Affairs, who will notify Student Life, the registrar, and the Business Office.

Removal Recommended by the OVU College of Education

Step 1: The person recommending the removal must notify the dean of the College of Education, who will arrange a meeting for the person with the OVU advisor and the Teacher Education Review Panel (TERP) to discuss the recommendation and reasons.

Step 2: The dean will immediately arrange a meeting of TERP with the student to discuss the concerns and/or needs. If needed, TERP will meet again without the student present to reach consensus. The results of the meeting will be communicated to the Vice President for Academic Affairs.

Step 3: If it is agreed by TERP that a level of competency cannot be achieved by the student, he or she will be notified and removed from the teacher education program. Written notification will be sent to the student and each person involved in the Review Panel as official notice of the removal and any requirements for reinstatement.

Step 4: If the student does not agree with the removal decision, an appeal by the student must be filed with the Vice-President for Academic Affairs for further consideration by the Academic Council.

All students who withdraw or are removed from the teacher education program because of unsatisfactory performance are required to wait a minimum of one semester before reapplying to the program. During the intervening semester, the student must complete all recommendations of TERP concerning reinstatement.

Students who plan to apply for readmission to a teacher education program must notify the dean of the College of Education as soon as possible. Written documentation of the steps taken to overcome the problems encountered during the previous attempt must be presented for consideration by TERP. The student may be denied readmission to the program if the problems contributing to the withdrawal or removal have not been addressed. The candidate may appeal to the Vice-President for Academic Affairs if readmission is denied.

The application for readmission to the program must be made at least two weeks before the beginning of the semester.

Completion Requirements for Bachelor of Science in Education (Elementary Education)

Students majoring in elementary education must meet the requirements described below to earn a bachelor of science in education. This includes passing the Praxis II exams that are required in West Virginia for state teaching certification. To ensure that students are fulfilling all requirements, students must meet with their advisors at least once each semester to receive advising and to update their individual progress sheets. Students are also expected to keep track of their credit hours. The degree requires the following:

- 1) Satisfy all of the university's requirements for a bachelor's degree (See Excerpt from Progress Sheet below)
- 2) Receive full admission to the teacher education program, preferably by the end of the sophomore year. A student who has not been admitted to the program will not be permitted to take courses that require full admission or to student teach.
- 3) Complete a full-time semester of student teaching in the OVU service area during a fall or spring semester. A student must earn a cumulative GPA of at least a 2.75 before student teaching, and must earn a letter grade of at least a "B" on all student teaching course work.
- 4) Pass the required Praxis II certification tests
 - 0011 Elementary Education Curriculum, Instruction, and Assessment Required Score: 155
 - 0522 Principles of Learning & Teaching Required Score: 165

Excerpt from Progress Sheet for Elementary Education K-6 (Catalog: 2011-12)

GENERAL EDUCATION

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
BIB 106 Life of Christ	2	_____	_____
BIB 107 Acts-Rev.	2	_____	_____
BIB 205 Bible History Survey	2	_____	_____
BIB 206 Christian Thought	2	_____	_____
REL 441 Major World Religions	3	_____	_____
BIB _____(Elective)	2	_____	_____
BIB _____(Elective)	2	_____	_____
BIB _____(Elective)	2	_____	_____
*ENG 131 College Writing I	3	_____	_____
*ENG 132 College Writing II	3	_____	_____
COM 131 Basic Speech	3	_____	_____
Any arts course or performing group	3	_____	_____
* LIT _____	3	_____	_____
CIT _____	2	_____	_____
* MAT 149 Math for Teachers	3	_____	_____
NSC 141 Gen Biology I	4	_____	_____
NSC 148 Gen Phys Science	4	_____	_____
PHED _____	1	_____	_____
PHED _____	1	_____	_____
HIS 132 Western Civilization II	3	_____	_____
HIS 133 U.S. History I	3	_____	_____
POL 135 U.S. Government or	3	_____	_____
POL231 Global Comm Relations or		_____	_____
GEO 231 World Pol. Geography		_____	_____
SOC 351 Underst Multi Diversity	3	_____	_____
UNI 101First Year FOCUS	1	_____	_____

3 Writing Enhanced courses

*Letter grade of "B" or better required.

No more than 2 "Cs". "D" only in electives.

Overall GPA of at least 2.75 required to remain in program.

___ At least 40 hours of 300/400 level courses, ___ 15 at OVU

___ At least 32 hours overall at OVU ___ At least 23 of the last 32 at OVU

CONTENT SPECIALIZATION (2.75 GPA & up to 2 Cs)

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
MAT 151 College Algebra	3	_____	_____
MAT 251 Math in Elem School	3	_____	_____
HIS 301 WV History	3	_____	_____
EDUC 237 Children's Literature	3	_____	_____
*+EDUC 319 Methods Soc. Studies K-6	2	_____	_____
EDUC322 Methods PE/Health K-6	2	_____	_____
EDUC 323 Methods of Art	1	_____	_____
EDUC 324 Methods of Music	1	_____	_____
*+EDUC 325 Methods of Math K-6	3	_____	_____
*+EDUC 326 Methods of Science K-6	3	_____	_____
*+EDUC 327 Meth. of Lang Arts (WE)	3	_____	_____
*+EDUC 328 Methods of Reading K-6	3	_____	_____
*+EDUC 413 Diagnostic/Prescriptive Rdg	3	_____	_____

PROFESSIONAL EDUCATION (3.0 GPA & "B" or Better)

EDUC 200 Intro. To Education (WE)	2	_____	_____
EDUC 220 PPST Preparation	0	_____	_____
PSY 233 Human Development	3	_____	_____
EDUC 300 Technology Applications	3	_____	_____
ENG 302 Research/Writ/Speak (WE)	2	_____	_____
EDUC 320 Educational Psychology	3	_____	_____
+EDUC 321 Curriculum K-12 (WE)	3	_____	_____
EDUC 215 Classroom Management (WE)	2	_____	_____
+SPED 341 Educating Exceptional Children	3	_____	_____
+SPED 305 Program Planning Spec.Ed.	3	_____	_____
EDUC 299 Admission to Program	0	_____	_____
Student Teaching Semester			
+EDUC 431 Student Teaching K-3	5	_____	_____
+EDUC 432 Student Teaching 4-6	5	_____	_____
+EDUC 451 Student Teaching Seminar (WE)	2	_____	_____

Planned Fall Spring _____ Completed Fall Spring _____

+ Prerequisite: full admission to program

Applied for certification _____ (date)

Special Education Certification, Elementary (K-6)

Students majoring in elementary education may earn an additional K-6 certification in multicategorical special education or in one of the following areas: learning disabilities (LD), behavior disorder (BD), or mental impairments (MI). To achieve this certification, students must pass the appropriate Praxis II examinations and complete the following requirements:

For any of the special education certifications, students must complete the following courses or equivalents with grades of at least "B":

- EDUC 200 Introduction to Education (2 credit hours),
- EDUC 325 Methods of Teaching Math, (3 credit hours),
- EDUC 328 Methods of Teaching Reading K-6 (3 credit hours),
- EDUC 413 Diagnostic and Prescriptive Reading (3 credit hours),
- PSY 233 Human Growth and Development (3 credit hours),
- SPED 341 Educating Exceptional Children (3 credit hours),
- EDUC 320 Educational Psychology or a course in Tests & Measurements (3 credit hours),
- EDUC 321 Curriculum K-12 or any coursework in differentiated instruction
- SPED 305 Program Planning in Special Education (3 credit hours),
- SPED 306 Assessment in Special Education (3 credit hours),
- SPED 307 Consultation and Collaboration in Special Education (3 credit hours).

All of these courses are required for the elementary education program at Ohio Valley University. In addition, students must complete student teaching requirements.

- For BD certification, students must also (1) complete SPED 302 Curriculum and Methods of Behavior Disorders (3 credit hours) with a grade of at least a *B*, and (2) complete 20 hours of field experience while taking this course. Traditional students must also complete EDUC 435 Student Teaching in Special Education for 1 credit hour.
- For LD certification, students must also (1) complete SPED 303 Curriculum and Methods of Learning Disabilities (3 credit hours) with a grade of at least a *B*, and (2) complete 20 hours of field experience while taking this course. Traditional students must also complete EDUC 435 Student Teaching in Special Education for 1 credit hour.
- For MI certification, students must also (1) complete SPED 304 Curriculum and Methods of Mental Impairments (3 credit hours) with a grade of at least a *B*, and (2) complete 20 hours of field experience while taking this course. Traditional students must also complete EDUC 435 Student Teaching in Special Education for 1 credit hour.
- For multicategorical certification, students must meet all of the above requirements.

Complete Requirements for Bachelor of Science in Education (Secondary Education)

The secondary education program trains teachers of students in grades 5-12 and adults. Certification in secondary English, math, general science, and social studies is grade 5 through adult. Students majoring in secondary education must meet the requirements described below to earn a bachelor of science in education. This includes taking the Praxis II exams that are required in West Virginia for state teaching certification.

To ensure that students are fulfilling all requirements, all students must meet with their advisors at least once each semester to receive advising and to update their individual progress sheets. Students are also expected to keep track of their credit hours.

Students majoring in secondary education must meet the requirements described below to earn a bachelor of science in education. This includes passing the Praxis II exams that are required in West Virginia for state teaching certification. The degree requires the following:

- 1) Satisfy all of the university's requirements for a bachelor's degree (See Excerpt from Progress Sheet below)
- 2) Receive full admission to the teacher education program, preferably by the end of the sophomore year. A student who has not been admitted to the program will not be permitted to take courses that require full admission or to student teach.
- 3) Complete a full-time semester of student teaching in the OVU service area during a fall or spring semester. A student must earn a cumulative GPA of at least a 2.75 before student teaching, and must earn a letter grade of at least a "B" on all student teaching course work.
- 4) Pass the required Praxis II certification tests (See each program description below)
- 5) Complete the following courses (many of these courses will also be used to fulfill general education requirements)

Excerpt from Progress Sheet for Secondary English 5-A Progress Sheet (Catalog: 2011-12)

Admission Criteria: See above list.

<u>GENERAL EDUCATION</u>			<u>CONTENT SPECIALIZATION (2.75 GPA & up to 2 Cs)</u>		
	<u>Hrs</u>	<u>Grade Semester</u>		<u>Hrs</u>	<u>Grade Semester</u>
BIB 106 Life of Christ	2	_____	*+ENG 330 Curr/Methods English	3	_____
BIB 107 Acts-Rev.	2	_____	* ENG 301 Adv Grammar/Comp (WE)	3	_____
BIB 205 Bible History Survey	2	_____	ENG 333 Professional Writing (WE)	3	_____
BIB 206 Christian Thought	2	_____	LIT 235 West. Lit. Renaissance	3	_____
REL 441 Major World Religions	2	_____	LIT 236 West. Lit. Enlightenment	3	_____
BIB _____	2	_____	LIT 301 American Lit to 1865	3	_____
BIB _____	2	_____	LIT 302 American Lit since 1865	3	_____
BIB _____	2	_____	LIT 310 Novel	3	_____
*ENG 131 College Writing I	3	_____	LIT 411 Foundations of Literary Theory	3	_____
*ENG 132 College Writing II	3	_____	LIT 422 Young Adult Lit.	3	_____
COM 131 Basic Speech	3	_____	LIT 441 British Literature I	3	_____
_____	3	_____	LIT 442 British Literature II	3	_____
Any arts course or performing group			LIT 446 Shakespeare	3	_____

CIT _____	2 _____
* MAT 146 or higher _____	3 _____
NSC with lab _____	4 _____
HIS _____	3 _____
PHED _____	1 _____
PHED _____	1 _____
SOC 351 Underst Multi Diversity _____	3 _____
UNI 101 First Year FOCUS _____	1 _____

Additional Lit. Genre Courses (Select two)

LIT 309 Short Story (WE) _____	3 _____
LIT 313 Poetry (WE) _____	3 _____
LIT 314 Drama (WE) _____	3 _____

Additional Electives (Select one)

COM 238 Media Writing (WE) _____	LIT 280 West. Lit. Int'l _____
ENG 331 Creative Writing (WE) _____	COM 330 Oral Interp. _____
EDUC 237 Child. Lit. _____	THE 121 Theater App. _____
THE 123 Intro to Film _____	
Any foreign lang. reading course _____	

Student Teaching Semester

*+EDUC 433 Student Teaching 7-8 _____	5 _____
*+EDUC 433 Student Teaching 9-12 _____	5 _____
*+EDUC 451 St Tch Sem (WE) _____	2 _____

Planned Fall Spring _____ Completed Fall Spring _____

* Letter grade of "B" or better required in these courses.

No more than 2 Cs. "D" only in electives.

Overall GPA of at least 2.75 required to remain in program.

____ At least 40 hours of 300/400 level courses, ____ 15 at OVU

____ At least 32 hours overall at OVU

____ At least 23 of the last 32 at OVU

3 Writing Enhanced courses

+ Prerequisite: full admission to program Applied for certification _____ (date)

PROFESSIONAL EDUCATION (3.0 GPA & "B" or Better)

EDUC 200 Intro. To Education (WE) _____	2 _____
EDUC 220 PPST Preparation _____	0 _____
PSY 233 Human Development _____	3 _____
EDUC 215 Classroom Management (WE) _____	2 _____
EDUC 300 Technology Applications _____	3 _____
EDUC 320 Educational Psychology _____	3 _____
+EDUC 321 Curriculum K-12 _____	3 _____
EDUC 414 Tchng Rdg Content Area (WE) _____	3 _____
+SPED 341 Educating Exceptional Children _____	3 _____
+SPED 305 Curr/Meth Special Ed _____	3 _____
EDUC 299 Admission to Program _____	0 _____

Passed the required Praxis II certification tests

10041 English Language, Literature, & Comp.: Content Knowledge Req. score: 155 Score: _____ Date taken: _____

30523 Principles of Learning & Teaching 5-9 Required score: 159 Score: _____ Date taken: _____

or 30524 Principles of Learning & Teaching 7-12 Required score: 156 Score: _____ Date taken: _____

(Passing scores are set by the WV Board of Education and may change during a student's program.)

Excerpt from Progress Sheet for Secondary General Science 5-A (Catalog: 2011-12)

Admission Criteria: See above list.

GENERAL EDUCATION

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
BIB 106 Life of Christ _____	2 _____		
BIB 107 Acts-Rev. _____	2 _____		
BIB 205 Bible History Survey _____	2 _____		
BIB 206 Christian Thought _____	2 _____		
REL 441 Major World Religions _____	3 _____		
BIB _____			
BIB _____			
BIB _____			
*ENG 131 College Writing I _____	3 _____		
*ENG 132 College Writing II _____	3 _____		
COM 131 Basic Speech _____	3 _____		
Any arts course or performing group _____	3 _____		
* LIT _____	3 _____		
CIT _____	2 _____		
HIS _____	3 _____		
PHED _____	1 _____		
PHED _____	1 _____		
SOC 351 Underst Multi Diversity _____	3 _____		
UNI 101 _____	1 _____		

CONTENT SPECIALIZATION (2.75 GPA & up to 2 Cs)

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
*+NSC 330 Curr/Meth Tchg Gen Sci _____	3 _____		
MAT 151 or higher _____	3 _____		
MAT 229 Statistics _____	3 _____		
Biological Sciences			
NSC 141 Biology I _____	4 _____		
NSC 142 Biology II _____	4 _____		
NSC 310 Human Anatomy _____	4 _____		
NSC 311 Human Physiology _____	4 _____		
Physical Sciences			
NSC 145 Chemistry 1 _____	4 _____		
NSC 146 Chemistry 2 _____	4 _____		
NSC 244 Physics 1 _____	4 _____		
NSC 245 Physics 2 _____	4 _____		
NSC 231 Astronomy _____	3 _____		
NSC 232 Geology _____	3 _____		
3-4 hours of upper division science _____			

PROFESSIONAL EDUCATION (3.0 GPA & "B" or Better)

EDUC 200 Intro. To Education (WE) _____	2 _____
EDUC 220 PPST Preparation _____	0 _____
ENG 302 Research/Writing/Speaking (WE) _____	2 _____
PSY 233 Human Development _____	3 _____
EDUC 215 Classroom Management _____	2 _____
EDUC 300 Technology Applications _____	3 _____

Student Teaching Semester

*+EDUC 433 Student Teaching 7-8 _____	5 _____
*+EDUC 433 Student Teaching 9-12 _____	5 _____
*+EDUC 451 Student Teaching Sem (WE) _____	2 _____

Planned Fall Spring _____ Completed Fall Spring _____
 Applied for certification _____ (date)
 * Letter grade of "B" or better required in these courses.
 + Prerequisite: full admission to program
 No more than 2 "Cs". "D" only in electives.
 Overall GPA of at least 2.75 required to remain in program
 ___ At least 40 hours of 300/400 level courses, ___ 15 at OVU
 ___ At least 32 hours overall at OVU
 ___ At least 23 of the last 32 at OVU ___ **3 Writing Enhanced courses**

EDUC 320 Educational Psychology 3 _____
 +EDUC 321 Curriculum K-12 (WE) 3 _____
EDUC 414 Teaching Rdg Content Area (WE) 3 _____
 +SPED 341 Educating Exceptional Children 3 _____
 +SPED 305 Curr/Meth Special Ed 3 _____
 EDUC 299 Admission to Program 0 _____

Passed the required certification tests, **Praxis II**

20231 Biology: Content Knowledge Part 1 Required score: 148 Score: _____ Date taken: _____
20481 Physical Science: Content Knowledge Required score: 142 Score: _____ Date taken: _____
10432 General Science: Content Knowledge Required score: 149 Score: _____ Date taken: _____
30523 Principles of Learning & Teaching 5-9 Required score: 159 Score: _____ Date taken: _____
or 30524 Principles of Learning & Teaching 7-12 Required score: 156 Score: _____ Date taken: _____
 (Passing scores are set by the WV Board of Education and may change during a student's program.)

Excerpt from Progress Sheet for Secondary Math 5-A (Catalog: 2011-12)

Admission Criteria: See above list.

GENERAL EDUCATION

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
BIB 106 Life of Christ	2	_____	_____
BIB 107 Acts to Revelation	2	_____	_____
BIB 205 Bible History Survey	2	_____	_____
BIB 206 Christian Thought	2	_____	_____
REL 441 Major World Religions	3	_____	_____
BIB _____			
BIB _____			
BIB _____			
*ENG 131 College Writing I	3	_____	_____
*ENG 132 College Writing II	3	_____	_____
COM 131 Basic Speech	3	_____	_____
Any arts or performing group	3	_____	_____
<hr/>			
* LIT _____	3	_____	_____
NSC with lab _____	4	_____	_____
CIT 248 Structured Programming	3	_____	_____
PHED _____	1	_____	_____
PHED _____	1	_____	_____
HIS _____	3	_____	_____
SOC 351 Underst Multi Diversity	3	_____	_____
UNI 101 First Year FOCUS	1	_____	_____

CONTENT SPECIALIZATION (2.75 GPA, A, B, & up to 2 Cs)

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
*+MAT 330 Curr/Meth Tchg Math (WE)	3	_____	_____
MAT 151 College Algebra	3	_____	_____
MAT 152 Trigonometry	3	_____	_____
MAT 229 Statistics	3	_____	_____
MAT 241 Calculus 1	4	_____	_____
MAT 242 Calculus 2	4	_____	_____
MAT 255 Discrete Math	3	_____	_____
MAT 289 Practicum in Mathematics	2	_____	_____
MAT 301 Calculus 3	3	_____	_____
MAT 310 Geometry	3	_____	_____
MAT 321 Statistical Methods	3	_____	_____
MAT 325 Foundations of Mathematics	3	_____	_____
MAT 340 Linear Algebra	3	_____	_____
MAT 401 Differential Equations	3	_____	_____
+MAT 410 Modern Algebra	3	_____	_____
+MAT 420 History of Math	3	_____	_____
+MAT 451 Senior Seminar	2	_____	_____

PROFESSIONAL EDUCATION ("B" or Better)

EDUC 200 Intro. To Education (WE) 2 _____
 EDUC 220 PPST Preparation Audit _____
ENG 302 Research/Writing/Speaking (WE) 2 _____
 PSY 233 Human Development 3 _____
 EDUC 300 Technology Applications 3 _____
 EDUC 320 Educational Psychology 3 _____
 +EDUC 321 Curriculum K-12 (WE) 3 _____
EDUC 215 Classroom Management (WE) 2 _____
 +SPED 341 Educating Exceptional Children 3 _____
 +SPED 305 Program Planning in Special Ed. 3 _____
EDUC 414 Teaching Reading Content Area (WE) 3 _____

Student Teaching Semester

*+EDUC 433 Student Teaching 7-8 5 _____
 *+EDUC 433 Student Teaching 9-12 5 _____
 *+EDUC 451 St Tch Seminar(WE) 2 _____
 EDUC 299 Admission to Program 0 _____

* Letter grade of "B" or better required in these courses.
 No more than 2 "Cs". "D" only in electives.
 Overall GPA of at least 2.75 required to remain in program.
 ___ At least 40 hours of 300/400 level courses, ___ 15 at OVU
 ___ At least 32 hours overall at OVU
 ___ At least 23 of the last 32 at OVU
 ___ **3 Writing Enhanced courses**

+ Prerequisite: full admission to program
 Planned Fall Spring _____ Completed Fall Spring _____
 Applied for certification _____ (date)

Passed the required Praxis II certification tests:

10061 Math: Content Knowledge Required score: 133
30523 Principles of Learning & Teaching 5-9 Required score: 159 OR **30524 Principles of Learning & Teaching 7-12**
 Required score: 156 (Passing scores are set by the WV Board of Education and may change during a student's program.)

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Excerpt from Progress Sheet for Secondary Social Studies 5-A (Catalog: 2011-12)

Admission Criteria See above list.

GENERAL EDUCATION

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
BIB 106 Life of Christ	2	_____	_____
BIB 107 Acts- Rev.	2	_____	_____
BIB 205 Bible History Survey	2	_____	_____
BIB 206 Christian Thought	2	_____	_____
REL 441 Major World Religions	3	_____	_____
BIB _____		_____	_____
BIB _____		_____	_____
BIB _____		_____	_____
*ENG 131 College Writing I	3	_____	_____
*ENG 132 College Writing II	3	_____	_____
COM 131 Basic Speech	3	_____	_____
Any arts or performing group_	3	_____	_____
CIT _____	2	_____	_____
* LIT _____	3	_____	_____
MAT 146 or higher	3	_____	_____
NSC with lab _____	4	_____	_____
PHED _____	1	_____	_____
PHED _____	1	_____	_____
UNI 101	1	_____	_____

Student Teaching Semester

- *+EDUC 433 Student Teaching 7-8 5 _____
- *+EDUC 433 Student Teaching 9-12 5 _____
- *+EDUC 451 Student Teach Sem (WE) 2 _____
- Planned Fall Spring _____ Completed Fall Spring _____
- Applied for certification _____ (date)
- *Letter grade of "B" or better required in these courses.
 No more than 2 "Cs". "D" only in electives.
- + Prerequisite: full admission to program
- Overall GPA of at least 2.75 required to remain in program.
- ___ At least 40 hours of 300/400 level courses, ___ 15 at OVU
- ___ At least 32 hours overall at OVU.
- ___ At least 23 of the last 32 at OVU.
- ___ **3 Writing Enhanced courses**

Passed the required certification tests, **Praxis II**

- 10081 Social Studies: Content Knowledge** Required score: 148
- 30523 Principles of Learning & Teaching 5-9** Required score: 159
- or 30524 Principles of Learning & Teaching 7-12** Required score: 156

(Passing scores are set by the WV Board of Education and may change during a student's program.)

CONTENT SPECIALIZATION (2.75 GPA & up to 2 Cs)

	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
*+HIS 330 Curr/Methods Social St 5-A (WE)	3	_____	_____
HIS 301 WV History	3	_____	_____
ECO 238 Economics	3	_____	_____
POL 231 Global Comm. Relations	3	_____	_____
POL 135 Government	3	_____	_____
PSY _____	3	_____	_____
SOC _____	3	_____	_____
SOC 351 Understanding Multi. Diversity	3	_____	_____
HIS 131 Western Civ I	3	_____	_____
HIS 132 Western Civ II	3	_____	_____
HIS 133 U.S. History I	3	_____	_____
HIS 134 U.S. History II	3	_____	_____
HIS 323 Non-Western History	3	_____	_____
GEO 231 World Political Geography	3	_____	_____
Upper Division History (12 credit hours)		_____	_____
		_____	3
		_____	3
		_____	3
		_____	3

PROFESSIONAL EDUCATION (3.0 GPA & "B" or Better)

EDUC 200 Intro. To Education (WE)	2	_____
EDUC 220 PPST Preparation	0	_____
ENG 302 Research/Writing/Speaking (WE)	2	_____
PSY 233 Human Development	3	_____
EDUC 300 Technology Applications	3	_____
EDUC 320 Educational Psychology	3	_____
+EDUC 321 Curriculum K-12 (WE)	3	_____
EDUC 215 Classroom Management (WE)	2	_____
EDUC 414 Teaching Rdg Content Area	3	_____
+SPED 341 Educating Exceptional Children	3	_____
+SPED 301 Curr/Meth Special Ed	3	_____
EDUC 299 Admission to Program	0	_____

.....
Special Education Certification, Secondary (5-Adult)

Students majoring in secondary education English, mathematics, general science, or social studies may earn an additional 5-12 certification in multicategorical special education or in one of the following areas: learning disabilities (LD), behavior disorder (BD), or mental impairments (MI). To achieve this certification, students must pass the appropriate Praxis II examinations and complete the following requirements:

- For any of the special education certifications, students must complete the following courses or equivalents with grades of at least *B*:
 - EDUC 200 Introduction to Education (2 credit hours),
 - EDUC 330 Methods of Teaching Math, (3 credit hours),

- EDUC 328 Methods of Teaching Reading K-6 (3 credit hours),
- EDUC 413 Diagnostic and Prescriptive Reading (3 credit hours),
- PSY 233 Human Growth and Development (3 credit hours),
- SPED 341 Educating Exceptional Children (3 credit hours),
- EDUC 320 Educational Psychology (3 credit hours) or a course in Tests & Measurements,
- EDUC 321 Curriculum K-12 (3 credit hours) or any coursework in differentiated instruction,
- SPED 305 Program Planning in Special Education (3 credit hours),
- SPED 306 Assessment in Special Education (3 credit hours),
- SPED 307 Consultation and Collaboration in Special Education (3 credit hours).

All of these courses are required for the secondary education program at Ohio Valley University. In addition, students must complete student teaching requirements.

- For BD certification, students must also (1) complete SPED 302 Curriculum and Methods of Behavior Disorders (3 credit hours) with a grade of at least a *B*, and (2) complete 20 hours of field experience while taking this course. Traditional students must also complete EDUC 435 Student Teaching in Special Education for 1 credit hour.
- For LD certification, students must also (1) complete SPED 303 Curriculum and Methods of Learning Disabilities (3 credit hours) with a grade of at least a *B*, and (2) complete 20 hours of field experience while taking this course. Traditional students must also complete EDUC 435 Student Teaching in Special Education for 1 credit hour.
- For MI certification, students must also (1) complete SPED 304 Curriculum and Methods of Mental Impairments (3 credit hours) with a grade of at least a *B*, and (2) complete 20 hours of field experience while taking this course. Traditional students must also complete EDUC 435 Student Teaching in Special Education for 1 credit hour.
- For multicategorical certification, students must meet all of the above requirements.

Requirements for Bachelor of Science in Education (Wellness Education)

The Bachelor of Science in Education with a major in physical education and wellness trains teachers of students from preschool through adults. The program normally requires 134 credit hours. Students majoring in wellness education must meet the requirements described below to earn a bachelor of science in education; to receive state certification as a teacher, additional requirements, such as earning a certain score on Praxis II tests, must also be met.

To ensure that students are fulfilling all requirements, all students must meet with their advisors at least once each semester to receive advising and to update their individual progress sheets. Students are also expected to keep track of their credit hours. The degree requires the following:

- 1) Satisfy all of the university's requirements for a bachelor's degree (See Excerpt from Progress Sheet below)
- 2) Receive full admission to the teacher education program, preferably by the end of the sophomore year. A student who has not been admitted to the program will not be permitted to take courses that require full admission or to student teach.
- 3) Complete a full-time semester of student teaching in the OVU service area during a fall or spring semester. A student must earn a cumulative GPA of at least a 2.75 before student teaching, and must earn a letter grade of at least a "B" on all student teaching course work.
- 4) Pass the required Praxis II certification tests (See below)
- 5) Complete the following courses (many of these courses will also be used to fulfill general education requirements):

Excerpt from Progress Sheet for Wellness (Health & Phys. Ed.) P-A (Catalog: 2011-12)

Admission Criteria: See above list.

<u>GENERAL EDUCATION (No more than 2 Cs & 2 Ds)</u>				<u>CONTENT SPECIALIZATION (A, B, & up to 2 Cs)</u>			
Total: 47 hours	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>	Total: 51 hours	<u>Hrs</u>	<u>Grade</u>	<u>Semester</u>
BIB 106 Life of Christ	2	_____	_____	*+WEL 330 Meth Tchg Health, PE 5-12	3	_____	_____
BIB 107 Acts to Revelation	2	_____	_____	*+PHED 332 Curr/Meth Tchg PE/Hlth K-6	3	_____	_____
BIB 205 Bible History Survey	2	_____	_____	*PHED 336 Lifetime Wellness Activities	3	_____	_____
BIB 206 Christian Thought	2	_____	_____	PHED 110 Foundations of Phys Fitness	2	_____	_____
REL 441 Major World Religions	3	_____	_____	PHED _____	1	_____	_____
BIB _____				PHED _____	1	_____	_____
BIB _____				PHED _____	1	_____	_____

BIB _____	
*ENG 131 College Writing I	3 _____
*ENG 132 College Writing II	3 _____
COM 131 Basic Speech	3 _____
ART/MUS/THE _____	3 _____
(Any arts course or performing group)	
CIT _____	2 _____
*MAT 146 or higher _____	3 _____
HIS _____	3 _____
* LIT _____	3 _____
NSC Biology I	4 _____
SOC 351 Underst Multi Diversity	3 _____
UNI 101 First Year FOCUS	1 _____

PHED _____	1 _____
PHED _____	1 _____
PHED _____	1 _____
+PHED 300 Kinesiology (WE)	3 _____
PHED 301 Sports Officiating	2 _____
PHED 302 Principles of Coaching	3 _____
PHED 303 Organization & Admin of Sports	3 _____
WEL 231 Personal & Comm. Health	3 _____
WEL 232 Safety, Acc. Prev., First Aid	3 _____
WEL 300 Anatomy & Physiology	3 _____
WEL 411 Epidemiology (WE)	3 _____
WEL 304 Human Sexuality	2 _____
WEL 305 Nutrition	3 _____
WEL 309 Exercise Physiology	4 _____
*+SPED 401 Adapted Physical Education	3 _____

Student Teaching Semester: Fall Spring _____
 * EDUC 434 Student Teaching 10 _____
 * **EDUC 451 Stud. Teaching Seminar (WE)** 2 _____

- ***Letter grade of "B" or better** required in these courses
- +**Prerequisite:** full admission to program
- ___ Overall GPA at least 2.75 required to remain in program
- ___ At least 40 hours of 300/400 level courses, ___ 15 at OVU
- ___ At least 32 hours overall at OVU
- ___ At least 23 of the last 32 at OVU
- ___ 3 Writing Enhanced courses **(WE)**
- ___ Applied for degree: _____ (date)
- ___ Applied for certification _____ (date)

PROFESSIONAL EDUCATION (Total: 36 hours, B or Better)

EDUC 200 Introduc. to Education (WE)	2 _____
EDUC 220 PPST Preparation	Audit _____
EDUC 299 Admission to Program	0 _____
PSY 233 Human Development	3 _____
EDUC 215 Classroom Management (WE)	2 _____
EDUC 300 Technology Applications	3 _____
EDUC 320 Educational Psychology	3 _____
EDUC 321 Curriculum K-12 (WE)	3 _____
ENG 302 Research/Writing/Speaking (WE)	2 _____
EDUC 414 Tchg Reading in Content Area	3 _____
SPED 341 Educating Exceptional Child	3 _____

Passed the required Praxis II certification tests:

10091 Physical Education: Content Knowledge	Required score: 150
10550 Health Education: Content Knowledge	Required score: 640
30522 Principles of Learning & Teaching K-6	Required score: 155
30523 Principles of Learning & Teaching 5-9	Required score: 159
or 30524 Principles of Learning & Teaching 7-12	Required score: 156

(Passing scores are set by the WV Board of Education and may change during a student's program.)

Please note: Teacher candidates completing the Wellness certification program are not eligible to add the special education endorsement unless they also add a WVBE-approved alternative certification in English, math, general science, social studies, or biology.

Transition Points in OVU's Teacher Education Programs

The College of Education (COE) supports its teacher candidates in many ways, including planning three transition points (admission to program, admission to student teaching, and completion of the program). The advisors will assist the teacher candidates through these transitions, which provide a time for reflection by the student and faculty members to be sure that the student's program is progressing satisfactorily and that the certification program is a good career goal for the student.

Here is a description of how the programs' transition points are handled. In the sections above, the program requirements were listed. This section will show how the process is carried out. Before each point, you will be very comfortable with the processes because you will have taken courses, participated in professional activities, and created your academic portfolio.

Transition Point 1: Admission to Program.

1. When a student is registering for the semester in which 60 credit hours will be completed, the student will complete an Application for Admission to the Teacher Education Program. Deadline dates for application are October 1 and February 1.
2. At this time, a request will be sent out to faculty members for recommendations on the student's behalf.
3. Advisors check student folders at preregistration time in mid-semester and send to Era Cox (Certification Specialist) a list of all students who are ready to apply for admission. Each advisor verifies at the end of the semester that the student has actually completed requirements for provisional or full admission and is ready to apply.
4. The Teacher Education Review Panel (TERP) meets in the first weeks of November and March to evaluate the applications for admission to the program. The permanent members of TERP are the chair of the COE, the program directors, and the clinical supervisors. Other faculty or staff members may be asked to attend when needed.
5. After faculty members have evaluated an applicant's paperwork, the student will meet with TERP by appointment, bringing the academic portfolio and an artifact (work sample) to present with the purpose of making a case for admission to the program. TERP members will use an Artifact Rubric to evaluate the artifact. The completed rubrics will be placed in the student's folder along with the application paperwork. A decision on admission will be completed and the student will receive a letter of admission. The details of portfolio preparation may be found beginning on page 16 of this handbook.

Transition Point 2: Admission to Student Teaching

1. Each student will schedule an appointment with TERP by the middle of the semester preceding student teaching to complete the Transition 2 interview with a professional portfolio. All teacher candidates must be fully admitted by that point, including passing the three PPST tests. All students, including transfers, must achieve passing scores on the PPSTs by the middle of the semester prior to student teaching or two semesters after taking EDUC 200 Introduction to Education. The professional portfolio should have six acceptable artifacts before being admitted to student teaching (The other five are created during student teaching).

The Handbook of the College of Education contains the criteria for admission to student teaching (courses, assessments, admission process, must be fully admitted to program). Teacher candidates must apply for admission to student teaching by October 1 or February 1 each year.

Transition Point 3: Program Completion

1. Each teacher candidate must earn Target or Acceptable ratings on all student teaching and seminar component tasks.
2. The student will present the completed professional portfolio to a panel of faculty members. The portfolio must meet acceptable levels on all requirements on the Transition Points Rubric, including sufficient data on his/her effect on student learning, action research project, and diversity experience.

Guidelines for the Professional Portfolio

Purposes:

1. To provide documentation of learning, growth, credentials, and professional and personal activities
2. To enable self-reflection and set personal and professional goals
3. To demonstrate the three areas of *The Teaching Professional*

Contents:

- __Name of teacher candidate clearly marked on cover and flyleaf page
- __Table of Contents-neat, creative, with clear, 14-point font, no page numbers needed, list all components
- __Five sections clearly marked. If you use plastic sheet protectors (optional), your tabs must extend beyond the pages.

Section 1: Credentials and Recommendations

- __1. Resume (Use Microsoft Word's Resume Wizard, if you like.)
- __2. College transcript or "future home of college transcript"
- __3. COPY of teaching certificate or "future home of..."
- __4. Recommendation forms and letters
- __5. Final Evals of student teaching/teaching from teachers & supervisor (remove 5, 6, 7 before job interviews)
- __6. Completed OVU Mission Statement Rubric AND documentation of growth in all items in reflective essay
- __7. Completed Dispositions Rubric AND documentation of growth in all items in reflective essay

Section 2: Professional Course Work (Document TTP thoroughly)

- __1. Philosophy of Education framed around our conceptual framework, *The Teacher Professional*
- __2. Progress sheet with courses taken (neat, new) copied from your folder (see advisor)
- __3. Field experience placements in numerical order (copy sheet from permanent folder)
- __4. Syllabi for two key methods courses (EDUC 321 and EDUC 328 for elem ed or the 330 methods course for secondary and wellness programs)
- __5. Resource Page-some favorite resources for lesson planning-books, magazines, materials, URLs with BRIEF notation about how you use them

Section 3: Teaching Experience

- __1. From student teaching, describe each placement in 1-2 pages, telling about the school, class, grade level, the sequence of subjects you taught. Include list of activities in which you participated (meetings, school projects, board meetings, etc.), pictures, hand-made teaching materials, student work, cards/letters from students, parents, teachers, reflective statement about what you learned.
- __2. Other teaching, if any, children or adults, brief descriptions. This could be field experience, camp counseling, Bible classes, Vacation Bible School, 4-H projects, day care, coaching, community programs, etc.

Section 4: Eleven Artifacts that document achievement of West Virginia Professional Teaching Standards

Section 5: Professional and Personal Activities

This section will hold documentation of awards and activities listed on the resume...certificates, letters, programs, pictures, volunteer work, any other learning, travel, or work experiences. Think, "How have I spent my time up to now? What will show my personality, interests, and skills?" Document the substance of your reflective essays in Section 1. The onus is on the student to participate in activities that bring him/her to a point of readiness for student teaching and completing the program. The goal is to look like a second-year teacher at graduation. In the reflective essay, the student might say, "I was weak on working with students who are ethnically diverse. So, I worked with Special Olympics." In Section 5, show pictures of your work with Special Olympics. Activities could include sports camps, Boys & Girls Club, Scout leader, leadership in social clubs, Research Day, judging science/social studies fairs, or participation in SNEA and ASCD activities.

Section 6: Special Education Endorsement (if applicable)

Students adding a special education endorsement will provide artifacts from course projects and field experiences as evidence of authentic assessment. The following artifacts are required; additional materials may be added:

1. Behavior Management Plan
2. Individual Education Plan Project
3. Collaborative Consultation Plan
4. Academic Strategy Plan
5. Sample of article review
6. Special Education philosophy
7. List of key Special Education resources
8. Reflection on field/clinical experience

Traditional student ___ School of Professional Studies: ___ Graduate College: ___ Bachelor's degree: ___ Associate degree: ___ Master's degree: ___ Date: _____
 Number of semesters you have been an OVU student ___ Has there been a gap (2 semesters or more) in your enrollment? No ___ Yes ___ How long? ___ semesters
For each row, 1 through 7, place an "X" over the box where the majority of the bullets in the box would have described you during your first semester as an OVU student; draw a circle around the box that where the majority of bullets in the box would describe you during your last semester as an OVU student.

Ohio Valley University Mission Statement Rubric

At Ohio Valley University, we seek to transform lives in a Christ-centered academic community that integrates higher learning, biblical faith, and service to God and humanity. This is accomplished by:

<i>Equipping students for life through quality academic programs.</i>	<ul style="list-style-type: none"> ▪ I take little or no interest in learning course material. ▪ I do not complete assignments, readings, etc. and do not participate in class sessions. ▪ I do not think critically or communicate effectively. ▪ I have little interest in gaining the knowledge or skills associated with my degree program. 	<ul style="list-style-type: none"> ▪ I am beginning to take an interest in learning course material but I frequently do not complete assignments, readings, etc. ▪ I reluctantly participate in class sessions. ▪ I make attempts to think critically or communicate. ▪ I am beginning to take interest in gaining the knowledge or skills associated with my degree program. 	<ul style="list-style-type: none"> ▪ I occasionally show enthusiasm about learning course material. ▪ I complete assignments, readings, etc. ▪ I participate in class sessions. ▪ I frequently show evidence of critical thinking and effective communication. ▪ I am showing steady progress toward gaining the knowledge and skills associated with my degree program. 	<ul style="list-style-type: none"> ▪ I am enthusiastic about learning. ▪ I consistently perform to the best of my ability. ▪ I fully participate in class sessions. ▪ I have developed the ability to think critically & communicate effectively. ▪ I have mastered knowledge & skills associated with my degree program.
<i>Encouraging life-shaping relationships among faculty, staff, and students.</i>	<ul style="list-style-type: none"> ▪ I either do not participate in relationships with faculty, staff, and students or I develop relationships that are negative and self-serving. ▪ I may interact with others in ways that are demeaning, sarcastic, combative, or inappropriate. 	<ul style="list-style-type: none"> ▪ I am beginning to participate in positive relationships with faculty, staff, and students, but my relationships are somewhat superficial. ▪ I may interact with others in ways that are inappropriate. 	<ul style="list-style-type: none"> ▪ I participate in positive relationships with faculty, staff, and students. ▪ I interact with others in ways that are respectful and appropriate. 	<ul style="list-style-type: none"> ▪ I participate regularly in positive relationships with faculty, staff, and students that are mutually rewarding. ▪ I interact with others in ways that are respectful, affirming, supportive, & appropriate.
<i>Fostering holistic growth through varied co-curricular activities.</i>	<ul style="list-style-type: none"> ▪ I do not participate in co-curricular activities and tend to spend much time alone. ▪ I generally do not join group activities, and I show unwillingness to learn new skills or to engage in appropriate group activities. 	<ul style="list-style-type: none"> ▪ I participate in some co-curricular activities but I am spending too much time alone. ▪ I sometimes join group activities, and I am somewhat willing to learn new skills or to engage in appropriate group activities. ▪ I do not assume leadership responsibility. 	<ul style="list-style-type: none"> ▪ I regularly participate in co-curricular activity. ▪ I join group activities. ▪ I show willingness to learn new skills and to engage in appropriate group activities. ▪ I explore leadership responsibility. 	<ul style="list-style-type: none"> ▪ I participate in co-curricular activities. ▪ I eagerly join group activities, and I frequently initiate activities. ▪ I am eager to learn new skills and engage in group activities. ▪ I assume leadership responsibilities.
<i>Promoting knowledge, values and skills inherent in healthy families and quality relationships.</i>	<ul style="list-style-type: none"> ▪ I blame others instead of seeking solutions to conflict. ▪ I lack sufficient insight to solve social or relationship problems. ▪ I do not exhibit sensitivity to others and I am unwilling or unable to collaborate effectively. 	<ul style="list-style-type: none"> ▪ I am beginning to accept responsibility for myself. ▪ I am beginning to seek solutions to conflict. ▪ I am beginning to develop insight to solve social or relationship problems. ▪ At times I am sensitive to others willing to attempt collaboration. 	<ul style="list-style-type: none"> ▪ I generally accept responsibility for self. ▪ I generally seek solutions to conflict. ▪ I have developed the insight to solve most social or relationship problems. ▪ I am usually sensitive to other. ▪ I am willing and able to collaborate effectively. 	<ul style="list-style-type: none"> ▪ I take responsibility for myself ▪ I seek solutions to conflict. ▪ I have significant insight to solve social or relationship problems. ▪ I show great sensitivity to others ▪ I consistently collaborate effectively when appropriate.
<i>Connecting students to the global community.</i>	<ul style="list-style-type: none"> ▪ I do not recognize or respect multiple perspectives or diversity. ▪ I have no knowledge of and no ability to relate to current world events. ▪ I display little awareness of or sensitivity to those who are different. ▪ I am biased and unfair in attitudes toward other cultures. 	<ul style="list-style-type: none"> ▪ I recognize multiple perspectives or diversity but I struggle to be tolerant. ▪ I am developing knowledge of and ability to relate to current world events. ▪ I am beginning to show awareness of and sensitivity to those who are different. ▪ I recognize biased attitudes against other cultures and I resist acting unfairly. 	<ul style="list-style-type: none"> ▪ I recognize and respect multiple perspectives or diversity. ▪ I have knowledge of and ability to relate to current world events. ▪ I display growing awareness and sensitivity to those who are different. ▪ I am unbiased and fair in my attitudes toward other cultures. 	<ul style="list-style-type: none"> ▪ I recognize multiple perspectives or diversity, and I model tolerance and respect. ▪ I have significant knowledge of & the ability to relate to current world events. ▪ I display great awareness & sensitivity to those who are different. ▪ I am unbiased & fair in attitudes toward other cultures, and I encourage others to be so also.
<i>Instilling a desire for life-long learning.</i>	<ul style="list-style-type: none"> ▪ I show boredom with learning and exhibit little curiosity. ▪ I rarely read my assignments. ▪ I lack engagement in class and do not ask questions or challenge assumptions. ▪ I do not seem to care if I pass class. ▪ I do not read for pleasure. 	<ul style="list-style-type: none"> ▪ I periodically show boredom with learning and exhibit little curiosity. ▪ I go through the motions of reading assignments. ▪ I am periodically engaged in class. ▪ Sometimes I ask questions or challenge assumptions. ▪ I am satisfied with the minimal requirements to pass a class. ▪ I am beginning to read for pleasure. 	<ul style="list-style-type: none"> ▪ I am beginning to show intellectual curiosity and excitement about learning. ▪ I am beginning to enjoy reading, gaining new information, and exploring the world of ideas. ▪ I am beginning to be engaged by class. ▪ I ask questions and challenge assumptions. ▪ I am beginning to be motivated by the love of learning more than by grades or course requirements. 	<ul style="list-style-type: none"> ▪ I show intellectual curiosity & am excited about learning. ▪ I enjoy reading, gaining new information, & exploring the world of ideas. ▪ I am engaged by class. ▪ I ask questions, & challenge assumptions. ▪ I am motivated more by the love of learning more than by grade or course requirements.
<i>Creating opportunities for growth in faith and service.</i>	<ul style="list-style-type: none"> ▪ I do not voluntarily participate in spiritual or service activities. ▪ I act negatively toward OVU's spiritual emphasis. ▪ I show aversion toward activities focused on my spiritual nature. ▪ I do not consider spiritual implications while making decisions. 	<ul style="list-style-type: none"> ▪ I participate tentatively in spiritual or service activities. ▪ I am beginning to demonstrate understanding of OVU's spiritual emphasis. ▪ I am beginning to explore my own spiritual nature. ▪ I am beginning to consider spiritual implications while making decisions. 	<ul style="list-style-type: none"> ▪ I often participate in spiritual or service activities. ▪ I value OVU's spiritual emphasis. ▪ I actively explore my spiritual nature. ▪ I regularly consider spiritual implications while making decisions. 	<ul style="list-style-type: none"> ▪ I participate regularly in spiritual or service activities. ▪ I show enthusiasm for OVU's spiritual emphasis. ▪ I place high value on developing my own spiritual nature. ▪ I know that spiritual implications are most important when making my decisions.

West Virginia Professional Teaching Standards

WVPTS Standard 1: Curriculum and Planning

Demonstrated in planning discussions with cooperating teacher and other professionals and in the design of lesson plans and instructional materials

Function 1A: Core Content – The candidate has a deep knowledge of the content and its interrelatedness within and across the disciplines and can move beyond basic competency to assure student mastery of skills necessary for success in life and work.

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

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

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

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

WVPTS Standard 2: The Learner and the Learning Environment

Demonstrated in planning discussions with cooperating teacher and other professionals, the design of lesson plans and instructional materials, interactions with students, and during instructional delivery.

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

Function 2B Creating an Environment of Respect and Rapport – Candidate shows respect for students by having high expectations, providing classroom management that clearly defines roles and procedures, using respectful language that communicates interest in students as individuals, and encourages student collaboration.

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

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

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

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

WVPTS Standard 3: Teaching

Demonstrated during instructional delivery.

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

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

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

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

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

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

Standard 4: Professional Responsibilities for Self-Renewal

Demonstrated in participation in professional development opportunities, interactions with cooperating teacher and other professionals, interactions with other candidates, participation in Daily Log, portfolio development, and design and implementation of action research project.

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

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

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

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

Standard 5: Professional Responsibilities for School and Community

Demonstrated in interactions with cooperating teacher and other professionals, administrator, parents, and community members.

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

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

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

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

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

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

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

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

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

Function 5J: Professional Dispositions -- The candidate demonstrates the professional dispositions expected for the profession in the learning environment and in the community.

Framework for 21st Century Learning

21st Century Student Outcomes

1. Emphasize **core subjects and 21st century themes**
 - Global awareness
 - Financial, economic, and business literacy
 - Civic literacy (informed, responsible citizens who participate in political process)
 - Health literacy
 - Environmental literacy
2. Emphasize **learning and innovation skills**
 - Creativity and innovation
 - Critical thinking and problem-solving skills
 - Communication and collaboration skills
3. Use **information, media, and technology skills**
 - Information literacy
 - Media literacy
 - ICT literacy
4. Use **life and career skills**
 - Flexibility and adaptability
 - Initiative and self-direction
 - Social and cross-cultural skills
 - Productivity and accountability
 - Leadership and responsibility

21st Century Support Systems:

See http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=119

Writing a Resume

If you like, use Microsoft Word's Resume Wizard as a template to draft your resume. Then, you may add other sections or any information that you have.

In Microsoft Word, click on File. Click on New. Click on the tab that says Other Documents. Click on Resume Wizard, Professional Resume, or Elegant Resume to see which you like best. On the template of your choice, fill in your information.

What information?

Before filling in the template, gather all of the information you need to create your resume.

1. Contact information for you when you graduate and are interviewing for teaching positions. Include your cell phone number and an e-mail address.
2. A clear, concise statement of your objective (what job do you want)
3. Accurate names of your schools and dates you attended them.
4. Accurate names and dates for all work experience you have, including brief phrases that describe the main two or three components of your work.
5. Accurate names and dates for all teaching experiences you have, including student teaching.
6. Several main interests, hobbies, or extracurricular activities.
7. Names and contact information for three or four references (Ask them ahead of time). Note your relationship with each person (OVU faculty member, minister, family friend, doctor, employer, etc.)

Look carefully at examples of resumes (Do an Internet search. You'll find millions.) The best resumes are one page long, on white/off-white good paper, **without** fancy borders, lettering, or formatting, with black ink, in 12 point font.

Writing a Philosophy of Education

Adapted by Gail Goodyear, Center for Effective Teaching and Learning, University of Texas at El Paso. The structure of this exercise uses Rise Axelrod's and Charles R. Cooper's presentation of reflective writing in *Reading Critically, Writing Well* (1993).

Teaching is a scholarly activity when it is purposeful, reflective, documented, and shared in an evaluative forum. A person who writes a teaching philosophy wants to document beliefs, values, and approaches. Usually, it is written to clarify or reflect on practice. Regardless of the purpose, the activity demonstrates a deep commitment to teaching and also to growing personally and professionally.

The basic assumption of teaching is that students will be different after the interaction. In the statement of teaching philosophy, teachers can express their views of the intended outcomes of teaching. There is a myriad of teaching strategies, techniques, and tips. What works for one teacher may be the same way he or she was taught, and if that doesn't work, a new way might be developed. Teaching philosophy statements may reflect well-tested approaches as well as new ones. Use caution in valuing only the latest, fashionable approaches to teaching. What is important is that there is a firm foundation behind why, what, and how teaching is done. Some teaching portfolios include discussion of how teaching strategies match one's philosophical assumptions about learning and the goals of teaching.

The large question to be answered in a statement of philosophy is: "Why do I teach?" A teaching philosophy does not just tell what you do as a teacher; it also tells why.

1. Reflect to explore your ideas about why you teach the way you do, examining it through the perspectives of The Teacher Professional.

TTP 1 CONTENT KNOWLEDGE : What motivates you to learn about this subject? Why is this mode common? Why would you motivate others similarly?

TTP 2 PROFESSIONAL VALUES AND ETHICS: What values do you impart to your students and why? Why does what you do in your teaching make a difference in the lives of others? Why is it relevant?

TTP 3 PROFESSIONAL KNOWLEDGE & SKILLS:

Why do you value certain characteristics in teachers and then express those in your own teaching?

Why do you develop the learning environment(s) and the relationship with students that you do?

How do you organize the classroom environment for appropriate behavior and work?

Summary: What are your favorite statements to make about teaching? Why are they your favorites?

2. Draft a statement.

Develop your philosophy of education in interesting ways. Do you see a theme? Is your philosophy best expressed as an essay, or an outline, a poem, or another artistic format?

Set goals about what your purposes in teaching. What are three or four main points? What tone should be used? How do you want those who read your teaching philosophy to view you? After reading your teaching philosophy, how would they explain it to others? Readers will simplify the content of your teaching philosophy, so use words and phrases in a memorable fashion (simply, uniquely, with points of emphasis).

Be sure to include:

- a. Your basic philosophy and reasons for it
- b. How you structure a learning environment for your diverse students (include high and low achievers as well as students from low socioeconomic levels, special education, and ethnic diversity.
- c. Your classroom management structure
- d. How you use technology in your own learning and your students' learning
- e. How you assess your students' learning in all areas

3. Revise your teaching philosophy. The finished document must be 1-2 pages, single-spaced.

This writing process probably led you to gain insights and ask questions you had not anticipated when you first set out to express your philosophy. The reflective writing process depends on this type of serendipity. It can make the process both fun as you expand, connect, and clarify your ideas, and frustrating as you try to control your writing and express yourself concisely.

Let each draft rest and revisit it. Ask others to respond to your statement. If some ideas seem predictable, simplistic, or vague, explain why certain ideas are important to you personally or in a larger context. If your presentation seems superficial, focus on making your statement vivid, intense, and/or detailed. Express your content and context in a clear, concise, correct, and comprehensive manner.

Does your lead sentence capture the reader immediately and force him/her to keep reading? Let the reader get a sense of you from the very beginning by using humor, an idea, an interesting fact, a question, personal disclosure, or straight talk. Then, does the last sentence seem exactly right? Leave the reader with exactly the thought you desire. An example follows. Your philosophy of education is your thumbprint; personalize it by following the exercises above.

Philosophy of Education

Glenda Jo Pennington

My philosophy of education has been crafted by my teaching experience and “collected wisdom” in raising our three children as well as work in the community with school districts, Boy Scouts, Girl Scouts, 4-H, and church. My beliefs focus in several areas – the uniqueness of each student, the need for active involvement of the student in the learning process, the rate and style of learning of each student, the need for goals, preparation, clear instruction, and authentic assessment of growth, partnership with colleagues, students, and parents, as well as an inviting learning environment.

I focus on the three areas of a teaching model called *The Teacher Professional*- liberal arts and content knowledge, professional values and ethics, and professional knowledge and skills. I am dedicated to my own professional growth and self-evaluation in such areas as applications of technology to education, programs that address students’ special interests, use of puppets in instruction, hobbies that can be taught in school, and real-life, problem-centered learning. My goal is meeting the academic, social, emotional, and individual needs of my students.

Through my years of teaching in different districts, various grade levels, and a teacher preparation program, I have learned many things that help me as a teacher. An effective educational system is inclusive of all people, sensitive to all needs, and dedicated to creating fair, equitable classrooms that have a sense of community where everyone can be successful.

Alvin Toffler summarized the needs in education in saying, “Yesterday’s illiterate was a person who couldn’t read or write; tomorrow’s illiterate will be a person who can’t learn, unlearn, and relearn.” The traditional strategies, curricula, and pedagogy must give way to a more humane system in which students make more decisions about how they learn and how they are assessed. That path will take most students to higher levels of thinking and understanding. Those students will be better equipped to work cooperatively, to solve their own problems, to self-evaluate, and to be life-long learners.

Some curricular basics are perennial; they must be included in the long-term learning framework of every student. From those roots, students must be enabled to grow at a comfortably rapid pace, with the adults at home and school taking several roles that provide effective intervention and support. My goals as a teacher include characteristics and behaviors that enable a “roots and wings” philosophy.

To address the whole student, building character, social skills, critical thinking and decision-making, and all kinds of academic achievement, my classroom is a flexible blend of opportunities to learn. Direct instruction is a clear, consistent component and this technique is used when it will be the most effective way for students to learn. Even during direct instruction, the learning environment addresses all learning styles (according to Howard Gardner’s work) and modes of learning (auditory, visual, kinesthetic, and tactile). Every learning opportunity involves critical thinking, choices, self-assessment, hands-on activities, and active engagement by all students. These are accomplished through careful planning, small and whole group work, project-based learning, learning centers, authentic assessment, effective use of good literature and resources, and many kinds of technology.

My goal is a fun, effective, rigorous, fair learning environment. A statement by William Hazlitt, English writer, expresses my teaching philosophy in his statement, “That which any one has been long learning unwillingly, he unlearns with proportional eagerness and haste.”

Content of Artifacts

1. Section 4 Artifacts for WVPTS must include at least 10 artifacts. The five created in program courses will focus on a WVPTS standard and address national standards in the discipline. These may come from course assignments, projects, presentations, or lessons taught during field experience. Each of the five created in student teaching will address a WVPTS standard and will enable the teacher candidate to reflect on his/her effectiveness with student learning.
2. Artifacts could be created with materials like:
 - Lesson plans that include all components required by the OVU College of Education
 - K-12 student work from the grade levels where you taught lessons in field experience or student teaching
 - Activities or lessons with a specific focus on reading or writing
 - Activities or lessons from each subject area or age category
 - Materials that focus on content of specific subject matter (Grade 4 and up)
 - Nonverbal examples, such as photographs, manipulatives, and games
 - Classroom activities that focus on state and national standards
 - Rubrics and other authentic assessments should be used as often as appropriate.
 - Materials that focus on technology, diversity, special needs, and work with ASCD or a school activity.
3. Parts of a unit may be used for different purposes throughout the portfolio but for no more than three different artifacts.
4. Any materials from published curriculum, commercial materials, or other resources in print or online, require an explanation as to how they were adapted to fit the needs of specific students, settings, and/or lesson plans.
5. **Five of the artifacts will be created in courses** with instructions given by the instructor. These must follow the template in the next section. **Five of the artifacts will be created during student teaching.** The 10 are created as follows:
 1. **WVPTS 1A Curriculum & Planning- Core Content:** Demonstrates reasonable depth of knowledge of core subject matter content. Knowledge is evident in accuracy of information and terminology, ability to respond to questions, and ability to provide supplemental content (beyond curriculum materials/textbook). Plans consistently show understanding of the CSOs and integration across content areas and of 21st century themes and skills, as appropriate. **Lesson from selected content course, focused on specific subject matter.** (TTP 1, 3): Artifact comes from EDUC 325, ENG 301, HIS 330, MAT 330, NSC 330, or WEL 330.
 2. **WVPTS 1B Curriculum & Planning- Pedagogy:** Demonstrates specialized knowledge of how to convey core subject matter content. Knowledge is evident in decisions about how to convey subject matter using a range of pedagogical approaches, opportunities for student discussion and collaboration, differentiated strategies for diverse student needs, and alignment with CSOs (e.g. specialized content knowledge reflected in pedagogy: use of concept mapping in language arts to compare characters or in math to visualize ways shapes can be divided.) **Lesson from EDUC 328, ENG 330, MAT 330, NSC 330, HIS 330, WEL 330, focused on instructional strategies.** (TTP 3).
 3. **WVPTS 2A The Learner and the Learning Environment- Understanding Development:** Differentiates learning tasks appropriately based on reasonable understanding of intellectual, cognitive, social and emotional development of students (i.e. accommodations for students with special needs, problem-based learning, etc. Supports the learning process with accurate and current knowledge of students; including differentiation of instruction based on learning needs, learning styles, race, class, SES, and gender. **Lesson in student teaching that addresses clearly the developmental level of students.** (TTP 3)
 4. **WVPTS 2B The Learner and the Environment- Creating an Environment of Respect and Rapport:** The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration
- WVPTS 2E The Learner and the Environment- Managing Student Behaviors:** Maintains expectations and consequences for managing student behavior. Implements classroom and school discipline plans. Communicates with students about expected behaviors and possible consequences. Monitors student behavior and maximizes

instructional time through prompt attention to classroom management issues. Responds to misbehavior and disruptions effectively and respectfully in a manner that preserves student dignity. Reinforces positive student behavior. Maintains a positive, student-centered, learning-centered classroom climate: **EDUC 215 Classroom Management Plan with data and self-reflection on the effectiveness of the strategies** (TTP 2, 3).

5. **WVPTS 3A Teaching- Importance of Content:** Creates learning experiences that are relevant to content and focused on learning targets. Sequences content to focus and enrich student learning. Uses a variety of content-appropriate instructional strategies. Utilizes a variety of appropriate and available technologies in instruction and learning activities. Helps students use technology in meaningful ways that contribute to learning. **Lesson in student teaching focused on technology for learning.** (TTP 2, 3)
6. **WVPTS 3B Teaching- Communicating with Students:** Conveys high expectations and the belief that all students can learn. Provides feedback and encourages students to monitor their progress and learn from mistakes. Differentiates instruction to accommodate student learning needs. Uses clear explanations, well sequenced design, appropriate language, and good examples to present material. Models correct and appropriate oral and written communication; including grammar, listening and responding skills, and media tools. **EDUC 451 Documentation of Diversity Experiences.** (TTP 2,3). See page 25 for details.
7. **WVPTS 3C Teaching- Questioning & Discussion Techniques:** Asks questions and facilitates discussions that engage students and enhance learning. Sequences questions to promote higher order thinking skills. Candidate expects students to explain and/or justify their answers. Posts essential questions, goals and objectives, rubrics, and examples. Utilizes wait time and a variety of questioning and discussion techniques (e.g., Think-Pair-Share, Question-All Write, name sticks, debate, small groups, etc.) to engage students in discussion. Checks frequently for understanding. Lesson in student teaching focused on questioning and discussion promoting high level thinking. **Lesson from UbD Unit in EDUC 321.** (TTP 3)
8. **WVPTS 3E Teaching- Use of Assessments in Instruction:** Uses appropriate, valid assessments that reflect learning targets (e.g. performance-based assessment to evaluate acquisition of a skill). Assessments are reliable (e.g., include sufficient items to provide an accurate measure of achievement). Items are aligned to standards and objectives. Assessments are fair, sources of bias are eliminated. Candidate makes criteria for assessment clear to students (e.g. through rubrics, instructions). Analyzes data from formative and summative assessments, uses results to adjust teaching and to communicate progress to students, cooperating teacher, parents, and colleagues. Uses a variety of methods to check for understanding (e.g. discussion, rubrics, checklists, rating scales, self-assessment tools) and immediately clarifies misunderstandings. Follows up with struggling students and gives them additional help. Provides descriptive feedback and encourages students to monitor their own progress: **UbD Unit from EDUC 321** (TTP 3)
9. **WVPTS 4C Professional Responsibilities for Self-Renewal- Reflection on Practice:** Adjusts and differentiates instruction based on analysis of assessment data to provide appropriate interventions for all students (e.g., RTI). Demonstrates analysis of instructional episodes and describes responsive decisions through reflective narratives (e.g., journal entries, portfolio, and discussions with cooperating teacher): **Teacher Work Sample created during student teaching** (TTP 2, 3). See page 26 for details.
10. **WVPTS 5F Professional Responsibilities for School and Community- School, Family, and Community Connections:** Communicates and interacts respectfully with families and community members. Collaborates with cooperating teacher to identify relevant knowledge about families and the community. Participates in school-wide family and community functions when invited (e.g., LSIC and PTA meetings, comprehensive facilities management planning meetings, board meetings, PDS site meetings, extra-curricular events and activities, field trips, etc.): **Lesson or activity in student teaching that includes family or community** (TTP 2,3)

Template for Creating a Portfolio Artifact

Page 1 (required for EVERY artifact):

1. Artifact #
2. Title of lesson or activity
3. List of contents of the artifact
4. West Virginia Professional Teaching Standard (WVPTS)
5. Rationale that explains your thinking and decisions (as appropriate for the nature of the artifact):
 - a. Grade level or subject, regular or special ed., number of students, numbers of students in each ethnic group, and any information about their needs.
 - b. The room setup and why you arranged your room that way for this lesson (1-2 sentences)
 - c. How this WVPTS fits the CSOs/objectives addressed in this lesson or activity (1-2 sentences)
 - d. List the prerequisite skills for this lesson (1-2 sentences). What did the students have to learn yesterday in order to learn this information or skill today? What will they learn tomorrow?
 - e. Why you chose the teaching/learning strategies for this lesson (1-3 sentences)
6. Evaluate your sets of data (if appropriate for the artifact), explaining the results of your teaching and evaluating your students' achievement. Describe any changes that would make your lesson more effective and your students' achievement greater. This is a key part of your artifact. Be thoughtful and thorough. Demonstrate your self-reflection.

Page 2 (if the artifact is a lesson):

Plan for lesson or activity- Be clear, complete, and concise. Include your assessment of the learning and your self-assessment once you teach the lesson (What would you do differently next time? How well did you address the WVPTS standard(s)? Brag on yourself and your students). Include lesson/activity plan and copy of anything given to students.

Next Pages

Include any ancillary materials you used in the plan or activity-copy of teacher's manual pages used or worksheet or game, etc. Include a printout of your chart or graph or PowerPoint or KWHL Chart, etc.

Next Pages (if applicable, as in a lesson)

Include 2-3 sample(s) of student work (high, middle, low performance) along with your grading of it or comments.

Assessment Used (if applicable, as in a lesson)

Include the assessments you used-rubric, grading key, test, etc., as well as anything you have that shows that the students learned the objectives, like pretest/posttest scores, analysis of student performance in whatever your activity was, the entries in the KWHL Chart, etc. So...include...

- your assessment tool (worksheet, test & key, KWHL chart, rubric, checklist, anecdotal notes, etc.)
- copies of 2-3 students' work (high and low performers)
- pretest and posttest grades for the whole group on computer

Resources

- List of resources you used in planning this lesson or activity-URLs, books, teacher's manual, etc.
- Other items that enhance the artifact, like pictures or comments from students

Evaluation

Each artifact is simply the whole packet of materials that you used to create your lesson/activity, to use it, to assess the results, to analyze what to do next, and to evaluate your work. Remember that if your students don't show much achievement, you need to figure out why. Were there interruptions? Did they not have the prerequisite skills solidly in place? Did you introduce the lesson in a creative way? Did you use the lesson plan template in creating your lesson? Were you completely prepared? Did you give enough explanation? Did you actively involve the students in their learning? Did you use manipulatives? Did you use technology? What would you do differently next time (if anything)?

Your whole artifact will probably have from six to ten pages. Be concise but thorough. These artifacts will help you analyze your performance and get better rapidly. They will help you become automatic with the lesson-planning process and let you focus on WHAT you're teaching as opposed to thinking, "What do I do next?"

Artifact 6 Documentation of Diversity Experiences WVPTS 3B Teaching- Communicating with Students

Objectives: The teacher candidate conveys high expectations and the belief that all students can learn. Provides feedback and encourages students to monitor their progress and learn from mistakes. Differentiates instruction to accommodate student learning needs. Uses clear explanations, well sequenced design, appropriate language, and good examples to present material. Models correct and appropriate oral and written communication; including grammar, listening and responding skills, and media tools.

This artifact will begin formally in EDUC 200 Introduction to Education. It will be completed during student teaching and will be evaluated in Transition 3 Exit from Program as a component of EDUC 451 Student Teaching Seminar. This artifact will document the teacher candidate's experiences in learning to work effectively with diverse students. The West Virginia standard requires teacher candidates to work with **three** kinds of diversity (special needs, low socioeconomic status, and ethnic diversity) in **four** groups of people (OVU faculty members, OVU teacher candidates and students, P-12 teachers and P-12 students).

You will be able to choose a series of activities through which you will learn the above objectives. The activities you choose will fit your background and interests and will allow you to meet this standard in a unique way. Although the other nine artifacts will be unique to you, they follow a structure prescribed by the OVU College of Education. You will create the structure for this artifact through your choice of activities with diverse people.

Instructions: Create a plan with as many activities as you like, but you must **complete at least five, one of which is documentation in your Teacher Work Sample**. Each must be documented in an appropriate way. For example, you might have someone involved write a brief letter describing your activity or you might include an advertising flyer that describes the event and a note from someone describing your involvement. Check with your advisor about possible ways to document your activities. For each activity, write a one-page reflection on what you learned about working effectively with diverse people. Turn your documentation into an artifact by adding a cover sheet (see instructions on page 24).

Below is a beginning list of possible experiences with diverse people. It is open-ended; you may choose some of these activities or you may create your own experiences. The faculty of OVU's School of Education will help you make any needed arrangements. It is your responsibility to choose activities and create a plan. Your faculty advisor and another faculty member in each transition point interview will help you evaluate your plan and progress on this standard and artifact. You may use past experiences or activities that take place over your time at OVU, like...

- include documentation of effectiveness in teaching diverse students in the Teacher Work Sample artifact in the professional portfolio (**This one must be completed by every teacher candidate**)
- include in your Classroom Management Plan for EDUC 215 Classroom Management strategies for working effectively with diverse students (**This one must be completed by every teacher candidate**)
- grew up with at least one parent who is a person of color or whose first language was not English
- attended at least one P-12 school with at least 30% non-white students or whose first language was not English
- room in college with a student whose first language was not English
- tutor OVU's international students for at least 30 hours
- attend multicultural events in the community for at least 20 hours
- participate in a leadership position in the planning of a community's multicultural festival
- take a course in a world language for at least one semester
- work with non-white students in P-12 schools for at least 20 hours
- work with non-white students during student teaching
- complete one full week in student teaching in a classroom with at least 30% non-white students
- create an artifact for Section 3 of your portfolio focused on strategies for teaching in a classroom with at least 30% non-white students
- participate in an international studies program or mission trip for at least one week
- volunteer with a community group that helps immigrant or homeless families
- work in a summer camp with diverse students, for example, as a camp counselor or teacher or leader
- other

Have fun with this artifact! The sky is the limit on what you can do to complete it!

Artifact 9 Teacher Work Sample WVPTS 4C Professional Growth and Reflection

Purpose: To document the effect of the teacher candidate's work on student achievement

Student teachers document their effects on their students' learning by designing a Teacher Work Sample that includes all materials utilized to teach a unit of study in the classroom during the fulltime work. Through this performance assessment, the student teachers provide evidence that they meet the TWS standards:

Procedure:

1. For your weeks of fulltime teaching, you will prepare a unit of study with **at least five lessons using classroom materials**. You may use a different notebook, if you like, instead of your Student Teaching Notebook.
2. Follow the procedures for creating a portfolio artifact. Include:
 - Adaptations for students with special needs.
 - Best practices- use the lesson plan template and include technology for teaching and for learning.
 - Address the 21st Century framework (see page 18).
 - Show your professionalism in all component tasks.
 - Prepare a pretest, a means of checking your students' knowledge before you begin the unit of study.
 - Prepare a posttest. It could be the same or different assessment tool.
 - If your students change classes during the day, choose one class for the full data collection and analysis.
 - Prepare an Excel spreadsheet for your class. Enter the item numbers for your pretest and posttest in order to compare and analyze your data on the various items and across the assessments.
 - Charts, graphs and attachments, and samples of student work. Be very selective to provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
3. Insert your original unit in your notebook. Prepare to begin your unit and to adjust your plans as needed. This is your goal- to monitor your students' learning and to adjust your instruction, materials, methods, technology, etc. to meet your students' needs.
4. Begin your unit with your pretest or pre-assessment. Record your students' responses, item by item, in your spreadsheet. Discuss your findings with your cooperating teacher. Also create a spreadsheet that lists your students from high to low on total test scores and split the rankings into quartiles to allow you to compare posttest scores with pretest scores. If most of your students score over 85% on your pretest, you need to revise your unit before beginning instruction to add objectives-information and skills. Discuss these revisions with your cooperating teacher.
5. Teach your first lesson. Assess your students' learning AND your lesson presentation. Collect the data and use its analysis to make decisions about changes in the next lesson. Discuss the lesson with your cooperating teacher and ask for feedback. Keep high, middle, and low student work samples from the lesson and assessment. Also, take photographs or video of some of your teaching strategies and students at work as appropriate. Write a reflective entry addressing your analyses and decisions. Describe any changes you will make in your next lessons or in your work with specific students.
6. Continue this process through your unit. At the end, administer your posttest. Record the data and analyze it in comparison with your pretest data. Prepare your presentation of both sets of data and a narrative to discuss what you found and your students' achievement. Use the rubric on the next page and the table below it to guide you. Your portfolio artifact must include a graphic presentation of the data. Your narrative must include a final summary of what you have learned as a result of this project about your students' growth and your own as a teacher.

Teacher Work Sample (TWS)

The TWS artifact follows the model of **the Renaissance Partnership for Improving Teacher Quality Project** <http://fp.uni.edu/itq>. This is a Title II federally funded project with offices at Western Kentucky University. Retrieved on 1-31-09.

TWS Exemplars: Retrieved on 1-31-09 from http://www.uni.edu/itq/Scored_TWS/index.htm

Retrieved on 10-2-08 from http://www.uni.edu/itq/PDF_files/June2002promptandrubic.pdf

The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. This performance assessment provides credible evidence of the teacher candidate's ability to facilitate learning by meeting the following TWS standards:

The teacher:

- uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- sets significant, challenging, varied, and appropriate learning goals.
- uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- uses regular and systematic evaluations of student learning to make instructional decisions.
- uses assessment data to profile student learning and communicate information about student progress and achievement.
- reflects on his or her instruction and student learning in order to improve teaching practice.

Your Assignment

The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each the standard. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning. **When finished, e-mail your artifact (all that is electronic) to jo.pennington@ovu.edu.**

Format

- Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (e) your university, (f) course number and title.
- Table of Contents. Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- Charts, graphs and attachments. Charts, graphs and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, single-spaced in 12-point font, with 1-inch margins.
- References and Credits (not included in total page length). If you referred to another person's ideas or material in your narrative, cite these in a separate section at the end of your narrative under References and Credits. Use the American Psychological Association (APA) style.
- Anonymity. Do not include any student names or identification in any part of your TWS.

Teaching Processes Assessed by the Renaissance Teacher Work Sample

1. Contextual Factors

The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

- Knowledge of community, school, and classroom factors
- Knowledge of characteristics of students
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and prior learning
- Implications for instructional planning and assessment

2. Learning Goals

The teacher sets significant, challenging, varied and appropriate learning goals.

- Significance, Challenge and Variety
- Clarity
- Appropriateness for students
- Alignment with national, state or local standards

3. Assessment Plan

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

- Alignment with learning goals and instruction
- Clarity of criteria for performance
- Multiple modes and approaches
- Technical soundness
- Adaptations based on the individual needs of students

4. Design for Instruction

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

- Alignment with learning goals
- Accurate representation of content
- Lesson and unit structure
- Use of a variety of instruction, activities, assignments and resources
- Use of contextual information/data to select appropriate and relevant activities, assignments & resources.
- Use of technology

5. Instructional Decision-Making

The teacher uses ongoing analysis of student learning to make instructional decisions.

- Sound professional practice
- Adjustments based on analysis of student learning
- Congruence between modifications and learning goals

6. Analysis of Student Learning

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- Clarity and accuracy of presentation
- Alignment with learning goals
- Interpretation of data
- Evidence of impact on student learning

7. Reflection and Self-Evaluation

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

- Interpretation of student learning
- Insights on effective instruction and assessment
- Alignment among goals, instruction and assessment
- Implications for future teaching
- Implications for professional development

1. Contextual Factors

TWS Standard: The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task: Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt: In one-two pages, describe:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. Address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment, resources, and the extent of parental involvement. Discuss relevant factors like class rules/routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics to consider as you design instruction and assess learning, with factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Contextual Factors Rubric

TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Rating
Knowledge of Community, School & Classroom Factors	Teacher displays minimal, irrelevant, or biased know-ledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills & Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction & assessment based on student individual differences & community, school, & classroom characteristics OR gives inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Total:

2. Learning Goals

TWS Standard: The teacher sets significant, challenging, varied and appropriate learning goals.

Task: Provide and justify the learning goals for the unit.

Prompt: In one-two pages...

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards.** (identify the source of the standards).
- **Describe the types and levels of your learning goals.**
- **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

2. Learning Goals Rubric

TWS Standard: The teacher sets significant, challenging, varied and appropriate learning goals.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Rating
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

Total:

3. Assessment Plan

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Task: Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt: In two or more pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table...

- **Provide an overview of the assessment plan.** For each learning goal include assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. This overview will show the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
- **Describe the pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

Partial Example: Assessment Plan:

Kindergarten Learning Goals	Assessments	Format of Assessment	Modifications to increase Student Achievement	Rating
Learning Goal 1 Example: The student will link wild animals with their habitats.	1. Pre-Assessment 2. Formative Assessment 3. Post-Assessment 4. Evaluation 5. Self-reflection	1. Checklist & Game with animal masks & centers representing habitats (tree, lake, burrow, cave); 2. Animal puppets and habitats (e.g., bird and nest); 3. Anecdotal records for questions & answers Picture journals	2. Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief. Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for questions & answers.	

3. Assessment Plan Rubric

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Rating
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

Total:

4. Design for Instruction

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task: Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt: In three pages plus visual organizer...

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
 - **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - how the content relates to your instructional goal(s),
 - how the activity stems from your pre-assessment information and contextual factors,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
 - **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

4. Design for Instruction Rubric

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Rating
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Context & Data to Select Appropriate, Relevant Activities, Assignments & Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	

Total:

5. Instructional Decision-Making

TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

Task: Provide two examples of instructional decision-making based on students' learning or responses.

Prompt: In 3-4 pages...

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Instructional Decision-Making Rubric

TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Rating
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

Total:

6. Analysis of Student Learning

TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task: Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt: In 4 + charts and student work examples, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
- **Subgroups:** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- **Individuals:** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Analysis of Student Learning Rubric

TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Total: Rating
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

Total:

7. Reflection and Self-Evaluation

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt: In two pages, ...

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Reflection and Self-Evaluation Rubric

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Rating
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

Total:

Rubric for Teacher Work Sample

Please circle score for each category on the line below the category name. Add scores and record Total Score on the bottom line. If any criterion is not met, the score must be 0.

Categories	1 = Meets Expectations	0 = Below Expectations
Overall Presentation of materials 2 or 0	Key topic and materials. Good organization with all parts easy to find. Attractive with appropriate use of graphical material. No significant errors in spelling or grammar in reflections. If e-format, most links work.	Non-essential topic and weak materials. Poorly organized with some parts difficult to find or missing; spelling and grammar errors in reflections. If e-format, most links do not work or no links are provided.
Unit materials 2 or 0	Unit topic and materials were substantive and pre-approved by the cooperating teacher. Focused on 2-3 key learning goals with Pre/Post assessments focused on those. Suggested changes, if any, were made to the plans. Unit included five to ten lessons and a Pre/Post assessment. The Pre/Post assessments were aligned with each other and the objectives	Unit materials were not approved by the cooperating teacher, and/or suggested changes were not made. The unit included less than five lessons. Pretest or posttest is missing.
Focus of Teacher Work Sample 2 or 0	TWS analysis focused on at least 2-3 students at different levels of performance. Analysis and results were used to improve student achievement and were clearly presented in the artifact.	TWS presentation, data, and analysis were scattered and lacked focus on the class or individual students, resulting in weak analysis and use of results for improving achievement.
Presentation of Assessment Data 2 or 0	Data were accurately and correctly collected, analyzed, and reported using appropriate technology tools.	Data were not accurately and correctly collected and/or analyzed and/or reported using appropriate technology tools.
Reflections 2 or 0	Reflections were completed daily and summarized at the conclusion of the work and included an analysis of student learning, strengths and weaknesses in planning and delivery of instruction, and suggestions for improvement.	Reflections were not completed daily and/or were not summarized at the conclusion of the work, or reflections did not include an analysis of student learning, strengths and weaknesses in planning and delivery of instruction, and/or suggestions for improvement.
Samples of K-12 student work 2 or 0	Samples of student work that were representative of the levels of work were included in an organized fashion with data on work summarized as needed.	Samples of student work were not included or were not representative of the levels of work and/or samples were not presented in an organized fashion with data on work summarized as needed.
Total Score ___/12 points		

Compile the results of your assessments in a table, chart, or graph that shows:

Subject or Section	Grade Level	# of Students	# of students with IEPs	Average Percent Gain in Student Learning	Range in Scores

Example:

Subject or Section	Grade Level	# of Students	# of students with IEPs (Guess if you don't know for sure)	Average Percent in Gain in Student Learning	Range in Scores on Pretest and Posttest. Use percentages or
Example: Math	7	3	1	51.7%	Pretest: 32-43% Posttest: 78-98%

Average percent gain in student learning: Subtract each student's pretest score from posttest score, add the differences for all students in the group, and average them. Put in percentage form. **For example:**

Student 1's two scores: 36% and 78%	78-36= 42% gain	Avg: 42+47+66= 155
Student 2's two scores: 43% and 90%	90-43= 47% gain	155/3= 51.7%
Student 3's two scores: 32% and 98%	98-32= 66% gain	

Transition Points Rubric

This rubric is used to evaluate a teacher candidate's degree of mastery of all required standards and requirements in Transitions 1, 2, and 3. Transitions 1 and 2 are formative. Data will be collected from the Transition 3 interview only.

Student: _____ Program: _____ Advisor: _____

Recommendations and Signatures of Reviewers

Reviewer	Transition I Date:	Transition II Date:	Transition III Date:
<input type="checkbox"/> OVU Advisor <input type="checkbox"/> Review Panel Member			Portfolio/Exit Exam Total Points:
Recommendation (check one)	<input type="checkbox"/> full admission <input type="checkbox"/> provisional admission <input type="checkbox"/> denial of admission	<input type="checkbox"/> admission to student teaching <input type="checkbox"/> denial of admission	<input type="checkbox"/> exit from program <input type="checkbox"/> denial of exit until all requirements are completed at acceptable level

Information needed by portfolio reviewers for each Transition Point:

Please check "Yes" if the documents have been provided. Without them, the interview cannot take place.	Transition I Admission to Program		Transition II Admission to Student Teaching		Transition III Exit from Program	
	Date:		Date:		Date:	
1. Current, unofficial transcript	Yes	No	Yes	No	Yes	No
2. Dispositions & Mission Statement Rubrics filled out by advisor	Yes	No	Yes	No	Yes	No
3. Dispositions & Mission Statement Rubrics filled out by student plus documentation of the self-evaluations	Yes	No	Yes	No	Yes	No
4. The COE office received passing score(s) on Praxis content exam(s)			Yes	No		
5. The COE office received passing score on Praxis PLT exam					Yes	No
6. Student Teaching Evaluations by Cooperating Teachers & Supervisors					Yes	No
7. Teacher Work Sample sent by attachment to e-mail to the dean					Yes	No

Transition 1: Admission to the Teacher Education Program

ADMISSION CRITERIA: Full admission requires achieving Criteria 1-11. Provisional admission may be obtained for one year only by achieving the first 10 criteria. Any courses in program requirements with final grades of "C," "D" or "F" must be retaken before provisional admission.

	Criterion met	Date
1. Completed 60 semester hours of college work	_____	_____
2. Completed ENG 131 and ENG 132 with "B" or better	_____	_____
3. Completed CIT 140 and COM 131 with "B" or better	_____	_____
4. Completed EDUC 200 with "B" or better	_____	_____
5. Achieved an overall GPA of 2.5 or better	_____	_____
6. Submitted "Application for Admission to Education Program" by Oct. 1 or Feb. 1	_____	_____
7. Received two positive references from instructors outside education program	_____	_____
8. Received a negative TB test	_____	_____
9. Completed Background Check	_____	_____
10. Portfolio presented to Teacher Education Review Panel (TERP) for Transition 1	_____	_____
11. Within two semesters after EDUC 200, achieve passing scores on PPSTs (<i>Math 172, Reading 174, Writing 172</i>) or given <u>WV EXEMPTION</u> for ACT (26+), SAT (1125+), degree in teacher education, or Master's degree. WVDE may change these scores anytime during your program.	Reading _____	_____
	Writing _____	_____
	Math _____	_____

Deadline: _____ (two semesters beyond EDUC 200, tracked by advisor)

Portfolio Evaluation Rubric

Circle the number that corresponds with your chosen rating in each box in the appropriate column: Teacher candidates must receive 1 or 2 in every area to pass the transition point. Add any desired comments.

2 = Target All elements show excellence, and appropriate, accurate, thorough, creative demonstration of competence and potential as an entry-level teacher. Strong reflection.	1 = Acceptable All elements show effective learning, and appropriate, accurate, organized demonstration of competence and potential as an entry-level teacher. Sufficient reflection to show mastery of standards.	0 = Unacceptable Little evidence of understanding of the portfolio requirements was exhibited. Component must be redone until acceptable.
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Standards for Portfolio Format	Transition I Date:	Transition II Date:	Transition III Date:
1. The portfolio is neatly arranged in a binder of sufficient size, following a table of contents including the major sections. All required components are present. All components give sufficient detail to present a picture of the candidate's performance.	2 1 0	2 1 0	2 1 0
2. The portfolio contains an updated resume that presents sufficient information in a user-friendly, professional format, including background, experiences, education, & clinical experiences in no more than two pages.	2 1 0	2 1 0	2 1 0
3. Credentials and Recommendations are in place. The portfolio contains letters of recommendation from faculty members and cooperating teachers at minimum.			2 1 0
4. Dispositions & Mission Statement Rubrics filled out by student and documentation of the self-evaluations show depth as well as personal and professional growth.	2 1 0	2 1 0	2 1 0
5. The Teaching Philosophy addresses the three areas of <i>The Teacher Professional</i> . It provides context & self-reflection, focusing on best practices based on current research. It uses narrative form in first person, and is less than two pages long. It has been updated as needed.	2 1 0	2 1 0	2 1 0
6. Professional Coursework components are in place and complete.	2 1 0	2 1 0	2 1 0
7. Teaching Experience section contains effective description of clinical placements.			2 1 0
8. The Classroom Management Plan is well thought out, thorough, student-centered, and meets needs of diverse learners. Ties to parents/community.		2 1 0	2 1 0
9. Completed Field/Clinical Experience Checklist is in Section 2 of the portfolio. All field experience was completed successfully with positive evaluations from the cooperating teachers.	2 1 0	2 1 0	2 1 0
10. Packets from two field experience placements describe all requirements and present a picture of the work and activities. See Handbook for the COE.	2 1 0	2 1 0	2 1 0
11. The portfolio has overall cohesiveness, with alignment from teaching philosophy to artifacts and evaluations of teaching performance. These components are clearly aligned with <i>The Teacher Professional</i> .		2 1 0	2 1 0
12. The portfolio has been revised and edited to follow the best practices in writing, meaningful content, grammar, mechanics, and professionalism.	2 1 0	2 1 0	2 1 0
13. Overall quality, arrangement, cohesiveness, creativity, theme, appeal to reviewers, interviewers			2 1 0

Comments:

WVPTS Artifact Rubric

Circle the number that corresponds with your chosen rating in each box in the appropriate column: Teacher candidates must receive 1 or 2 in every area to pass to the next transition point. Add any desired comments.

2 = Target	1 = Acceptable	0 = Unacceptable
All elements show excellence and are an appropriate, accurate, thorough and creative demonstration of competence & potential as an entry-level teacher. Strong reflection.	All elements show effective learning and are an appropriate, accurate and organized demonstration of competence & potential as an entry-level teacher. Sufficient reflection to show mastery of standards.	Little evidence of understanding of the portfolio requirements was exhibited. Component must be redone until acceptable.

Standards for Work Samples/Artifacts See list of required components in Handbook for the COE.	Transition I Date _____	Transition II Date _____	Transition III Date _____
1. WVPTS 1A Curriculum & Planning- Core Content: Demonstrates reasonable depth of knowledge of core subject matter content. Knowledge is evident in accuracy of information and terminology, ability to respond to questions, and ability to provide supplemental content (beyond curriculum materials/textbook). Plans consistently show understanding of the CSOs and integration across content areas and of 21 st century themes and skills, as appropriate. <i>Lesson from selected content course, focused on specific subject matter.</i> (TTP 1, 3)		2 1 0	
2. WVPTS 1B Curriculum & Planning- Pedagogy: Demonstrates specialized knowledge of how to convey core subject matter content. Knowledge is evident in decisions about how to convey subject matter using a range of pedagogical approaches, opportunities for student discussion and collaboration, differentiated strategies for diverse student needs, and alignment with CSOs (e.g. specialized content knowledge reflected in pedagogy: use of concept mapping in language arts to compare characters or in math to visualize ways shapes can be divided.) <i>Lesson from Lesson from EDUC 328, ENG 330, MAT 330, NSC 330, HIS 330, WEL 330, focused on instructional strategies, focused on instructional strategies.</i> (ISTE 1, 2,3,4; TTP 3).		2 1 0	
3. WVPTS 2A The Learner and the Learning Environment- Understanding Development: Differentiates learning tasks appropriately based on reasonable understanding of intellectual, cognitive, social and emotional development of students (i.e. accommodations for students with special needs, problem-based learning, etc. Supports the learning process with accurate and current knowledge of students; including differentiation of instruction based on learning needs, learning styles, race, class, SES, and gender. <i>Activity or lesson in student teaching that addresses developmental level of students.</i> (TTP 3)			2 1 0
4. WVPTS 2B The Learner and the Environment- Creating an Environment of Respect and Rapport: The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration: <i>EDUC 215 Classroom Management Plan</i> (TTP 2, 3) WVPTS 2E The Learner and the Environment- Managing Student Behaviors: Maintains expectations and consequences for managing student behavior. Implements classroom and school discipline plans. Communicates with students about expected behaviors and possible consequences. Monitors student behavior and maximizes instructional time through prompt attention to classroom management issues. Responds to misbehavior and disruptions effectively and respectfully in a manner that preserves student dignity. Reinforces positive student behavior. Maintains a positive, student-centered, learning-centered classroom climate: <i>Data and self-reflection on the effectiveness of the Classroom Management Plan</i> (TTP 2, 3)		2 1 0	
5. WVPTS 3A Teaching- Importance of Content: Creates learning experiences that are relevant to content and focused on learning targets. Sequences content to focus and enrich student learning. Uses a variety of content-appropriate instructional strategies. Utilizes a variety of appropriate and available technologies in instruction and learning activities. Helps students use technology in meaningful ways that contribute to learning. <i>Lesson in student teaching, focused on technology for learning.</i> (ISTE 1 a, b, c, d, 2a, b, c, d; TTP 2, 3)			2 1 0

<p>6. WVPTS 3B Teaching- Communicating with Students: Conveys high expectations and the belief that all students can learn. Provides feedback and encourages students to monitor their progress and learn from mistakes. Differentiates instruction to accommodate student learning needs. Uses clear explanations, well sequenced design, appropriate language, and good examples to present material. Models correct and appropriate oral and written communication; including grammar, listening and responding skills, and media tools. <i>Documentation of Diversity Experiences.</i> (TTP 2,3)</p>			2 1 0
<p>7. WVPTS 3C Teaching- Questioning & Discussion Techniques: Asks questions and facilitates discussions that engage students and enhance learning. Sequences questions to promote higher order thinking skills. Candidate expects students to explain and/or justify their answers. Posts essential questions, goals and objectives, rubrics, and examples. Utilizes wait time and a variety of questioning and discussion techniques (e.g., Think-Pair-Share, Question-All Write, name sticks, debate, small groups, etc.) to engage students in discussion. Checks frequently for understanding. Lesson in student teaching focused on questioning and discussion promoting high level thinking. <i>Lesson from UbD Unit in EDUC 321.</i> (TTP 3)</p>		2 1 0	
<p>8. WVPTS 3E Teaching- Use of Assessments in Instruction: Uses appropriate, valid assessments that reflect learning targets (e.g. performance-based assessment to evaluate acquisition of a skill). Assessments are reliable (e.g., include sufficient items to provide an accurate measure of achievement). Items are aligned to standards and objectives. Assessments are fair, sources of bias are eliminated. Candidate makes criteria for assessment clear to students (e.g. through rubrics, instructions). Analyzes data from formative and summative assessments, uses results to adjust teaching and to communicate progress to students, cooperating teacher, parents, and colleagues. Uses a variety of methods to check for understanding (e.g. discussion, rubrics, checklists, rating scales, self-assessment tools) and immediately clarifies misunderstandings. Follows up with struggling students and gives them additional help. Provides descriptive feedback and encourages students to monitor their own progress: <i>UbD Unit from EDUC 321</i> (TTP 3)</p>		2 1 0	
<p>9. WVPTS 4C Professional Responsibilities for Self-Renewal- Reflection on Practice: Adjusts and differentiates instruction based on analysis of assessment data to provide appropriate interventions for all students (e.g., RTI). Demonstrates analysis of instructional episodes and describes responsive decisions through reflective narratives (e.g., journal entries, portfolio, and discussions with cooperating teacher): <i>Teacher Work Sample</i> (ISTE 5 a; TTP 2, 3)</p>			2 1 0
<p>10. WVPTS 5F Professional Responsibilities for School and Community- School, Family, and Community Connections: Communicates and interacts respectfully with families and community members. Collaborates with cooperating teacher to identify relevant knowledge about families and the community. Participates in school-wide family and community functions when invited (e.g., LSIC and PTA meetings, comprehensive facilities management planning meetings, board meetings, PDS site meetings, extra-curricular events and activities, field trips, etc.): <i>Activity in student teaching that includes family or community</i> (ISTE 5 b, c, d; TTP 2,3)</p>			2 1 0
<p>Note 1: The portfolio contains data demonstrating positive candidate effect on student learning in quantitative format & e-mailed to Mrs. Pennington (TTP 3)</p>			2 1 0
<p>Note 2: Assessment of student learning is a clear theme through portfolio. (TTP 3)</p>		2 1 0	2 1 0
<p>Note 3: Diversity is a clear theme throughout the portfolio. (TTP 2, 3)</p>		2 1 0	2 1 0
<p>Note 4: Technology for learning is a clear theme throughout the portfolio. (ISTE 1, 2, 3, 4, 5; TTP 3)</p>		2 1 0	2 1 0
<p>Note 5: <i>The Teacher Professional</i> categories are clear themes through portfolio. (TTP 1, 2, 3)</p>		2 1 0	2 1 0

Comments:

Transition 1 Admission to Program Interview Questions

Admission to the Teacher Education Program is one of the teacher candidate's first professional activities. This is an opportunity to celebrate the work completed so far and to see if education is a good fit as a career.

Questions:

1. How are you feeling about your program so far? Think about grades and workload. Are they stressful or fun?
2. Is the certification area a good fit for you (elementary, secondary subject area)? What do you like and/or dislike about the age level and subject(s)?
3. What are your plans or goals right now? Certification? A teaching position? Moving to another certification area? Moving to a district-level position? National Board Certification?
4. What do you think is one of your greatest strengths as a teacher candidate?
5. What do you think you need to improve as you complete your teacher preparation program?
6. Describe your professional portfolio and how it reflects your professional growth.
7. How can we help you with your program and future goals?

Transition 2 Admission to Student Teaching Interview Questions

1. How are you feeling about entering student teaching? Think about lesson planning and workload. Are you anticipating stress or a balanced workload?
2. How did your content and professional knowledge courses help prepare you for student teaching?
3. Reflect on your readiness for classroom management and curricular responsibilities.
4. Reflect briefly on your professional status at this point, describing your readiness for your student teaching classrooms.
5. What are some things you want to learn during student teaching to add to your knowledge bases and effectiveness?
6. What is your plan for preparing for the Praxis II Principles of Learning and Teaching exam?

Transition 3 Exit from Program Interview Questions

1. Have all graduation and teacher certification requirements been met? Graduation: ____
Certification: Student Teaching ____ Praxis II ____ FBI Fingerprints: ____
2. What are your future plans?
3. How did your general education courses help prepare you for your education methods courses?
4. How did your content and professional knowledge courses help prepare you for student teaching?
5. Reflect briefly on your professional status at this point, describing your readiness for your own classroom.
6. What are some other things you want to learn as you go into education to add to your knowledge bases?
7. How will you stay connected to Ohio Valley University after you graduate?
8. Would you be interested in mentoring a teacher candidate in the program?

