

**Shepherd University**  
**Mathematics Education Specialization Handbook**  
**2006 - 2007**  
**Mathematics Teaching Field 5-Adult**

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## INTRODUCTION

The Shepherd University Mathematics Department is concerned with the teaching and the learning of mathematics. Our purposes are to lead students to a grasp of the beauty and power of mathematical ideas; to prepare the prospective teacher to teach creatively; to furnish mathematical tools necessary for other disciplines; and to provide vocational direction when needed.

Effective teachers are those who stimulate students to learn mathematics. Effective teachers are those who are reflective problem solvers themselves, and who create an atmosphere in which the student can become a reflective problem solver. The process continues as those students, in their own career, cause the same process to occur in their pupils.

Students should be inventive as they learn mathematics, imposing their own interpretation on what is presented to create a theory that makes sense to them. Students use new information as a basis for modification of their prior beliefs making the whole experience uniquely personal. The lecture-only method of communication must be adapted and integrated with methods that allow for group work, discussion, student presentations, and generally challenge them to take charge of their own learning. Dynamic techniques, experimentation with innovations, use of technology, and creation of an atmosphere in which the student comprehends the power of mathematics are the parameters of reflective problem solving as an art, science and goal.

Students seeking admission, retention, and certification in the Teacher Education Program at Shepherd University must assume personal responsibility for knowing and fulfilling all requirements upon which their successful participation is dependent. These requirements include adherence to university-wide policies and procedures as well as those specific to the different components of Teacher Education: General Studies, Specialty Studies, and Professional Education.

The teacher education student must expect immersion in curricula, which demand commitment to personal and professional development of the highest caliber. Our program is designed to ensure that the student who successfully completes it possesses the knowledge, skills and attitudes requisite for thoughtfully and effectively confronting the problems inherent in teaching.

This handbook is to acquaint the math education student with the objectives and requirements of the Mathematics education 5-adult teaching field. It also provides information about procedural matters related to entering, progressing through, and completing this program. Information is also included to assist in planning your program of study and in maintaining a record of your progress.

No claim is made for the completeness of this information and this resource is not intended to be a substitute for the Shepherd University Catalog; you should carefully study your copy of the catalog; pay close attention to the following sections: (Page numbers are for the 2005-2007 catalog)

- Curriculum for Mathematical Teaching Field Grades 5-12, Page 111
- Professional Studies Core for Secondary Education, Page 91
- Teacher Education (General Information), Page 86-89
- General Studies Curriculum, Page 46-47.

## **PROGRAM GOALS AND STUDENT OUTCOMES**

Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, we agree that to be effective in a multicultural global society, a beginning teacher should possess the willingness and capacity to:

1. Ascertain and articulate personal, professionally-held philosophical and theoretical viewpoints about schooling, teaching/learning.
2. Commit to continuous, reflective self-examination for personal/professional development.
3. Function as a change agent who can influence and improve the education of 5-12 students.
4. Undertake the professional responsibility for the development of 5-12 critical mindedness, problem-solving skills, self-motivation, cooperative social interaction, and a commitment to excellent performance.
5. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities and developmental characteristics of 5-12 students.
6. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of 5-12 students consonant with the nature of a pluralistic and democratic society.
7. Develop learning experiences that promote acquisition of knowledge, skills, and dispositions 5-12 students need to function productively and to become critical participants in a democratic, pluralist social and economic world.
8. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.
9. Develop a critical understanding of central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) she/he teaches including the use of educational multimedia technology.
10. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support 5-12 student's learning and well-being.
11. Develop a coherent, integrated view of the world of theory and practice.
12. Consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.

First-year teachers will not be effective unless they conducted a serious inquiry into life in classrooms. Only when that inquiry is completed and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.

## **A MODEL OF A FOUR-YEAR PROGRAM**

On the next several pages is a model of a four-year program for a non-transfer student who is enrolling at Shepherd University for the first time during the first semester of a regular academic year. This model is a suggestion only. It is quite likely that the student will need to modify it. However, it should provide the student some idea of what semester loads will be like and when particular actions should be taken.

Preferably prior to the beginning of the first year of studies, students should meet with the Mathematics Specialization Coordinator to develop a schedule of classes for the first semester and plan for the four-year schedule. Again, within the parameters of flexibility permitted to the general studies program, the student will follow a general studies curriculum designed to meet his/ her individual needs.

**CREDITS NEEDED TO FULFILL GRADUATION REQUIREMENTS  
MINIMUM 128 HOURS**

General Studies	47 credits
Mathematics Teaching Field Grades 5-adult	40 credits
Professional Studies Core for Secondary Education	34 credits
Suggested courses to fulfill computer competency requirement	
CIS 102 Microcomputer Applications or EDUC 209 Technology for Teaching	3 credits
<b>TOTAL</b>	<b>124</b>

**NOTE**

- Since Shepherd University **requires 128 hours for graduation**, the Mathematics Education major therefore, has free hours for general electives. Some students opt to apply those hours toward a minor in another field. Some opt to take additional mathematics or educational electives.
- The Mathematics Education Program satisfies the West Virginia State Department of Educational Standards and the NCATE/NCTM (National Council of Teachers of Mathematics) standards.

**PROGRAM OF GENERAL STUDIES REQUIRED FOR ALL  
BACHELORS DEGREES EXCEPT THE REGENTS B.A.**

Shepherd University has established the following General Studies program which is required for all Bachelor degrees except Regents B.A. degree, which has a separate set of requirements found under that section of the Catalog. The courses listed below would usually be taken during the student's first two years of college work and are designed to give the student a foundation in the humanities, life or physical sciences, and physical education. These courses should assist the student in developing the ability to synthesize knowledge, both past and contemporary, to develop values, attitudes and traits associated with an educated person in the modern world, and to provide the basis for a liberal arts education. A total of 47 semester hours of course work is required as follows:

## PROGRAM OF GENERAL STUDIES

Hours required	47
Humanities-19 semester hours	
MUSC 111	Music Appreciation 2
ART 103 or 104	Introduction to Visual Arts 2 or 3
ENGL 101, 102	Written English 6
ENGL 204	Survey of American Literature 3
ENGL 208 or 209	Survey of World Literature I or II 3
COMM 202	Fundamentals of Speech 3
LIFE OR PHYSICAL SCIENCES- 8 semester hours	
Students will choose one set of courses listed below:	
BIOL 101, 102	General Biological Sciences 8
BIOL 208, 209	Plants as Organisms & Animals as Organisms 8
CHEM 101, 101L 102, 102L	Chemistry in Society I and II 8
CHEM 120, 120L 122, 122L	College Chemistry I and II 8
CHEM 207, 207L 209, 209L	General Chemistry I and II 8
GSCI 101, 102	Astronomy I and II 8
GSCI 103, 104	General Physical Science I and II 8
PHYS 201, 201L 202, 202L	College Physics I and II 8
PHYS 221, 221L 222, 222L	General Physics 8
MATHEMATICS-3 semester hours	
MATH 108	Precalculus 3
SOCIAL SCIENCES- 15 semester hours	
ECON 123	Contemporary Economics OR
ECON 205	Principles of Macroeconomics 3
HIST 100	History of Civilization: Asian Tradition OR
HIST 101	History of Civilization: Ancient through Medieval OR
HIST 102	History of Civilization: Renaissance through French Revolution OR
HIST 103	History of Western Civilization 6 (students will choose 2 of 4 listed but may not satisfy the requirement with both HIST 101 and HIST 101)
PSCI 100	Politics and Government OR
PSCI 101	American Federal Government 3
SOCI 203	General Sociology 3
PHYSICAL EDUCATION- 2 semester hours	
GSPE 210	Fitness for Life 2

## Curriculum for Mathematics Teaching Field Grades 5-Adult

Total hours required .....	40
Content skill level:	
MATH 106 Trigonometry .....	3
MATH 108 Precalculus (general studies requirement	
MATH 154 Finite Mathematics .....	3
Mathematics core:	
MATH 207 Calculus I .....	4
MATH 208 Calculus II .....	4
MATH 254 Discrete Mathematics .....	3
MATH 309 Calculus III .....	4
MATH 329 Mathematical Modeling .....	3
MATH 434 Senior Capstone .....	1
Advanced mathematics for education:	
MATH 307 Linear Algebra .....	3
MATH 312 Introduction to Abstract Algebra .....	3
MATH 321 Probability and Statistics .....	3
MATH 414 History and Development of Mathematics .....	3
MATH 424 Foundations of Geometry .....	3

### Special Requirement:

- (i) Prior to student teaching, prospective student teachers must demonstrate competency in a computer programming language or receive a minimum of C in ENGR 102 Engineering II OR CIS 211 Computer Language Concepts.
- (ii) To graduate, prospective student teachers must pass PRAXIS II MATH content test or pass MATH 435 PRAXIS II MATH PREPARATION course.

See professional education course listings under Education: Professional Studies Core for Secondary Education. Special Methods of Teaching mathematics is EDUC 420.

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**PROFESSIONAL STUDIES CORE FOR SECONDARY EDUCATION**

The secondary certification includes K-12, 5-9, 5-12, or 9-12 grade ranges. The required course in professional studies are:

COURSE NUMBER AND TITLES

CREDIT HOURS

EDUC 150	Seminar in Education.....	1
EDUC 200	Foundations of Education .....	3
EDUC 320	Social and Psychological Conditions of Learning.....	5
EDUC 360	Survey of Exceptional Children .....	3
EDUC 370	Creating Learning Environments.....	4
EDUC 420	Special Methods of Teaching Math.....	3
EDUC 400	Inclusion in the Regular Classroom.....	3
EDUC 443	Reading in Content Areas.....	3
EDUC 45X	Student Teaching 5-9, 9-12.....	9

TOTAL HOURS.....34

**Testing requirements for Professional Education:**

All Candidates completing 5-adult teacher education programs are required to pass the **Principles of Learning and Teaching Test** for grades 5-9 (Test Code 0523) or 7-12 (Test Code 0524)

**MATHEMATICS EDUCATION TEACHING Grades 5-12**  
**Suggested Four-Year Course Plan**  
**FRESHMAN YEAR**

**First Semester**

MATH 106	Trigonometry	3
MATH 108	Precalculus	3
EDUC 150	Seminar in Education	1
ENGL 101	Written English	3
	General Studies/ Electives	<u>6 - 9</u>
TOTAL		16-19

The student should take and pass PPST and start portfolio development

**Second Semester**

MATH 207	Calculus I	4
MATH 154	Finite Math	3
EDUC 200	Foundations of Education	3
ENGL 102	Written English	3
COMM 202	Fundamental of Speech	3
	General Studies/Electives	<u>1 - 4</u>
TOTAL		16-19

The student should take and pass PPST (if not already completed) and continue portfolio development

**SOPHOMORE YEAR**

**First Semester**

MATH 208	Calculus II	4
MATH 254	Discrete Mathematics	3
EDUC 320	Social and Psychological Conditions of learning	5
	General Studies/Electives	<u>4-7</u>
TOTAL		16-19

By the end of the fifth week the student should have made satisfactory progress in portfolio development and apply for admission to TEP (Juncture 1). See **the eligibly criteria for Juncture one review** in *Policy and Procedures for Admission and Retention*. Students must have no grade lower than a C in all Education Studies (Professional Studies and Specialty Studies) in order to be eligible to apply for admission to Juncture 1.

**Second Semester**

MATH 309	Calculus III	4
EDUC 209	Technology for Teaching	
Or CIS 102	Micro-computer Applications	3
*MATH 321	Probability and Statistics OR	
*MATH 329	Mathematical Modeling OR	
*MATH 414	History of Mathematics OR	
*MATH 424	Foundation of Geometry	3
EDUC 360	Survey of Exceptional Children	3
	General Studies/Electives	<u>3-6</u>
TOTAL		16-19

If not already admitted, the student should apply for admission to TEP (Juncture 1) before the end of the fifth week.

## JUNIOR YEAR

### First Semester

MATH 307	Linear Algebra	3
*MATH 321	Probability and Statistics OR	
*MATH 329	Mathematical Modeling	
*MATH 414	History of mathematics OR	
*MATH 424	Foundation of Geometry	3
EDUC 420	Special Methods of Teaching Mathematics	3
EDUC 370	Creating Learning Environments	4
	General Studies/Electives	3-6
	TOTAL	16-19

By the end of the semester the student must have established a minimum GPA of 2.5 and must have no grade lower than a C in all Education Studies courses (Professional Studies and Specialty Studies.)

### Second Semester

MATH 312	Introduction to Abstract Algebra	3
*MATH 321	Probability and Statistics OR	
*MATH 329	Mathematical Modeling OR	
*MATH 414	History of mathematics OR	
*MATH 424	Foundation of Geometry	3
*EDUC 370	Special Methods Practicum	4
	(if not already taken)	
	General Studies/Electives	6-8
	TOTAL	16-18

## SENIOR YEAR

### First Semester

*EDUC 420	Special Methods of Teaching Mathematics	3
	(if not already taken)	
*EDUC 443	Reading in the Content Areas	3
*MATH 321	Probability and Statistics OR	
*MATH 329	Mathematical Modeling	3
*MATH 414	History of mathematics OR	
*MATH 424	Foundation of Geometry	3
MATH 434	Senior Capstone Practicum	1
	General Studies/Electives	5-8
	TOTAL	16-19

### Second Semester

EDUC 45X	Student Teaching	9
EDUC 400	Infusion in the Regular Classroom	3
MATH 434	Senior Capstone Practicum	1
	TOTAL	13

If not already completed, the student should take PRAXIS II-PLT (for grades 5-9 Test Code 0523, or 7-12 Test Code 0524) and PRAXIS II: Content Specialization Mathematics (Test Code 0061). To receive a recommendation for certification from the director of Teacher Education, the student must have passing scores on the PRAXIS II exams on file and complete all forms required by the Department of Education

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**\*EDUC 420, MATH 321, MATH 329, MATH 414, and MATH 424 may not be offered every year. Check Department's long range scheduling plan posted on bulletin board (in Stuzman-Slonaker) and try to take the courses when offered and when you have completed the course prerequisite.**

## Philosophy and Theme

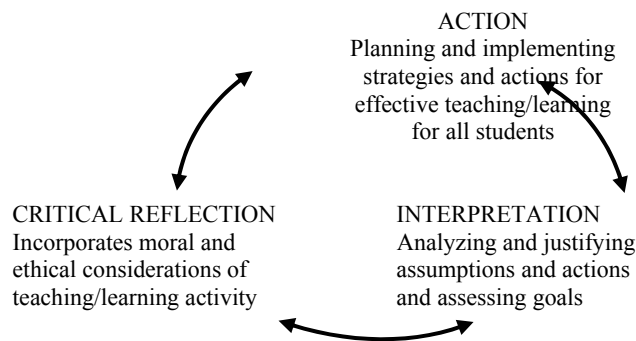
The teacher education program faculty at Shepherd University believes that in order to be effective in today's school, a teacher must be knowledgeable, possess a professional disposition, and conduct teaching/learning experiences which ensure the development of all children's ability to be critical participants in and a productive member of a democratic society. The education program at Shepherd University is based on the following philosophical position:

The Teacher Education Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one's own life and the shaping of the social, cultural, political and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose, then, is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students. The schooling context is very complex and characterized by a significant degree of ambiguity. This ambiguous complexity of the teaching context precludes a formulaic approach to teaching. So, the emphasis is on the prospective teacher developing a philosophy and a set of principles that guide practice and the reflective process of problem solving. The teacher must be able to function in this complex and ambiguous context in a reflective manner: identifying problems, framing them, considering alternative solutions and choosing and implementing courses of action. The criteria for the assessment of effective teaching must include not only curricular and pedagogical concerns but also the ethical dimensions of teaching/learning. Schooling is not done to students, it is done with students.

Consistent reflection on the nature and practice of education is a hallmark of a critically thinking teacher. Consequently, the chosen theme of the teacher education program at Shepherd University is TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS). We have established a framework for the development of reflective dispositions. In order to effectively respond to the range of concerns found in today's classrooms, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The effective teacher examines her/his Action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every child. This action is subject to Interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie her/his teaching/learning activity. During the process of Critical Reflection the teacher assesses the adequacy of the educational goals towards which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activity.

### THE ROLE OF PRACTICUMS IN TARPS

From the thematic model of TARPS, we have conceptualized an experience cycle for the prospective teacher that involves her/him in a continuous process of action and reflection.



## Policies and Procedures for Admission and Retention in the Teacher Education Program

### TEACHER EDUCATION GPA POLICY: Requirements And Definitions

Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

Educational Studies	2.50 (includes Professional Studies and Specialty Studies courses)
Overall	2.50

It is the policy of the Professional Education Unit that these GPA's will not be waived. Extenuating circumstances will be considered by the appropriate departments upon the receipt of a written request by a student. In those cases deemed to merit further consideration, the following regulations will apply:

1. General Studies:
  - a. The General studies program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility occur, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.
  - b. Courses will be selected jointly by the student and the Department of Education.
2. Specialty Studies
  - a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise a GPA.
  - b. Courses will be selected by the Specialization Coordinator.
3. Professional Studies:
  - a. With the approval of the Department of Education, additional courses in professional education may be assigned to raise a GPA.
  - b. Courses will be selected by the Department of Education.
4. Overall:
  - a. With the approval of the Department of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a GPA.
  - b. Courses will be selected jointly by the Department of Education and the appropriate teaching field Specialization Coordinator.

GPA Requirements and Definitions:

Specialty Studies: Primarily content courses required for certification in different fields of study, e.g., Multi-Subjects K- 6, Social Studies 5-12.

Professional Studies: Courses beginning with EDUC prefix required for certification in different fields of study.

Educational Studies: Combination of Specialization and Professional Education courses required for certification in the various fields of study. We require a 2.5 GPA in Professional Studies.

General Studies: Those 47 credit hours required by Shepherd University for a degree.

Overall: All courses taken for credit toward graduation, including Educational Studies, General Studies, and Electives. We require a 2.5 Overall GPA.

## **SELECTION, RETENTION, COMPLETION, AND CERTIFICATION**

- A. Students who have entered Shepherd as a student beginning first semester of University work (The eligibility criteria for each review Juncture are minimums established by the Professional Education Unit. Refer to Specialization Handbooks for your area for additional criteria.)
  1. Admission to Program: Juncture 1 Review
    - a. Student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 108 Knutti.  
To be eligible for admission to the Teacher Education Program (TEP) the student must:
      - i. have made satisfactory progress in portfolio development per advisor review;
      - ii. have demonstrated prerequisite computer skills

- iii. have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary TEP or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
  - iv. if adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary Education Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
  - v. have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least "C";
  - vi. have passed all sections of the PPST or provide official proof of exemption;
  - vii. have earned an overall GPA of 2.5 on at least 24 degree credits taken at Shepherd;
  - viii. have completed ENGL 101, ENGL 102, and COMM 202 with a grade of at least "C";
  - ix. have no grade lower than a "C" in any Professional Studies or Specialty Studies courses;
  - x. student submits a signed statement attesting that s/he has not been convicted of a felony or crime related to moral character as established by West Virginia Code. A student who has been convicted of a felony or crime related to moral character (i.e. sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in removal from the TEP. If at any point in the TEP a teacher education student is convicted of such a crime, s/he will be removed from the program;
  - xi. have met specific requirements in the Specialization/Endorsement Handbook for the area into which one wishes to be admitted.
- b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.<sup>1</sup>
- c. Once eligibility requirements have been met, the Specialization Coordinator
- i. certifies eligibility requirements have been met;
  - ii. reviews advising file, including qualitative evaluation;
  - iii. solicits information from department(s) and/or program review panel for review;
  - iv. informs the Director of Teacher Education of Juncture 1 decisions;
  - v. documents Juncture 1 decision in the candidate's advising file.
- d. The Director of Teacher Education
- i. informs PEUC of the Juncture 1 decisions of the Specialization Coordinators; PEUC has the authority to review any Juncture 1 decisions upon the request of two or more members within two weeks of date of notification;
  - ii. informs the candidate of the Juncture 1 status.
- e. If admission is Provisional Status, it is the responsibility of the candidate, if s/he continues to desire admission, to successfully address the reasons for Provisional Status and resubmit application.
- f. If admission is denied, the student is assigned to Non-Admit Status. If the student wishes to challenge the Non-Admit Status, established appeal procedures must be followed.

## 2. Admission to Student Teaching: Juncture 2 Review

- a. To be eligible for review for admission to student teaching the student must:

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<sup>1</sup> The TEP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

<sup>2</sup> PPST exemptions: (1) ACT of 26 or above (25 prior to October 1989); SAT of 1125 or above (1035 prior to April 1995) from a single-test administration; (3) Master's Degree or higher from regionally accredited institution; or (4) has completed a West Virginia approved TEP. Proof of exemption must be provided in official documents to the DOE, one's advisor, and the Registrar.

Registration forms, information, and tutoring for the PPST may be obtained in Room 101 Knutti Hall. Because registration deadlines occur at least one month prior to test administration and because it takes at least six weeks for ETS to report scores, students should plan carefully to ensure test scores are available when needed. Students are responsible for requesting that test scores be sent to the Shepherd University Department of Education office.

- i. have passed Retention Juncture 1 Review;
- ii. have Full Status in TEP
- iii. have made satisfactory progress in portfolio development;
- iv. have the required GPA (set by Specialization area with 2.5 the minimum) in both Educational Studies and Overall;
- v. have no grade lower than a "C" in all Education Studies courses;
- vi. have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;
- vii. continue free of conviction for felony or any charge involving moral character.

b. The Specialization Coordinator/advisor

- i. reviews advising file including PRO-05 Qualitative Evaluations;
- ii. certifies eligibility to student teach;
- iii. solicits information from the Department(s) for review of applicant for student teaching;
- iv. informs the Director of Teacher Education of Juncture 2 decisions;
- v. documents Juncture 2 decision in the candidate's advising file.

c. The Director of Teacher Education

- i. informs the PEU of the Juncture 2 decisions of the Specialization Coordinators; PEU has the authority to review any Juncture 2 decisions upon the request of two or more members within two weeks of date of notification;
- ii. informs the candidate of Juncture 2 status.

d. If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4th week of each semester prior to the Student Teaching Semester.

e. If admission to student teaching is denied, the student is removed from the Teacher Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an appeal following established procedures.

4. Certification: Juncture 3 Review

a. To be eligible for certification review the student must:

- i. have completed all coursework applied toward the degree including a minimum of 45 upper division hours
- ii. have Full Status in TEP
- iii. have a 2.5 GPA in each of the following: Educational Studies and Overall (unless the Specialization requirements are higher.)
- iv. have no grade lower than a C in Education Studies or Specialty Studies.
- v. have met any additional Specialization requirements.
- vi. pass state mandated tests for West Virginia certification.
- vii. have submitted required forms and fees for certification.

b. To be recommended for certification the Director of Teacher Education:

- i. documents completion of review criteria.
- ii. attests the following: "To the best of my knowledge the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator; and is not the subject of any criminal conviction or currently pending charged felonies or misdemeanors which would show a lack of good moral character."

B. Transfer Students: Only policies and procedures which differ from those which apply to students entering Shepherd University as students beginning first semester of University work will be indicated.

1. Transferred Credit will be evaluated for use in the TEP based on the premise that the integrity and coherence of the TEP must be maintained for all students.

a. Upon review of transferred Specialty courses, the Specialization Coordinator is

authorized to require additional coursework/experiences or course substitutions if s/he judges the transferred courses deficient in addressing the content, theme, and/or goals and objectives of the Specialization and the TEP. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.

b. Upon review of transferred Professional Studies courses, the Chair of the DOE, in consultation with the appropriate members(s) of the DOE faculty, is authorized to require additional coursework/experiences if s/he judges the transferred courses deficient in addressing the TEP theme and/or goals and objectives. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.

2. To be eligible for Juncture 1 review, the transfer student must have completed a minimum of nine (9) hours specified by the Specialization Coordinator or her/his designate; and have a GPA of 2.5 on all hours completed at Shepherd University and an overall GPA of at least 2.5.

- C. Students with degrees seeking WV Certification must complete at least nine (9) credit hours of course work at Shepherd University and meet all other requirements before applying for Juncture 1 Review.
- D. Students with degrees seeking certification in a state other than WV: These students have their advisor in the Department of Education. With their advisor and co-advisor in the Specialization area, these students will design individual programs following DOE guidelines.

## II. Students Entering Prior to Fall 1994

### REQUESTS FOR POLICY & PROCEDURE WAIVER

#### A. Waiver requests specific to the teaching specialization

1. The student must present a written petition to the appropriate Specialization Coordinator. The petition must explain the nature of and the reasons for the petition.
2. In conjunction with the relevant department, the Specialization Coordinator will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within ten (10) academic days of having been informed of the petition action. The following process will then ensue:

The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.

At least four (4) days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The secretary will then duplicate and send to the PEU Council members this and all other relevant documentation for review.

A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.

The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.

The student will leave the room after presenting the appeal and responding to questions. The Director of Teaching Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

#### B. Waiver requests pertaining to Professional Studies or General Studies

1. The student must present a written petition to the Chair of the Department of Education. The petition must explain the nature of and the reasons for the petition.
2. In conjunction with the Department of Education faculty, the Chair will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within one week of having been informed of the petition action. The following process will then ensue:
  - a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This Panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.
  - b. At least four days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to members of the PEU Council this and all other relevant documentation for review.
  - c. A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote, except the Chair who votes in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a Hearing.
  - d. The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.

- e. The student will leave the room after presenting the appeal and responding to questions. The Director of Teacher Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

## STUDENT MEMBERSHIP IN THE PROFESSIONAL EDUCATION UNIT COUNCIL

### Student Membership

#### A. Description of Service

Student members serve in an equal voting capacity as Faculty in all matters except those concerning personnel. In these instances, the student members will be asked to leave.

#### B. Representation

Student representation will consist of one student from the Elementary Education Program and one student from a Secondary Education program.

#### C. Eligibility Requirements and Terms of Service

1. Student members should serve for at least one academic year.
2. Only students who have been admitted to the teacher education program and have full status are eligible for election or appointment.
3. Student members will be elected in the Fall of the year of service. The Shepherd Education Student Association (SESA) has been granted authority to conduct these elections.
4. Voting privileges will be extended to all education majors who have been admitted and are continuing in the program at the time of election.
5. Eligible candidates for student membership may be nominated by students, faculty, or indication of self interest prior to the election date. Each student nominated must indicate willingness for service.
6. Student members are responsible to their constituents for reporting PEU Council actions.

## THE PRAXIS SERIES

Individuals who complete a Teacher Education Program approved by the West Virginia Department of Education and leading to West Virginia licensure must meet the testing requirements of that program unless exempted by current Board policy. The testing requirements include: Praxis I: PPST; Praxis II: Subject Assessments/Specialty Area Tests; and Principles of Learning and Teaching (PLT) tests.

PRAXIS Registration and Tests at a Glance (TAAG) information is available at [www.ets.org/praxis](http://www.ets.org/praxis). Visit on-line to review and download Tests at a Glance. **Shepherd University must be listed as a score recipient** when you complete your Registration Form. (If you take the tests in West Virginia, the scores will automatically be sent to the West Virginia Department of Education.)

Beginning September 2005, information about state testing requirements, test centers, and state/agency codes that were previously in the printed version of the Bulletin will now be available ONLY on-line at [www.ets.org/praxis](http://www.ets.org/praxis). See the Bulletin Board outside Room 104 Knutti Hall for sample Registration Form and codes.

### PRAXIS I PPST/COMPUTERIZED PPST

Test/Test Code	West Virginia	Maryland* Required Scores	Virginia**
PPST Reading (0710)	174	177	VCLA
PPST Writing (0720)	172	173	
PPST Mathematics (0730)	172	177	

\*Maryland will accept a composite score for the Praxis I PPST of 527.

\*\*The Virginia Communication and Literacy Assessment (VCLA) – check on-line at the Virginia Department of Education for information on licensure requirements.

You may take each Computerized PPST test only once in any given 60-day period. If you violate this restriction, the scores from your retest will not be reported, and your test fees will not be refunded.

For those seeking certification in West Virginia only:

In lieu of taking the State approved Pre-Professional Skills Tests (PPST,) prospective educators completing Board approved programs may provide evidence of: 1) a Master's degree or higher from an accredited institution of higher education; 2) currently hold or have held a West Virginia professional teaching administrative or student support service license; or 3) documentation from a single test administration of the Scholastic Achievement Test (SAT) composite score of 1035 (1125 on the re-center scale effective April 1995,) or documentation from the American College Testing program (ACT) score of 25 (enhanced score of 26 effective November 1989.)

**SOME STATES REQUIRE HIGHER SCORES FOR THE PPST. TO BE ELIGIBLE FOR CERTIFICATION IN ANOTHER STATE, YOU MUST MEET THEIR TESTING REQUIREMENTS. IN ADDITION, YOU MUST MEET THE REQUIRED SCORES FOR THE STATE IN WHICH YOU WISH TO BE CERTIFIED. GO ONLINE TO CHECK REQUIREMENTS FOR OTHER STATES. IT IS YOUR RESPONSIBILITY TO KNOW WHAT CERTIFICATION REQUIREMENTS ARE NEEDED IN OTHER STATES.**

### PRAXIS II - PROFESSIONAL EDUCATION

	Test Code	Required Score
Principles of Learning and Teaching, Grades K-6	0522	165
Principles of Learning and Teaching, Grades 5-9	0523	159
Principles of Learning and Teaching, Grades 7-12	0524	156

Candidates for the West Virginia Professional Teaching Certificate must take one of the above tests provided the test includes at least a portion of the grades indicated on the license.

PRAXIS II

CONTENT SPECIALIZATION TESTS

Art	0133	Art; Content Knowledge	160
Biology	0235	Biology: Content Knowledge	152
Business	0100	Business Education or Business Principles	570
Chemistry	0245	Chemistry: Content Knowledge	157
Early Education (Pre-K)	0530	Pre-Kindergarten Education	590
English	0041	English Language, Literature and Composition: Content Knowledge	155
Family & Consumer Science	0120	Home Economics Education	530
General Science	0231	Biology: Content Knowledge, Part 1	148
	0481	Physical Science: Content Knowledge	142
	0432	General Science: Content Knowledge, Part 2	149
		May substitute 0235 Biology Content taken for biology certification for test no. 0231 and/or test no. 0245 Chemistry Content or test no. 0265 Physics for test no. 0481.	
Health Education	0550	Health Education	640
Mathematics(Comprehensive)	0061	Mathematics; Content Knowledge	133
Multi-Subjects K-6	0011	Elementary Education: Curriculum, Instruction and Assessment	155
Music	0113	Music; Content Knowledge	155
Physical Education	0091	Physical Education: Content Knowledge	150
Social Studies	0081	Social Studies: Content Knowledge	148

MIDDLE SCHOOL PRAXIS II

Middle Grade 5-8	0049	Middle School English Language Arts	147
	0069	Middle School Mathematics	148
	0089	Middle School Social Studies	151

## PORTFOLIO PLAN

Professional teaching portfolios are organized collections of evidence from the students' educational, pre-service, and personal experiences that demonstrate important knowledge and skills. This evidence is used for students to review their work and make changes, to show what they have accomplished and how they can improve their work, and to serve as a tool that will allow them to market themselves effectively.

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

The Teacher Education Program at Shepherd University includes portfolio development as an integral part of students' experiences. This supports the emphasis on **Teacher as Reflective Problem solver** since students' portfolios are developed throughout the entire period of their coursework at Shepherd University. The following lists the professional education courses and the portfolio component of each:

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

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

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

**EDUC 360 Survey of Exceptional Children** - Students continue to add to their portfolios.

### Elementary Education Majors:

**EDUC 351 Integrated Reading Language Arts I; EDUC 352 Integrated Science, Math, & S.S. I**

**EDUC 353 Integrated Reading Language Arts II; EDUC 354 Integrated Science, Math, & S.S. II**

### Secondary Education majors:

**EDUC 370 Creating Learning Environments; EDUC 443 Reading in the Content Areas** -

By this time in the students' experiences they are immersed in field experiences. They should include examples of units they have developed and taught, bulletin boards they have created, philosophy of education papers, and research papers pertaining to educational practices.

**EDUC 400/45X Inclusion in the Regular Classroom and Student Teaching Seminar** - The students continue to add to their portfolios. At this point they should have several pieces of evidence from their teaching experiences such as videos, teaching units, photos of learning centers, bulletin boards, recommendations, etc.

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

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

According to Policy and Procedures of the Shepherd University Teacher Education program, students must have made satisfactory progress in portfolio development to obtain admission to the Teacher Education Program (TEP) at Review Juncture 1; and to be eligible for student teaching at Review Juncture 2. Portfolios are to be assessed by the advisors on a periodic basis using the Portfolio Assessment Form.

PORTFOLIO ASSESSMENT FORM

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

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

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

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REVIEW JUNCTURE 2      Date: \_\_\_\_\_

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

Comments:

If portfolio needs improvement, student must present portfolio with this form (with comments) until satisfactory progress is achieved. Satisfactory progress must be made before student can be considered for each Review Juncture.

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## COMPUTER COMPETENCE

(Include this page and the products in your portfolio in a section of the same name.)

I, \_\_\_\_\_, have fulfilled the professional education requirement for computer competence by one of the means below:

*I satisfactorily completed this course: \_\_\_\_\_ in*  
(Dept., Number, Title)

\_\_\_\_\_  
(Semester, Year)

**or**

*I have the submitted products specified on these pages along with the required signatures to show that I have met the guidelines for computer competence. My signature here stands for my word that I did the work described.*

\_\_\_\_\_  
(Signature)

---

(Complete this section if you did not take a computer course.)

### Items That Show My Computer Competence

- (a) Ability to use a word processor to produce two different styles of documents with appropriate formatting.

*I completed this item on \_\_\_\_\_ (date.)*

- (b) Ability to organize given information into a database or to create a spreadsheet to calculate numerical data.

*I completed this item on \_\_\_\_\_ (date.)*

- (c) Ability to use e-mail to send communications about coursework.

*I completed this item on \_\_\_\_\_ (date.)*

One of the items (d) to (f):

- (d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to my teaching specialization from an Internet source.

*I completed this item on \_\_\_\_\_ (date.)*

- (e) Ability to find a reference relevant to some assignment on the Internet.

*I completed this item on \_\_\_\_\_ (date.)*

- (f) Ability to find Internet sources about issues of critical concern to educators today.

*I completed this item on \_\_\_\_\_ (date.)*

## Specifications for Computer Competence

Evidence of computer competence will come from the inclusion of the items below in a portfolio section labeled "Computer Competence."

- (a) Ability to use a word processor to produce two different styles of documents with appropriate formatting:
- Any assignment to produce a paper, create a lesson plan, write a letter to a parent, create a newsletter, etc.
- (b) Ability to organize given information into a database or ability to create a spreadsheet to provide automatic re-calculations of numerical data:
- Submit two pages showing your database of 10 entries with at least three fields. The pages must show identical entries but they must be sorted in different ways; you choose. An inventory of teaching materials, a bibliography, a plan of the tasks and costs of a school trip are examples of possible topics.
  - Produce a printed copy of a spreadsheet showing formulas and another copy showing results of the formulas. A spreadsheet of your own teacher education program requirements, grades, and categorical GPA's would be a good product; other projects might be the budget for a student organization, a template for keeping track of expenses and profits of a class store or junior achievement project, planning for a school trip, and so on. (Note that if no computations are involved, a database is the best format.)
- (c) Ability to use e-mail to send communications about coursework:
- Send a message with your name, teaching specialization, semester you entered Shepherd University, and your user name to your advisor or to one of the faculty members in the Department of Education who is on e-mail. (Your advisor can help you identify such a person.) Upon getting a reply, send another message containing not more than five sentences about a provocative idea about teaching that you learned about since you came to Shepherd and what it means to you. If your reply is accepted, it will be mailed back to you. Print your message and include it in your portfolio.

Complete at least one of the following items:

- (d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to your teaching specialization from an Internet source:
- AskERIC or any other Internet source may be used. Record the source of the plan.
- (e) Ability to find a reference relevant to some assignment on the Internet:
- The document must be cited as a reference in some assignment; the Uniform Resource Locator (URL) will be expected as well as the title, author, and other attributions. The professor giving the assignment may require further evidence.
- (f) Ability to find Internet sources about issues of critical concern to educators today:
- Choose a sub-topic of multiculturalism, inclusion, or reflective problem solving.
  - Find 10 references (Internet sites) that would be relevant to your teaching or students.
  - For each Internet site, include the Uniform Resource Locator (URL) where it is located and one or two sentences telling what it contains.

FACULTY-ASSIGNED WORK MAY BE USED TO FULFILL THESE REQUIREMENTS

**JUNCTURE 1**  
**APPLICATION TO THE TEACHER EDUCATION PROGRAM**

Name (Print) \_\_\_\_\_ Shepherd ID number: \_\_\_\_\_  
Last First MI (Last 9 digits from Rambler Card)  
 Permanent address: \_\_\_\_\_ School address: \_\_\_\_\_  
 \_\_\_\_\_ Zip \_\_\_\_\_ Zip \_\_\_\_\_  
 Permanent phone: \_\_\_\_\_ School phone: \_\_\_\_\_  
 Advisor's name \_\_\_\_\_ Year of catalog you entered Shepherd \_\_\_\_\_  
 If transfer student, entered Shepherd: Semester/year \_\_\_\_\_ from (Institution) \_\_\_\_\_

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

**Elementary Education**

\_\_\_\_\_ Multi-Subjects K-6

**Early Education**

\_\_\_\_\_ Pre K-K

**Middle School Education**

(Any ONE may be added to an Elementary or Secondary program; TWO must be selected for Middle School Education program.)

\_\_\_\_\_ English Education 5-9  
 \_\_\_\_\_ General Mathematics through Algebra 5-9  
 \_\_\_\_\_ Social Studies Education 5-9

**Middle School Education through Secondary Education**

\_\_\_\_\_ English Education 5-Adult  
 \_\_\_\_\_ Family & Consumer Sciences Educ. 5-Adult  
 \_\_\_\_\_ General Science Education 5-Adult  
 \_\_\_\_\_ Health Educ. 5-Adult (*add to P.E. Pre K-Adult only*)  
 \_\_\_\_\_ Mathematics Education 5-Adult  
 \_\_\_\_\_ Social Studies Education 5-Adult

**Secondary Education**

\_\_\_\_\_ Biology Education 9-Adult  
 \_\_\_\_\_ Chemistry Education 9-Adult

**Elementary through Secondary Education**

\_\_\_\_\_ Art Education Pre K-Adult  
 \_\_\_\_\_ Music Education Pre K-Adult  
 \_\_\_\_\_ Physical Education Pre K-Adult

1. Has your portfolio received a "Satisfactory" review from your advisor at the Juncture 1 level? Yes
  2. Have you passed all three parts of the PPST or provided proof of exemption? Yes
  3. Is your overall GPA 2.5 or above \_\_\_\_\_? (must have completed a minimum of 24 hours) Yes   
 Transfer students:  
     Is your Shepherd GPA 2.5 or above \_\_\_\_\_? (must have completed a minimum of 9 hours at Shepherd;) Yes   
     AND is your overall GPA 2.5 or above \_\_\_\_\_? Yes
  4. Have you demonstrated computer competency to your advisor? Yes   
     Or list the computer course in which you are currently enrolled, and check "In Progress." In Progress

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  5. Have you made a grade of "C" or better in:
 

	Grade:	Or Equivalent transfer course:		Grade:	
EDUC 150 Seminar in Educ _____	_____	_____	_____	_____	Yes <input type="checkbox"/>
EDUC 200 Foundations of Educ _____	_____	_____	_____	_____	Yes <input type="checkbox"/>
EDUC 320 Soc. & Psych. Cond _____	_____	_____	_____	_____	Yes <input type="checkbox"/>
If you are currently enrolled in EDUC 320, check "In Progress."					In Progress <input type="checkbox"/>
ENGL 101 Written English _____	_____	_____	_____	_____	Yes <input type="checkbox"/>
ENGL 102 Written English _____	_____	_____	_____	_____	Yes <input type="checkbox"/>
COMM 202 Fund./Speech _____	_____	_____	_____	_____	Yes <input type="checkbox"/>
  6. Are each of your Specialty, Professional Education and/or Middle School course grades "C" or above, or list those currently in progress \_\_\_\_\_ In Progress
  7. Have you ever been convicted of or are you currently under indictment for a felony? Yes  No
- Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Applicants with course(s) "In progress" and meeting all other requirements will be assigned "Provisional Status." Upon satisfactory completion of course(s), applicant will be reassigned and notified of change to "Full Status."**

**STUDENT: COMPLETE SIDE 1, RETURN FORM TO 108 KNUITTI**



**JUNCTURE 2**  
**APPLICATION FOR ADMISSION TO STUDENT TEACHING**

Name (Print) \_\_\_\_\_ Shepherd ID number \_\_\_\_\_  
*Last First MI (Last 9 digits from Rambler Card)*

Permanent address: \_\_\_\_\_ School address: \_\_\_\_\_  
\_\_\_\_\_ Zip \_\_\_\_\_ Zip \_\_\_\_\_

Permanent phone: \_\_\_\_\_ School phone: \_\_\_\_\_

Advisor's name: \_\_\_\_\_

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

**Elementary Education**

\_\_\_\_\_ Multi-Subjects K-6

**Early Education**

\_\_\_\_\_ Pre K-K

**Middle School Education**

(Any ONE may be added to an Elementary or Secondary program; TWO must be selected for Middle School Education program.)

\_\_\_\_\_ English Education 5-9  
\_\_\_\_\_ General Mathematics through Algebra 5-9  
\_\_\_\_\_ Social Studies Education 5-9

**Middle School Education through**

**Secondary Education**

\_\_\_\_\_ English Education 5-Adult  
\_\_\_\_\_ Family & Consumer Science Educ. 5-Adult  
\_\_\_\_\_ General Science Education 5-Adult  
\_\_\_\_\_ Health Educ. 5-Adult (*add to P.E. Pre K-Adult only*)  
\_\_\_\_\_ Mathematics Education 5-Adult  
\_\_\_\_\_ Social Studies Education 5-Adult

**Secondary Education**

\_\_\_\_\_ Biology Education 9-Adult  
\_\_\_\_\_ Chemistry Education 9-Adult

**Elementary through Secondary Education**

\_\_\_\_\_ Art Education Pre K-Adult  
\_\_\_\_\_ Music Education Pre K-Adult  
\_\_\_\_\_ Physical Education Pre K-Adult

**TO BE COMPLETED BY STUDENT:**

1. Do you currently hold "Full Status" in the Teacher Education Program? Yes
2. Has your portfolio received "Satisfactory" review from your advisor at the Juncture 2 level? Yes
3. Do you have the required 2.5 minimum GPA in:  
Educational Studies GPA (*includes Specialty Studies & Professional Studies courses*) Yes   
Overall GPA (*include all college & university work*) Yes
4. Do you have minimum grades of "C" in all Specialty, Professional Education, and Endorsement courses, or list courses in progress \_\_\_\_\_ Yes  In Progress
5. Have you met all Specialization requirements? Yes
6. Have you ever been convicted of, or are you currently under indictment for, a felony? Yes  No

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Applicants with course(s) "In Progress" will be assigned "Provisional Status." Upon successful completion of the course(s) applicants will be reassigned and notified of the change to "Full Status."**

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

JCT-2, rev. 8/04

**TO BE COMPLETED BY CERTIFICATION ANALYST:**

- GPAs are correctly reported on front of this application: Yes  No
- Specialty, Professional Education, and Middle School course grades are "C" or above or in progress: Yes  No  In progress

\_\_\_\_\_  
Certification Analyst Signature/date

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**TO BE COMPLETED BY ADVISOR:**

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

Advisor recommendation is for Juncture 2 Retention is:

- \_\_\_\_\_ Full Status Admission to Student Teaching  
\_\_\_\_\_ Provisional Status \_\_\_\_\_  
\_\_\_\_\_ Denied admission to Student Teaching

\_\_\_\_\_  
*Advisor Signature/Date*

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**TO BE COMPLETED BY SPECIALIZATION COORDINATOR:**

Departmental Review \_\_\_\_\_(date) Coord. takes application to respective department.)

Specialization Coordinator Juncture 2 Retention recommendation is:

- \_\_\_\_\_ Student should remain at Full Status  
\_\_\_\_\_ Provisional Status  
\_\_\_\_\_ Student should be removed from Teacher Education Program

\_\_\_\_\_  
*Specialization Coordinator Signature/Date*

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**TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:**

Director of Teacher Education recommendation for Juncture 2 retention is:

- \_\_\_\_\_ Student should remain at Full Status  
\_\_\_\_\_ Provisional Status  
\_\_\_\_\_ Student should be removed from Teacher Education Program

\_\_\_\_\_ Information distributed to PEU(C) on \_\_\_\_\_  
*Director of Teacher Education Signature/Date*

## Instructor's Qualitative Evaluation of Teacher Education Student

Student's Name \_\_\_\_\_ Student's Advisor \_\_\_\_\_  
 Course (prefix, number, section) \_\_\_\_\_ Semester:  Fall  Spring  
 Summer 20 \_\_\_\_\_  
 Instructor and Evaluator \_\_\_\_\_

Course Instructor: Have each EDUCATION MAJOR in your class fill out the top section, sign the back, and return to you for completion.

The personal qualities listed in section "A" below are relevant human dimensions to consider in rendering professional judgement about a student's worthiness as a teacher education candidate. After a student has completed a course with you, you are in a position to render such professional judgement. Please consider each teacher education student in light of these qualitative criteria (defined on the back) and rate the student carefully. Section "B" below summarizes your subjective perception of the student, write comments in the space provided. Return the evaluation to the Department of Education office. A copy will be sent to the student's advisor for filing by the last day of the grading period being considered.

A. Qualitative Criteria

	Excellent	Good	Fair	Poor	Can not judge
1. Personal integrity					
2. Seriousness of intent					
3. Willingness to commit to professional development					
4. Capacity for professional development					
5. Interpersonal skills					
6. Acceptance of responsibility					
7. Appropriate role model					
8. Intellectual curiosity					
9. Communications skills					

B. Do you believe this student belongs in teacher education?  Yes  No  Not Sure  
 Comments:

PRO-05

### Definition of Qualitative Review Criteria

1. Personal integrity:  
Represents only own work as own work, is truthful about absences, late work, accepts consequences of own behavior, etc.
2. Seriousness of intent:  
Diligent in course work, moving through program requirements, shows respect for teaching, profession, etc.
3. Willingness to commit to professional development:  
Integrates new knowledge into growing professional perspective, examines preconceptions about teaching, behavior indicates willingness to seek out and experience growth possibilities, etc.
4. Capacity for professional development:  
Demonstrates ability to grow and change, to absorb, integrate and use knowledge, tolerance for ambiguity, etc.
5. Interpersonal skills:  
Hears and listens to spoken and unspoken messages, accepted by peers, shows genuine interest in other people, etc.
6. Acceptance of responsibility:  
Regular in attendance, punctual with assignments, open to constructive criticism, extracts maximum benefit from TEP experiences, etc.
7. Appropriate role model:  
Evidences appropriate personal hygiene, appropriate language, willingness to take risks (e.g., of making learning mistakes), etc.
8. Intellectual curiosity:  
Desires to learn, know, willing to ask questions, etc.
9. Communication skills:  
Able to produce language of clarity and receive verbal and non-verbal communication.

Students: Please read the following statement and sign:

I understand two copies of this completed evaluation will be sent to my advisor, and the original placed in my file in the Department of Education office.

I can receive my copy of the completed evaluation from my advisor, and may see my advisor or the evaluating instructor if I have any questions.

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(Stu