The Benedum Collaborative Model of Teacher Education Student Handbook

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Fall 2000
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Acknowledgements

As is true for this teacher education program, the first edition of the student handbook is a result of a collaborative effort. WVU faculty, PDS teachers, and students, especially Jason Cartwright and Ann Nutter, each contributed to the project. Specifically, however, the hard work and dedication of the following students brought the first edition of the handbook to fruition. Thank you for your effort.

Amanda Belknapp
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Andrea Cathell
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Kelly Dalton
Carrie Edwards
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Jessica Golsky
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Paulah Lee
Amy Malinosky
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Ann Nutter
Katie Parker
Amy Puckett
Maria Robards
Jessica Shroyer
Emily Shulte
Chad Spencer
Christine Turner
Jamie White
Susan Zizlsperger
Dear Teacher Education Students:

The College of Human Resources & Education welcomes you as students in the Five-Year Teacher Education Program. You will find that your experiences in the Benedum Collaborative will prepare you well as you begin your work in the teaching profession. Our partnership with the professional development schools in the Collaborative provides the setting for clinical experiences that build on your course work at West Virginia University.

We in the College want to congratulate you on your decision to major in Teacher Education. The years you spend with us and with our partners in the professional development schools will provide valuable opportunities to master the knowledge base of the teaching profession and to apply that knowledge in your work with students in the public schools.

This handbook was developed and revised through the efforts of students who have gone before you. Students in the Five-Year Program are known for their involvement and their commitment to the community of learners that you have just joined. I am certain that you will find your education at WVU to be a sound base for a rewarding professional career. The faculty and I look forward to your progress in the years ahead.

Sincerely,

Anne H. Nardi, Dean
College of Human Resources & Education
Dear Teacher Education Students:

As the Interim Director of the Benedum Collaborative, it is my pleasure to welcome you to our teacher education program, and to congratulate you on your decision to become a member of the noblest profession that you can choose. As a pre-service teacher in the Benedum Collaborative Five-Year Teacher Education Program, you are in the early stages of your learning, professional development and participation in a community of learners who enhance the lives of children and help to build their dreams.

Our teacher education program represents the careful thought, hard work, and intensive professional efforts of hundreds of students, public school teachers, principals and university faculty. Central to your experience is the contribution of our twenty-eight Professional Development Schools (PDS) and the exemplary educators who serve in them. The combined talents of PDS teachers and principals, and WVU faculty, provide the foundation for what we believe is one of the best teacher education programs in the United States. Your experiences in the PDSs will be demanding, sometimes exhausting and always rewarding. These are trademarks of the teaching profession, and you will learn them from some of the finest educators in West Virginia.

Our partnership between the public schools and WVU is a special one, built over the last decade through a shared commitment that we can do more to advance public education as partners than either can accomplish apart. Our work, and long standing commitment to our relationship, has made us one of the best and most respected school-university partnerships in the country. Your work will be enriched by the Benedum Collaborative’s commitment as partners to a set of simple, yet profound beliefs about what we do as teachers.

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

We hope these beliefs guide you as they have guided our partnership since its inception. We also hope that your experience as part of the Benedum Collaborative Five-Year Teacher Education Program is only the first phase of a long, successful career as a member of the teaching profession.

Sincerely,

Sarah Steel, Interim Director, Benedum Collaborative
Program Coordinator, Five-Year Teacher Education Program
Dear Students,

The purpose of this handbook is twofold: (1) to outline characteristics of the Benedum Collaborative Model of Teacher Education and (2) to detail specific student responsibilities. The elementary education degree has strict course progressions and requirements. The secondary education degree has slightly more freedom and possibilities in the way of course progressions. This document tries to portray both degrees in a way that will provide ease in scheduling and understanding. The handbook is divided into sections to make information easily accessible.

- Section I is a general overview of the Benedum Collaborative Model of Teacher Education.
- Section II provides more specific information about the activities and requirements for the five-year teacher education program.

Note: While all efforts have been made to provide accurate information, aspects of the program are constantly evolving. Consequently, the contents of this handbook are subject to change. It is the responsibility of the student to check the accuracy of specific information and to update and maintain the contents of this handbook as changes are made available.

The Benedum Collaborative is an organization that not only brings together PDS teachers and WVU faculty, but also values the ideas and empowerment of the students. The efforts to draft the student handbook were conceived by student ideals to improve and contribute to the WVU teacher education program. Ann Nutter (Class of 2000) and Jason Cartwright (Class of 2001) played a vital part in creating the original handbook. Beginning in 2005, the Education Student Governance Association (ESGA) took the initiative to revise the handbook annually, to ensure the document is kept as accurate and useful as possible. We hope to see this legacy continued for many years to come.

Thanks,

Jenny Margolin (Class of 2007)
ESGA Leadership Team
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SECTION I
I. Overview

A. The Benedum Collaborative Model of Teacher Education at West Virginia University
   1. Creation/History

For more than two decades, citizens, scholars, politicians, and educators have been calling for the reformation of public education in our nation. In answering that call, an effort has been made to research what students learn, to examine how they are taught, and to assess their abilities at the conclusion of their schooling. West Virginia University has been a visible and successful national leader in efforts to improve the quality of teaching and learning.

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

1. to redesign WVU’s programs that prepare teachers and other education professionals;
2. to establish professional development schools that bridge the gap between research and practice; and
3. to establish collaborative processes, strategies, and structures to sustain these changes.

With the support of WVU administrators and generous funding of over 7 million dollars from the Claude Worthington Benedum Foundation, the preparation program for pre-service teachers has been completely redesigned into what is now known as the Benedum Collaborative Model of Teacher Education. In addition to the restructuring of academic curriculum, professional development schools (PDSs) have been established to encourage school renewal and to provide exemplary clinical field experiences for students. The cornerstone of the Benedum Collaborative is a partnership between higher education and these exemplary local public schools. The work of the partnership is guided by both national standards (NCATE’s PDS Standards, INTASC’s principles, NNER’s propositions, and the core propositions of the National Board for Professional Teaching Standards) and standards determined at the local level (five Benedum Collaborative Belief Statements and ten Characteristics of the Novice Teacher). The Collaborative features a broad-based, shared-decision-making approach that brings together more than 1000 public school teachers, principals, superintendents, and WVU faculty. (See Figure 1.)

![Diagram of HR&E/PDS Interactions](image)

Figure 1. HR&E/PDS Interactions
2. Continuing Recognition of the Five Year Teacher Education Program
West Virginia University's Benedum Collaborative has been recognized as an exemplary teacher preparation program in a report
Meeting the Highly Qualified Teachers Challenge: The Secretary's Second Annual Report on Teacher Quality by U.S. Secretary of
Education Rod Paige.

3. Benedum Collaborative Model of Teacher Education Relationships
The Benedum Collaborative Model of Teacher Education is closely linked with the College of Human Resources and Education
(HR&E). Through well-designed courses, HR&E faculty help students develop a deeper understanding of educational theory,
professional development school (PDS) faculty members assist students by connecting theory to practice, and PDSs provide
countless opportunities for students to apply their understanding in classroom settings.

4. Rationale
The profession of teaching is changing with a new emphasis on greater teacher empowerment. Today, in addition to interacting
directly with children, teachers make many other professional decisions about issues such as curriculum design, textbook
selection, and instructional materials, as well as school policies and procedures. Traditional four-year teacher education programs
across the country typically fail to address adequately the issues raised by current research on the knowledge base and
professional preparation needed for effective teaching. The Benedum Collaborative Model of Teacher Education addresses the
changing needs of schools and teachers through its innovative design. The program:

- is an integrated five-year, dual-degree program in which students simultaneously pursue a Bachelor of Arts or Science
  awarded in the subject area in which they plan to teach with the following exceptions: multi-disciplinary studies degree
  for elementary education and secondary science majors, and interdisciplinary studies degree for secondary
  social studies majors) and a Master of Arts in Education;
- has a clear set of research-based program goals and carefully sequenced learning experiences;
- is designed to integrate what one teaches with how it is taught;
- provides students with more than 1000 hours of experience in public school classrooms;
- features close collaboration with exemplary local public schools;
- has selective and rigorous standards for admission and retention of students; and
- includes rigorous performance requirements that are relevant to effective teaching practice.

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

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

Pedagogy Pillar
Pedagogy is the art and science of teaching. The five-year program provides continuous course work and field experiences that
stress pedagogical knowledge necessary for effective teaching. Students gain knowledge about the social and political
foundations of public education, teaching as a profession, and curriculum development. In addition, research methodologies,
teaching and evaluation strategies, learning and development theories, and classroom organization and management are
important themes in the curriculum of the program. (Specific course information may be referenced in Appendix 1.)

Clinical Experiences Pillar
Students apply their knowledge of pedagogy as they experience teaching in professional development school (PDS) classrooms.
Students begin field/clinical experiences in the PDSs early. These extensive, sequenced experiences give the students
opportunities to become involved in the “culture” of schools, while simultaneously learning and implementing effective teaching
strategies and techniques. Students adapt the strategies they are taught in WVU courses and integrate them into their teaching in
PDSs (specific information may be referenced on page 13.)

6. Three Strands within the Curriculum
In addition to the three pillars, three “strands” were interwoven throughout the curriculum of the Benedum Collaborative Model of
Teacher Education. An understanding of technology, experience with diverse populations, and knowledge of how to assist
students with special needs were each too important to be delegated to a single course. Knowledge and skills are developed in
these areas throughout the pedagogy and clinical pillars. By engaging in activities that directly address these important topics
while in teacher education programs, pre-service teachers can develop the skills and attitudes necessary to successfully address
them in the classroom. Academic courses and practica within the program were designed to address competencies and
guidelines related to each of the three strands.
Technology Strand
The designers of this program believe that isolated experiences with new technologies do not prepare students to fully integrate these tools into their teaching. Students enrolled in the five-year program not only witness and utilize these technologies in professional development schools (PDSs), but they use them regularly in pedagogy courses.

Diversity Strand
The ability to relate to and understand diverse populations increases in importance as the population of our nation's schools becomes more diversified. Teachers must be able to provide an environment in which a variety of learners can thrive. Students enrolled in the program are provided instruction in methods to accommodate the differences in the ways children learn and to celebrate the diversity of the students in the PDSs.

Special Needs Strand
Inclusion of students with special educational needs in the regular classroom is a reality in today's schools. In this program, WVU students explore a variety of methods and strategies to help students with special needs not only to gain acceptance, but also to excel in regular classrooms.

7. Rigorous Components of the Benedum Collaborative Model of Teacher Education
Because the program of study for the Benedum Collaborative Model of Teacher Education is rigorous and demanding, students entering the program are expected to exceed the academic expectations of a typical undergraduate student enrolled in WVU. In addition to meeting academic criteria, any student who seeks admission to the program is expected to demonstrate a high level of commitment to becoming a professional educator.

8. Milestones of the Program
There are three “milestones” in the Benedum Collaborative Model of Teacher Education at which time student progress is assessed against a set of standards:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>One:</td>
<td>The application for acceptance into the program is submitted at the successful completion of semester 4. This point of student progression in the program is competitive, as only a limited number of students are accepted.</td>
</tr>
<tr>
<td>Two:</td>
<td>The application for acceptance into the graduate year (Year 5) is submitted at the successful completion of semester 8. (See page 32 for specific details.)</td>
</tr>
<tr>
<td>Three:</td>
<td>The application for Graduation is submitted during semester 10. (See page 36 for specific details.)</td>
</tr>
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B. Professional Development Schools

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

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

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

(Detailed explanations of the five belief statements can be referenced in Appendix 4.)

3. Roles of Professional Development Schools

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

Site Steering Chair(s)
Each professional development school (PDS) designates at least one teacher to provide leadership to the school renewal efforts of the PDS. The site steering chair(s) contribute to organizing Benedum projects, assist the teacher education coordinator, help with the Benedum grant process, and serve as the Site Steering Committee chairs at the school-based Benedum meetings. This person also represents their school at Benedum Collaborative Cross-Site meetings.

C. Decision-Making/Governance in The Benedum Collaborative
Governance in the Benedum Collaborative currently involves an array of groups representing the 28 professional development schools (PDSs) and WVU. These groups work in a variety of ways, on multiple schedules, and in multiple organizational structures to carry out the work of the partnership. Thus, a variety of entities are involved in the decision-making process with regard to school renewal, teacher education, and the interaction between the two. A brief description of several of these groups follows.
1. Cross-Site Steering Committee (CSSC)
   The CSSC, often referred to as “Cross-Site,” is the fundamental governing body of the Benedum Collaborative. Its voting membership includes an administrator from each PDS, the site steering committee chair from each PDS, and the University liaisons. These members review and recommend policies and procedures to enhance and continue the public school and teacher education reform efforts of the PDSs.

2. Cross-Site Steering Committee Executive Committee (CSSCEX)
   The CSSCEX manages the “day-to-day affairs” of the partnership and enacts the decisions and policy components generated by the Cross-Site Steering Committee. The committee consists of a cross-section of the Collaborative, as well as individuals in general leadership positions within the Collaborative.

3. PDS Teacher Education Coordinator Network
   The Coordinator Network, composed of teacher education coordinators from each PDS, meets approximately once a month to help shape the Benedum Collaborative Model of Teacher Education and to decide the kinds of clinical experiences that should be occurring at the PDSs. They design clinical experiences and assessments of those clinical experiences. They also interact with teacher education professors to ensure that WVU coursework is integrated into the clinical experiences.

4. CHEERS
   Professional development school teachers who serve as leaders in their schools for Benedum Collaborative work, particularly as it pertains to school renewal and professional development. They act as a liaison between WVU and the PDS.

5. Benedum Administrator Network (BAN)
   The BAN promotes open communication among county and professional development school (PDS) administrators within the Collaborative to facilitate the work of the Collaborative within their schools. Also, they advise professional preparation programs for administrators in HR&E. This network includes the superintendents of the five counties with designated PDSs, the principals of the 28 PDSs, the Clinical Experiences Coordinator, and other individuals in positions of leadership within the Collaborative.

6. Liaison Group
   Each professional development school (PDS) works with a team of WVU faculty members, designated as “liaisons,” who help to establish close connections between the University and the PDS. Many liaisons participate directly in the life of the school through such activities as attending site meetings, providing professional development sessions, consulting with individual teachers, and facilitating school-based research efforts. Many liaisons work with preservice teachers on action research projects and provide clinical support through observations and problem-solving. Liaisons also help WVU faculty access the resources available at PDSs.

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

II. Academic Advising
   A. General Academic Advising

<table>
<thead>
<tr>
<th>Beth LeFevre</th>
<th>Lawrence Iorio</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR&amp;E Center for Student Advising and Records</td>
<td>HR&amp;E Center for Student Advising and Records</td>
</tr>
<tr>
<td>Office</td>
<td>710 Allen Hall</td>
</tr>
<tr>
<td>Phone</td>
<td>293-2162</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:bglefevre@mail.wvu.edu">bglefevre@mail.wvu.edu</a></td>
</tr>
</tbody>
</table>

   1. Contacting an HR&E Academic Advisor
      In addition to the contact information above, the HR&E Center for Student Advising and Records may be accessed via the web: Website: http://www.hre.wvu.edu/sar/

   B. Fees and Financial Aid
      1. Undergraduate Fees
         A financial benefit of the five-year dual-degree program is that students pay undergraduate tuition during all five years, including the final graduate year.

      2. Financial Aid
         During the first four years of the Benedum Collaborative Model of Teacher Education, students apply for financial aid as undergraduate students. The last year, which is the graduate year, students apply for financial aid as graduate students. Graduate students are eligible for federal loans but DO NOT qualify for federal or state grants.

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

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

1. Eligibility for Scholarships

   WVU students are eligible for a variety of scholarships. Some scholarships have very specific criteria while others are more general in their requirements. Some scholarships require West Virginia residency. Previous academic success is an important qualifying ingredient in all awards. Minimum academic criteria to qualify for a scholarship have traditionally been a 3.0 grade point average, and an ACT score of 22 or an SAT score of 1010.

2. Sources of Scholarship Funds

   Scholarship assistance for students who are preparing to become teachers is primarily available from three sources:
   - scholarships awarded directly by the College of Human Resources and Education;
   - scholarships awarded directly by the State of West Virginia; and
   - scholarships awarded by the WVU Scholars Program.

3. Scholarship Timelines and Deadlines

   The College of Human Resources and Education Scholarship Selection Committee reviews all college scholarship applicants. The amount of the awards available for individual scholarships varies annually. Most scholarship awards are designated for tuition and fees, but some awards may be used for books and living expenses. Specific information on the use of these funds is provided to students who receive these scholarships.

   Some scholarships are designed to encourage the preparation of educators who will teach in the public schools of West Virginia after graduation. These scholarships, offering students funding while they are at the University, become "forgivable loans" upon graduation if students teach in West Virginia. If recipients choose not to teach in West Virginia, these scholarships must be repaid. Scholarship applicants are asked to indicate whether or not they wish to be considered for such scholarships.

   The number of new scholarships available each year is dependent on factors such as the scholarship fund availability, the costs of tuition, room, and books, and (for renewable scholarships) the number of returning students who have previously been awarded the scholarship. As a single application is required for all HR&E scholarships, students should indicate on their application all scholarships for which they would like to be considered.

   Completed applications for the HR&E awarded scholarships, as well as required references, must be received no later than February 1st. Applications should be mailed to:
   The Scholarship Program
   College of Human Resources and Education
   802 Allen Hall
   West Virginia University
   Morgantown, WV 26506-6122

   Other information about scholarships can be received by contacting:
   Janet Burkle
   West Virginia University
   802 Allen Hall
   Phone: 293-5705
   e-mail: janet.burkle@mail.wvu.edu or hreadmn@mail.wvu.edu

4. HR&E Scholarships

   Carter Family Foundation Teacher Education Scholarship
   The Carter Family Foundation Teacher Education Scholarship assists students attending WVU in the College of Human Resources & Education who are preparing to become teachers. First consideration is given to a student from Raleigh County, WV. Second consideration is for a student from the southern part of West Virginia and third consideration is for a student from West Virginia. Recipients must demonstrate academic ability and financial need.

   Casteel-Clarke Special Education Scholarship
   This scholarship was established by David and Debra Clarke to provide support for students seeking a specialization in the field of Special Education while enrolled in the Benedum Collaborative Teacher Education Program in the College of Human Resources & Education. Recipients shall have demonstrated academic achievement and financial need.

   Clarke Special Education Scholarship
   This scholarship was established by David and Debra Clarke to provide support for students seeking a specialization in the field of Special Education while enrolled in the Benedum Collaborative Teacher Education Program in the College of Human Resources & Education. Recipients shall have demonstrated academic achievement and financial need.
General Federation of Women’s Clubs Scholarship
This scholarship was established by the West Virginia Federation of Women’s Clubs to assist students who are preparing to become special education teachers.

Holmes-Casteel Special Education Scholarship
This scholarship was established by David and Debra Clarke to provide support for students seeking a specialization in the field of Special Education while enrolled in the Benedum Collaborative Teacher Education Program in the College of Human Resources & Education. Recipients shall have demonstrated academic achievement and financial need.

Eddie C. Kennedy Endowed Scholarship
The Eddie C. Kennedy Endowed Scholarship was established to honor Dr. Eddie C. Kennedy, a former chair of the College’s Department of Elementary Education and Coordinator of the Reading Center. The scholarship is used to support the education of a graduate student in Reading.

Lester H. Kincaid Memorial Scholarship
The Lester H. Kincaid Memorial Scholarship was established to provide scholarships to students majoring in Chemical Engineering or in Education. Preference for the scholarship is given to West Virginia residents of Wayne and Fayette counties. Emphasis is placed on financial need in the awarding of this scholarship.

Jessee Frances Brown Lilly Scholarship
This scholarship fund was established by the family of Jessee Frances Brown Lilly, a former educator, to provide support for graduates of a Wyoming County, West Virginia high school who are preparing to become teachers. Applicants must have a 3.0 grade point average. Preference is given to freshmen, but any Wyoming County student who is preparing for a career in education may apply.

Leon & Mae Newell McKown Scholarship
This scholarship fund was established to honor Leon and Mae Newell McKown. It provides an annual award to students who are pre-majors or majors in education in the College of Human Resources & Education. First preference is given to students from Calhoun County. If no student from Calhoun County qualifies, then any West Virginia resident is eligible. Recipients must have demonstrated academic promise and show financial need.

Delmas Miller Scholarship
This scholarship fund was established to honor Delmas F. Miller, a former Dean of the College of Human Resources & Education who also had been a teacher and a principal. It provides an annual award to a secondary education major who has demonstrated outstanding leadership skills and financial need. This scholarship is awarded to students who are entering their full-time internship semester in the public schools.

William G. Monahan Award
This award, which honors former dean William G. Monahan, recognizes the most promising graduate from the College of Human Resources and Education’s undergraduate speech pathology and audiology program or the five-year teacher preparation program each year. The recipient demonstrates outstanding contributions in scholarship, leadership, and service.

Kathryn Cramer Morgan Scholarship
This scholarship was established in honor of Kathryn Cramer Morgan to provide opportunities for capable students to prepare for the field of education.

Alex and Betty Schoenbaum Scholarship
Funded by the Schoenbaum Family Foundation, this scholarship is designed to increase the opportunities for capable students who are preparing to enter the teaching profession and who plan to teach in West Virginia. Recipients must match each year of scholarship support with a year of teaching in the State of West Virginia. If a recipient chooses not to teach in West Virginia, the scholarship must be fully repaid.

Spangler-Clarke Special Education Scholarship
This fund was established by David and Debra Clarke to provide support for graduate students in the College of Human Resources & Education who are enrolled in the Special Education Program. Recipients shall have demonstrated academic achievement and financial need. A student who is a recipient one year may reapply for consideration in any succeeding year.

William J. Sturgis Scholarship
The William J. Sturgis Scholarship fund provides opportunities for capable students who demonstrate financial need to prepare for the professional field of teaching.
WVU Teacher Leadership Award
The WVU Teacher Leadership Award was established by Patricia Lindgren to provide scholarships for students during their final year of the five-year teacher education program. Recipients must demonstrate successful clinical performance as well as academic achievement and financial need. One student from the elementary program and one student from the secondary program are selected each year to receive awards.

Kathryn Cottrill Vecellio HR&E Scholarship
The Kathryn Cottrill Vecellio Human Resources & Education Scholarship was established in honor of a former graduate of the College who is now an active member of the College's Visiting Committee. Recipients must be students who are enrolled either in the College's Speech Pathology and Audiology Program or the Teacher Education Program. Recipients must be West Virginia residents, and they must demonstrate academic merit and financial need. The recipient must also have demonstrated volunteer/service involvement.

Other Scholarships for Pre-Service Teachers
Bell Atlantic/WV Presidential Scholarship
Candidates must be legal residents of West Virginia, major in a field of study offered by the College of Human Resources & Education, and have a minimum high school grade point average of 3.5. Students must also have a minimum ACT score of 26 (or 1000 SAT), have demonstrated academic excellence both in general studies and the discipline in which he/she plans to teach, show promise in the field of teaching, and show intent to teach in West Virginia public schools.

Thomas L. & Mary M. Biery Scholarship
The Thomas L. & Mary M. Biery Scholarship provides financial assistance to students enrolled in the School of Pharmacy, the School of Nursing, and the College of Human Resources & Education. First consideration is given to students from Ohio County, WV. Students must demonstrate financial need and academic promise. Currently the scholarship rotates among the three schools.

Walter W. Cole Scholarship
The endowment for the Walter W. Cole Scholarship provides undergraduate/graduate scholarships to Monongalia County residents who are graduates of Morgantown High School. Recipients must be enrolled at WVU in teacher education in the College of Human Resources & Education. Applicants must demonstrate academic promise and financial need.

Eloise Gunn Divers Presidential Scholarship
The endowment for the Eloise Gunn Divers Presidential Scholarship provides assistance to graduates of Calhoun County High School graduates. Preference is first given to students enrolled as history majors and then to students enrolled as education majors.

Mr. and Mrs. Charles B. Ford Memorial Scholarship
The endowment for the Mr. and Mrs. Charles B. Ford Memorial Scholarship provides funds for students attending WVU with preference given to pre-ministerial or education students.

Howard and Miriam Jones Scholarship
The Howard and Miriam Jones Scholarship is given to full-time undergraduate students who are graduates of high schools in Doddridge County, WV. Preference is given to students enrolled in teacher education studies in the College of Human Resources & Education. Recipients must have demonstrated high academic promise.

George D. McKain Scholarship
The endowment for the George D. Mckain Scholarship provides an annual scholarship for a Doddridge County High School graduate who is enrolled at WVU in the Davis College of Agriculture, Forestry & Consumer Sciences (1st preference) or the College of Human Resources & Education (2nd preference). Recipients shall have been a member of 4-H and attended at least one summer 4-H camp. Priority is given to freshmen.

Jeanette Luchok Moriak Memorial Scholarship
Jeanette Maria Luchock Moriak attended WVU on a four-year scholarship and became a teacher. She taught school in Pennsylvania, Indiana, and New Jersey before losing her battle with leukemia at the age of 46. Her parents established this scholarship in her memory. Recipients must be graduating seniors of Morgantown High School who are entering WVU as freshmen. Preference is given to students who are planning a career in teaching.
C. Kenneth and Sharon Murray Scholarship
This endowment was established to provide undergraduate scholarships for West Virginia residents who are students enrolled at WVU as freshmen in the College of Human Resources & Education. Recipients shall demonstrate academic promise and financial need. Dr. C. Kenneth Murray is an emeritus professor and formerly was chairperson of the Department of Educational Theory and Practice. Sharon Murray is a retired Nurse Specialist and Patient Educator in the Department of Family Medicine in the WVU School of Medicine.

Edmund A. and Rose C. Rotter Endowed Scholarship
Dr. and Mrs. Carl Rotter established this scholarship in honor of his parents. Dr. Carl Rotter, an innovator in physics education, is now an emeritus professor in the Eberly College of Arts and Sciences. The scholarship is awarded to rising juniors or rising seniors who are either majors in the Department of Physics or pursuing the Physics Education program at WVU. Selection of recipients is made by the Office of the Dean of the Eberly College of Arts and Sciences in consultation with the WVU Office of Financial Aid, the Chair of the Department of Physics, and the donors or their representative.

M. Wood Stout & Lova Martha Casto Stout Scholarship
The Stout Scholarship is awarded to regularly enrolled undergraduate or graduate students. Preference is given to West Virginia students from Barbour, Harrison, Lewis, Taylor, or Upshur counties who are planning a career in teaching. Applicants must demonstrate a need for financial assistance and high academic promise.

Underwood-Smith Teacher Scholarship
To encourage and enable outstanding students to pursue teaching careers at the preschool, elementary, or secondary level, the State of West Virginia has established the Underwood-Smith Teacher Scholarship Program. Undergraduate and graduate scholarships, not to exceed $5,000, are awarded on the basis of academic qualifications, programs of study, and interest in teaching. Applicants should be full-time students in a course of study leading to certification in the state of West Virginia. Repayment of the scholarship is required if the graduate fails to fulfill the teaching obligation. Undergraduate applicants must be juniors or seniors majoring in education and have a cumulative grade point average of 3.25. Graduate applicants must have graduated or are expected to graduate in the top 10% of his/her undergraduate program and have a cumulative grade point average of 3.5. While this is a state-funded scholarship, students submit their applications through the College of Human Resources and Education. The College reviews these applications prior to their submission to the state funding agency.

III. Clinical Experiences
A. Years 3-5
1. Overview
Clinical experiences that provide students hands-on practice with various aspects of teaching are particularly important to an effective teacher education program. Traditional teacher education programs, which typically cluster clinical experiences late in the program, often do not provide sufficient opportunities for students to practice integrating content and pedagogical knowledge. To provide for effective knowledge growth, students enrolled in the Benedum Collaborative Model of Teacher Education begin their clinical experiences early in their programs of study and progress gradually toward more complex learning assignments in school settings. (See Table 1.)

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer</td>
<td>Total of 60 hours</td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td>2 hours per week</td>
<td>2 hours per week</td>
</tr>
<tr>
<td>Participant</td>
<td>5 hours per week</td>
<td>14 hours per week</td>
</tr>
<tr>
<td>Intern</td>
<td>Full time</td>
<td>Total of 135 contractual hours</td>
</tr>
</tbody>
</table>

Table 1. Summary of Clinical Experiences.

The final practicum, referred to as the professional internship, is the student's culminating learning experience in a field-based setting. The professional internship takes place near the end of a three-year period of involvement in the culture of a public school. Students enrolled in the five-year program have a vast experience base to draw upon when beginning full-time teaching. By graduation, students have spent almost 1000 hours in schools. A brief description of each of the three stages in the succession of clinical experiences (tutor, participant, and intern) follows.
2. **Tutor (semesters 5 & 6)**

   In order to provide introductory experiences with children, students spend a full-year working with children while they are taking the *Learning* course (EDUC 301 & SPED 360). This weekly tutor experience is designed to provide a context for understanding individual differences in children and in their learning styles, as well as to provide an environment in which preservice teachers can experiment with the teaching and learning strategies presented in EDUC 301 and SPED 360. Tutoring, which is the student’s first clinical placement in the assigned PDS, is designed to be a supervised experience that facilitates extended contact with a single school while working with children in one-to-one and small-group settings. (Specific information about requirements begins on page 27.)

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

   During the semesters 7 and 8, students participate in their second part-time, full-year clinical experience. Working in a real school setting, students apply and reflect on important content studied in both subject area and pedagogy courses taken during this year. Activities extend beyond the one-to-one tutoring done the prior year to include whole-class lessons and projects. Participants work closely with pedagogy subject matter and WVU faculty, as well as with the professional development school (PDS) teacher education coordinators, teachers, and peers at the PDSs. (Specific information about requirements begins on page 30.)

4. **Intern (semesters 9 & 10)**

   **semester 9**

   For elementary and secondary majors, the professional internship, formerly known as student teaching, takes place in the Fall term. This gives every intern the opportunity to participate in the unique experience of beginning a school year. The full-time, semester-long experience provides an opportunity for the intern to collaborate with both an expert host teacher and a professional development school (PDS) teacher education coordinator. This stable, familiar environment creates a comfortable atmosphere in which interns develop and refine planning and teaching strategies, management techniques, and evaluation skills. The extended placement in a single classroom, which follows the PDS school schedule rather than the WVU schedule, also allows interns to focus on the long-range planning and student evaluation that are essential to effective teaching. During this semester, interns are also enrolled in a required graduate course, EDUC 601 Context of Education, and attend required seminars at the University and at their PDS site. (Specific information about requirements begins on page 33.)

   **semester 10**

   During this final semester, referred to as the professional development semester, students remain involved in the professional development schools (PDSs) in which they completed their professional internships. Coursework is aimed at reflecting on experiences in the Benedum Collaborative Model of Teacher Education and building leadership skills as professionals. During semester 9, students develop individual contracts with their PDSs that specify school-based activities in which they will participate during the professional development semester. Contracts are written with consideration of the needs and desires of each individual student, as well as the needs of the PDSs. During semester 10, students fulfill and document the responsibilities and duties described in their individual contracts. (A sample contract can be referenced in Appendix 7.)

5. **Professionalism**

   While in professional development schools, students are representing the ideals of the Benedum Collaborative Model of Teacher Education and are expected to act in a professional manner. As a part of the classroom, WVU students will be expected to follow school-related policies, laws, and regulations set by the school, county, and state. Additionally, WVU students must keep pupil records and conferences confidential. Collaboration and shared decision-making are also important responsibilities of students as they become an integral part of their PDS and help make decisions. Teachers are bound by a code of ethics and dress code to which WVU students in PDSs must also abide. Professionalism extends into all forms of communication. Preservice teachers are expected to use Standard English, as well as a professional email account. For specific site-based information, PDS faculty and handbooks are a useful resource.

**B. Placement Decisions**

1. **PDS Teacher Education Coordinator**

   After students have been placed at professional development schools by the Clinical Experience Coordinator, they are then assigned to specific classrooms by the schools’ PDS teacher education coordinators. The teacher education coordinators oversee all activities related to the program occurring at the PDS. Students are placed in individual classrooms based upon the needs of the school, students’ individual requirements for certification, and WVU course requirements. Classroom placements are usually changed every semester, although some tutor assignments are for an entire year.

2. **Scheduling Issues**

   Since students begin formal placements at professional development schools in Year 3, course selections at this stage of the program become more critical. Students must not only devise a schedule of courses that is feasible considering course availability, but they must also take into consideration the time commitment that is required for clinical experiences in the PDSs. For example, tutors are required to spend two hours a week in their PDSs. When scheduling, tutors should consider the round trip travel time, as well as the amount of time that they will actually spend at the PDSs. Approximate travel times to the PDSs can be referenced in Appendix 5.
C. Professional Development Schools Locations

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

**Marion County**
- Blackshear Elementary (grades PK-4)
- East Dale Elementary (grades K-6)
- East Fairmont High (grades 9-12)
- East Park Elementary (grades K-6)
- Fairmont Senior High (grades 9-12)
- North Marion High (grades 9-12)
- Rivesville Elementary/Middle (grades K-8)
- Watson Elementary (grades K-4)
- White Hall Elementary (grades K-4)

**Monongalia County**
- Clay-Battelle Middle/High (grades 7-12)
- Mason-Dixon Elementary (grades K-6)
- Morgantown High (grades 9-12)
- Mountainview Elementary (grades K-5)
- North Elementary (grades K-5)
- Suncrest Middle (grades 6-8)
- Suncrest Primary (grades PK-3)
- University High (grades 9-12)
- Woodburn Elementary (grades K-5)

**Preston County**
- Bruceton (grades K-8)

**Harrison County**
- Bridgeport High (grades 9-12)
- Bridgeport Middle (grades 6-8)
- Gore Middle (grades 6-8)
- Johnson Elementary (grades PK-4)
- South Harrison High (9-12)
- West Milford Elementary (grades K-5)
- Wilsonburg Elementary (grades K-5)

**Taylor County**
- Anna Jarvis Elementary (grades K-4)
- Grafton High (grades 9-12)

Figure 2. Counties with Professional Development Schools

PDS community descriptions, driving directions and demographics of each PDS may be found in Appendix 4.
D. Monetary Compensation for Travel Expenses

During semesters 7 and 8 as a participant, and semester 9, as an intern, students will receive monetary compensation for a small portion of the expenses incurred as a result of travel to and from professional development schools (PDSs). Compensation is based on a five-tier system. Students assigned to schools in Morgantown receive no reimbursement. Students who must drive 30-40 minutes receive some compensation, and those students assigned to schools that are farthest from Morgantown receive the most compensation.

<table>
<thead>
<tr>
<th>PDSs in Tier 1: No Compensation</th>
<th>PDSs in Tier 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgantown High School</td>
<td>$20 (semester 7)</td>
</tr>
<tr>
<td>Mountainview Elementary School</td>
<td>$50 (semester 8)</td>
</tr>
<tr>
<td>North Elementary School</td>
<td>$90 (semester 9)</td>
</tr>
<tr>
<td>Suncrest Middle School</td>
<td></td>
</tr>
<tr>
<td>Suncrest Primary School</td>
<td></td>
</tr>
<tr>
<td>University High School</td>
<td></td>
</tr>
<tr>
<td>Woodburn Elementary School</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PDSs in Tier 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30 (semester 7)</td>
</tr>
<tr>
<td>$70 (semester 8)</td>
</tr>
<tr>
<td>$110 (semester 9)</td>
</tr>
<tr>
<td>Anna Jarvis Elementary School</td>
</tr>
<tr>
<td>Clay-Battelle Middle/High School</td>
</tr>
<tr>
<td>Grafton High School</td>
</tr>
<tr>
<td>Mason Dixon Elementary School</td>
</tr>
<tr>
<td>Johnson Elementary School</td>
</tr>
<tr>
<td>North Elementary School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PDSs in Tier 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$85 (semester 7)</td>
</tr>
<tr>
<td>$115 (semester 8)</td>
</tr>
<tr>
<td>$180 (semester 9)</td>
</tr>
<tr>
<td>South Harrison High School</td>
</tr>
<tr>
<td>West Milford Elementary School</td>
</tr>
</tbody>
</table>

E. Teacher as Researcher (EDUC 600) “Action Research"

Teacher as Researcher (EDUC 600) is a nontraditional course. Its content is addressed in a variety of courses during the final five semesters of the Benedum Collaborative Model of Teacher Education. Course credit is not received until the final semester. To encourage students to systematically reflect on their teaching, the class introduces various ways to pose questions of inquiry and to design and implement research strategies in the classroom.

Each semester, students explore different types of research approaches that can be utilized in the classroom to improve teaching. Approaches include case study, qualitative, quasi-experimental, and single or group graphing research. Research seminars for students are held as a part of pedagogy courses and in the evenings throughout the final five semesters. Attendance and completion of all assignments are required and documented.

During the graduate year, students implement an action research project while completing their professional internship. They collect data in semester 9 and complete the analysis of the data in semester 10 for their culminating project. During the spring, students present their research findings at the Spring Weekend of Honors and during the Action Research Celebration.

IV. Milestones of the Program

A. Program Checkpoints

1. Milestone One: Admission into Teacher Education Program

Upon reaching Milestone One, which usually occurs at the conclusion of semester 4 of WVU enrollment, students apply for formal admission to the Benedum Collaborative Model of Teacher Education. Because a limited number of students are accepted into the program and because there are also enrollment limits for each certification option, admission is competitive. In order to be considered for admission into the program, students must submit a portfolio for review.
Portfolios are reviewed by the Teacher Education Admissions Committee. Students with a minimum GPA of 2.75, have earned a grade of "C" or better in all professional education courses, have passed ALL sections of the Pre-Professional Skills Test (PPST), who meet all other portfolio requirements, and who have adhered to the requirements necessary for completing their subject specializations are eligible for admission. Other students who meet every standard will be ranked for admission to the certification option of their choice. Final decisions regarding admission will be made when semester 4 grades become available. Admission criteria are subject to change, so please consult HR&E Advisors for updates.

2. Milestone Two: Admission to the Graduate Year
Upon reaching Milestone Two, which occurs at the successful completion of semester 8, each student's progress is documented in the Year 4 Portfolio and is formally reviewed. Students must have demonstrated competency in their clinical placements as well as high academic performance (minimum cumulative GPA of 2.75 and have earned a grade of "C" or better in all professional education courses). All undergraduate course requirements must be completed before the fall of Year 5. Praxis I (see Certification Testing, p. 30) scores must be included in the Portfolio. At the successful completion of this review, the student is admitted to the graduate year and is permitted to participate in a professional internship consisting of a full-time clinical experience in a professional development school (PDS). Portfolios are reviewed by the Teacher Education Admissions Committee. Students not accepted into the program's graduate year or students who choose to leave after Year 4 will be awarded an undergraduate degree in multi-disciplinary studies, interdisciplinary studies, or their content area. These students will not be permitted to participate in the internship that is required for certification as a teacher.

3. Milestone Three: Graduation
Upon reaching Milestone Three, students participate in an exit portfolio review to assess progress. Students develop their portfolios throughout the five years in the Benedum Collaborative Model of Teacher Education. These exit portfolios are reviewed during the final professional development semester, semester 10, by a team including faculty members from the College of HR&E, the Eberly College of Arts and Sciences, and professional development schools. To be eligible for graduation from the program, students must also maintain a 3.0 grade point average in Year 5. To be recommended for certification, students must successfully complete Praxis II. (See Certification Testing, p. 36.)

B. Appellate Procedure
If a student is suspended from the Benedum Collaborative Model of Teacher Education and the student feels there has been extenuating circumstances, s/he may appeal the decision. A description of the appellant process may be found on page 26.

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

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

2. Testing Requirements
Individuals who complete a teacher education program approved by the West Virginia Board of Education which leads to West Virginia certification must meet the testing requirements of that program. Specific test dates and locations for all Praxis series exams can be found in the Registration Bulletin available in the HR&E Center for Advising and Records, 710 Allen Hall. Test dates can also be found on the PRAXIS homepage [http://www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html). The testing requirements for students enrolled in the Benedum Collaborative Model of Teacher Education include the Praxis I: Pre-Professional Skills Test (PPST), Praxis II content specialty tests, and Professional Knowledge Tests (PLT).

The following is an overview of the battery of examinations required by the College of HR&E and the State of West Virginia for teacher certification.

3. Praxis II: Content Specialty Tests
Content specialty tests are required for nearly every specialization area. Examples include elementary education, special education, middle school specializations, and secondary emphasis. A passing score on all content examinations must be received by West Virginia University by the end of semester 8. The report that includes subtests from ETS must be included in the Year 4 portfolio. However, Praxis has yet to develop content tests for some specialization areas (e.g., French 5-9). Students pursuing a certification in one of these specialization areas are not required to take a content specialty test.
Some students may be required to take more than one specialty test. For example, a student pursuing an elementary education degree with an emphasis in Social Studies (5-9) is required to take a content test for elementary certification as well as a social studies content examination.

4. Praxis II: Professional Knowledge Tests (PLT)
The PLT assesses a pre-service teacher’s ability to apply pedagogical knowledge in classroom situations. A passing score on the PLT must be received by West Virginia University before a student is recommended for certification.

5. Test Preparation
ETS/PRAXIS provides Tests at a Glance booklets for each examination offered. To prepare for tests, students should review the Tests at a Glance booklet for each relevant content area. The booklets are free of charge and include content outlines, sample questions with rationales for the best answers, and test-taking strategies. These booklets are available in the HR&E Center for Advising and Records in 710 Allen Hall, on the ETS website (http://www.ets.org/praxis/index.html), or by contacting ETS via telephone. In-depth study guides and test preparation kits are available from ETS for a small fee.

6. Registering for Exams
Students should register for the various examinations as early in the Benedum Collaborative Model of Teacher Education as possible so that there will be sufficient time to retake tests if necessary. To register for tests, students may complete the registration packet in the Registration Bulletin, available at the HR&E Center for Student Advising and Records, or register online at the ETS website ((http://www.ets.org/praxis/index.html). Follow the links to “Register for a Test” under Praxis I or II.

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

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

C. Other Requirements for Certification
In order to be certified in the State of West Virginia, prospective teachers must meet specific requirements, such as a minimum GPA requirement, specific university coursework, and passing scores on specified Praxis examinations. Graduates of teacher education programs approved by the State of West Virginia, such as the Benedum Collaborative Model of Teacher Education, may become certified to teach in the State of West Virginia only if score requirements are met for the specified Praxis examinations.

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

1. HR&E Teaching and Learning Technologies Center
A technology center devoted to HR&E students is located on the fourth floor of Allen Hall. The Center features both Macintosh and IBM computer labs, scanners, and printers and is staffed by knowledgeable graduate students who provide technical support. This lab is independent of WVU Office of Academic Computing and is supported solely by the College of Human Resources and Education. The Center also houses many other resources including sample lesson plans, professional journals, and other printed materials as well as a laminator, an Ellison press for cutting letters and shapes, and other educational support equipment.

B. Certification (testing and other requirements for certification)
Students with general questions about certification should first approach HR&E academic advisors. If the advisor does not have adequate information to answer the questions, s/he will direct students to one of the following sources.

1. HR&E Academic Advisors
Beth LeFevre & Lawrence Iorio
710 Allen Hall
293-2162, 293-2705
bglefevre@mail.wvu.edu, Lawrence.iorio@mail.wvu.edu

2. Certification Officer of the Center for Student Advising and Records
Mike Sekula
710 Allen Hall
293-3983
mike.sekula@mail.wvu.edu

3. Out-of-State Certification Information
Certification questions concerning another state can usually be found on the particular state’s Department of Education website.
C. Leadership in the Benedum Collaborative Model of Teacher Education

Within the Benedum Collaborative Model of Teacher Education there are several important leaders who affect the lives of students. Each person has a significant and distinctive role to play within the Collaborative. There are two aspects to the Collaborative represented within the College of HR&E: the Benedum Collaborative administrators and the College administrators.

1. The Benedum Collaborative Coordinator of Clinical Experiences and Professional Development Schools

The Coordinator of Clinical Experiences coordinates the work of the professional development schools and WVU student placements within the PDSs. Issues related to placements, observations, or any other PDS work should be brought to the site-based PDS teacher education coordinator before being brought to the Coordinator of Clinical Experiences.

Sarah Steel
606 Allen Hall
293-6762
sarah.steel@mail.wvu.edu

2. The Director of the Benedum Collaborative & Program Coordinator for the Benedum Collaborative Model of Teacher Education

The Director of the Benedum Collaborative provides leadership for the simultaneous renewal efforts of the University and K-12 public school partners. This includes school renewal and restructuring efforts, and renewal efforts in higher education including the implementation and support of the Benedum Collaborative Model of Teacher Education.

Sarah Steel (Interim)
606 Allen Hall
293-6762
sarah.steel@mail.wvu.edu

3. College

Department Chairs

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

Department of Curriculum & Instruction and Literacy Studies
Dr. Elizabeth Dooley, Chair
602 Allen Hall
293-3441
elizabeth.dooley@mail.wvu.edu

Department of Special Education
Dr. Barbara Ludlow, Chair
509E Allen Hall
293-2076
barbara.ludlow@mail.wvu.edu

Department of Technology, Learning, and Culture
Dr. Dan Hursh, Chair of Teaching, Learning, and Culture
506F Allen Hall
293-2076
dan.hursh@mail.wvu.edu

Dr. Richard Hartnett, Chair of Educational Leadership
608G Allen Hall
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richard.hartnett@mail.wvu.edu
**Associate Dean for Academic Affairs**
The Associate Dean for Academic Affairs oversees all academic programs of the College, accreditation preparation and processes, and the College’s extended learning and Summer School programs. She resolves student complaints, works with the Dean and Associate Dean for Research and Technology in developing and implementing budget plans, and leads all academic program reviews. The Associate Dean affects the lives of Benedum Collaborative Model of Teacher Education students as they document Institutional Review Board (IRB) Ethics training, apply for IRB approval, and complete their action research projects during Year 5.

Dr. Lynn Cartwright  
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lynn.cartwright@mail.wvu.edu

**Associate Dean for Technology**
The Associate Dean for Technology oversees issues related to external funding and technology.

Dr. Jim Rye  
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**Associate Dean for Research**
The Associate Dean for Research oversees issues related to research and external funding.

Dr. Richard Walls  
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**Assistant Dean of Teacher Education**
The Assistant Dean of Teacher Education oversees all teacher preparation programs.

Dr. Judy Abbott  
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judy.abbott@mail.wvu.edu

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

Dr. Anne Nardi  
802 Allen Hall  
293-5704  
anne.nardi@mail.wvu.edu

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

1. **Professional Development School (PDS) Host Teacher**
   WVU students may seek clarification concerning specific PDS classroom activities or individual students from their PDS host teachers.

2. **PDS Teacher Education Coordinator**
   WVU students may seek clarification concerning WVU requirements, as well as address challenges that may arise within a classroom in the PDS from their PDS teacher education coordinator.

3. **Coordinator of Clinical Experiences**
   WVU students may contact the Clinical Experiences Coordinator with concerns or questions about placement, Practica, and professional development schools.

4. **Peers**
   WVU students may be able to share experiences and better understand problems by discussing issues with their student colleagues, including those who are assigned to the same PDS, and particularly those who have been at the PDS longer.

5. **Mentor**
   WVU students may seek advice or support from a trusted professor, liaison, PDS host teacher, or other practitioner.
E. Mentoring

Mentoring enables students to access the knowledge of others, learn from others’ experiences, and discuss topics that are pertinent to their lives. Mentoring exists on many different levels within the Benedum Collaborative Model of Teacher Education including student to professor, student to professional development school (PDS) teacher, as well as student to student.

1. Student to Student Mentoring Relationships

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

Peer (Class) Mentoring
Mentoring also occurs in the camaraderie that develops within each class of students. When students are admitted to the five-year program, they become part of a class of about 120 other WVU students. Members of the same class are bonded by the courses and experiences that they share, by similarities in specializations, and through PDS placements. Many students find the relationships that develop between and among the students in their class extremely valuable and rewarding.

Benedum Collaborative & ESGA Mentoring WebBoard
The purpose of the WebBoard is to act as an online mentoring service so interns, participants, and tutors can all receive the support they need to continue their success in the program. The WebBoard is simple and easy to use. Each student is provided with an User ID and Password. Please use the WebBoard to post any of your questions, concerns, or comments about the Five Year Teacher Education Program. Students from each cohort monitor the WebBoard. Your posting will be responded to within 24 hours Monday through Friday.

2. Student to PDS Faculty Mentoring Relationships

Once a student enters the five-year program, there are several opportunities for students to develop mentoring relationships. Teachers and PDS teacher education coordinators within the PDSs become colleagues who are committed to the success of WVU students in the classroom. Since students are usually placed at the same PDS for several years, lasting relationships develop between WVU students and PDS faculty. Although friendships may form, this relationship is to stay professional. Be cautious to this relationship and not blur the understanding between friendship, mentoring, and academics.

3. Student to WVU Faculty Mentoring Relationships

Education professors/instructors are a part of the lives of students for over three years. Mentoring relationships may develop among professors/instructors and students during this time, either through class relationships, their roles as liaisons, or involvement in college activities. As graduate students in the fifth year, students are encouraged to seek the advice of faculty not only for class choices, but also in understanding and analyzing action research project data. Each student is encouraged to have an HR&E faculty advisor during this time period.

VII. Student Organizations

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

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

Faculty sponsor: Dr. Judy Abbott, judy.abbott@mail.wvu.edu
B. West Virginia Student Education Association (WVSEA)

WVSEA is the WVU chapter of the West Virginia Student Education Association, which is a National Education Association Affiliate. WVSEA members at WVU receive: liability insurance for all their field placement experiences; access to the NEA library of resources; an annual magazine, Tomorrow's Teachers; The West Virginia School Journal, The Circuit; local professional development sessions with guest speakers in education; participation in local service and tutoring projects; and a membership rebate in the NEA after graduation.

Faculty sponsor: Dr. Jane Cardi, jane.cardi@mail.wvu.edu

C. Council for Exceptional Children (CEC)

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

Faculty sponsor: Dr. Debra Clarke, debra.clarke@mail.wvu.edu

D. Phi Delta Kappa (PDK)

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

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

VIII. WVU Academic and Social Policies

The College of Human Resources and Education and the Benedum Collaborative Model of Teacher Education adhere to all West Virginia University policies and guidelines. Consequently, students are expected to follow all University and programmatic policies and guidelines. These policies and guidelines may also be found on the University web site.

A. Academic Ethics

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

B. Social Justice

The West Virginia University Social Justice Statement specifies:

West Virginia University is committed to social justice. The University concurs with that commitment and expects to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin (WVU Undergraduate Catalog).

Inquiries and complaints regarding the University's non-discrimination policy may be directed to:

Jennifer McIntosh
Executive Officer for Social Justice
West Virginia University
(304) 293-4160

C. Student Disability Services

Persons with a disability and those who anticipate needing any type of accommodation can make appropriate arrangements with Disability Services, (304) 293-6700. Accommodations can also be made for PRAXIS tests.
D. Appellate Process

A student has the right to appeal a decision of an academic or non-academic act through the University appeals system. All West Virginia University students are expected to comply with all rules and regulations as outlined in the West Virginia University Code of Student Conduct. Students can access this Code on the West Virginia University website and will also be provided a printed copy each academic year. Students accused of violating any University policy are encouraged to follow the appeal procedures as outlined in the Code of Student Conduct. The appellate process follows. More specific information concerning the appellate process may be found in *The Mountie*, Appendix A: 2.4.4, or on the WVU website.

- If a student has a grievance, academic and/or clinical problem, etc., s/he should first approach the faculty member most directly involved in the problem. For example, if it is an academic matter pertaining to a particular course, the student should contact the instructor of that particular course.
- If the problem is unresolved after this initial contact and the student is not satisfied with the suggestions made, the student should contact the relevant department chair.
- If the grievance is still not resolved to the satisfaction of the student, the student submits a letter of appeal, outlining the extenuating circumstances and appropriate background information to the HR&E Interim Associate Dean for Academic Affairs, 805G Allen Hall. A copy of the letter should be retained for the student's records. The Associate Dean for Academic Affairs considers the appeal and meets with the student.
- The student is notified in writing as to whether the appeal is granted or rejected.
- If the instructor involved does not act on the Dean's recommendation or if the student is in disagreement with the decision of the Dean, the Dean will refer the case to a representative committee, appointed by the Dean, for final resolution described in *The Mountie*, Section 3.5.2.2.3.
- The student is notified in writing as to whether the appeal is granted or rejected.
- If the appeal is rejected, the student may appeal to the University Committee on Student Rights and Responsibilities.

SECTION II

Section II provides more specific information about the activities and requirements for the five-year teacher education program. Table 2 (see page 28), Clinical Experiences and Associated Teacher Education Courses, provides a brief overview of the required professional education courses within the Benedum Collaborative Model of Teacher Education Program.

I. Year 3: Tutor

Note: Students will receive official notification of admission to the program during the summer prior to semester 5. Those students admitted to the program will receive an additional letter identifying their placement in one of the 28 Professional Development Schools in the Benedum Collaborative.

A. Fall (semester 5)

Students enrolled in the semesters 5 and 6 of the Benedum Collaborative Model of Teacher Education are referred to as tutors.

1. Benedum Collaborative Tutor Orientation

During the early part of the fall semester, recently admitted students into the Five Year Teacher Education Program are required to attend an orientation session. The event will help students learn about program expectations, meet other students in the program, meet the other preservice teachers at your PDS, as well as the teacher coordinator(s) of each PDS.

2. Professional Development School (PDS) Site Orientation

Each PDS conducts a school orientation for tutors, usually during the first or second week of classes. This orientation familiarizes WVU students with the PDS to which they have been assigned.

3. Clinical Experience Responsibilities

Tutors will be required to take a TB (tuberculosis) test. In order to teach in the public schools, teachers must be tested every two years. The same requirement applies to WVU students completing practica in the public schools. Students may receive the test at the Health Sciences Center. Also, a $20 clinic is usually organized by the Benedum Collaborative Model of Teacher Education at the beginning of each Fall semester.

While at the professional development school (PDS) for 2 hours per week, tutors will:

- observe, work with individual students and small groups, and assist in other classroom practices. The experience is intended to help WVU students put learning theory into practice while at the same time becoming comfortable in the public school environment;
- complete assignments required for Practicum I (EDUC 311), such as reflective papers and essays based on the students' experiences; and
- complete school-based assignments for Learning in Educational Settings (EDUC 301).
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Volunteer Experience (60 hrs completed in year 1 and/or 2) <strong>Elementary &amp; Secondary</strong> EDUC 100: <em>Education Colloquium</em></td>
<td>Volunteer Experience (continued)</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Volunteer Experience (continued)</td>
<td><strong>Elementary &amp; Secondary</strong> EDUC 200: <em>Professional Inquiry</em></td>
</tr>
<tr>
<td><strong>Year 3 TUTORS</strong></td>
<td><strong>EDUC 311: Practicum I</strong> (2 hours/wk) <strong>Elementary &amp; Secondary</strong> EDUC 301: <em>Learning I</em> <strong>Secondary Only</strong> C&amp;I 324: <em>Teaching Language Arts in Secondary Schools</em></td>
<td><strong>EDUC 312: Practicum II</strong> (2 hours/wk) <strong>Elementary &amp; Secondary</strong> SPED 360: <em>Differentiated Instruction</em> <strong>Elementary Only</strong> EDUC 460: <em>Foundations of Language and Literacy</em> (gr. k-2) <strong>Secondary Only</strong> ENGL 309: <em>Approaches to Teaching Composition</em> (or taken in year 4)</td>
</tr>
<tr>
<td><strong>Year 5 INTERNS</strong></td>
<td><strong>EDUC 612: Professional Internship</strong> (Full-Time) <strong>Elementary &amp; Secondary</strong> EDUC 601: <em>Context of Education</em></td>
<td><strong>EDUC 687: Instructional Practicum</strong> (135 contracted hours) <strong>Elementary &amp; Secondary</strong> EDUC 600: <em>Teacher As Researcher</em> EDUC 602: <em>Professional Identity: Teacher As Leader</em> <em>SPED 304: Special Education in Contemporary Society</em> <em>RDNG 622: Reading in the Content Area</em></td>
</tr>
</tbody>
</table>

* For the classes of 2009 and 2010 only.
4. Scheduling
Students should talk to the Teacher Education Coordinator and their peers at their assigned professional development school (PDS) about scheduling for the Spring Semester. When scheduling, students should consider:

- the most convenient time in the PDS daily schedule for hosting WVU students;
- travel time to and from the PDS;
- carpooling with other students; and
- making an appointment with an HR&E academic advisor at midterm to pre-register for courses.

5. Courses
During the first semester in the Benedum Collaborative Model of Teacher Education, students begin taking pedagogy courses. These courses are designed to build upon students’ strong liberal arts knowledge base and expand their knowledge of children and teaching, thus preparing them to be effective teachers in today’s classrooms.

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

B. Spring (semester 6)
1. Clinical Experiences Responsibilities
While at the professional development school (PDS) for 2 hours per week, tutors will:

- observe, work with individual students and small groups, and assist in other classroom practices;
- complete assignments for Practicum II (EDUC 312), such as reflective journals and essays on specific observations;
- complete school-based assignments for Curriculum Methods (SPED 360);
- complete school-based assignments for Foundations in Language and Literacy [(EDUC 460) (elementary majors only)]; and
- preferably be placed in a primary setting [(grades K-2) (for elementary majors only)].

2. Scheduling
Students should talk to the teacher education coordinator and their peers at their assigned professional development school about scheduling for the following semester (semester 6). When scheduling, students should consider:

- the most convenient time in the PDS daily schedule for hosting WVU students (two mornings per week is preferred by most PDSs);
- travel time to and from the PDS;
- carpooling with other students;
- making an appointment with an HR&E academic advisor at midterm to pre-register for courses;
- travel time for EDUC 460 (elementary majors only), a site-based class which meets at a local PDS; and
- as a cohort, trying to schedule for the same section of Foundations in Language and Literacy [(EDUC 460) (elementary majors only)] so that the entire cohort will be at the PDS on the same days.

3. Teacher as Researcher (EDUC 600) “Action Research”
- Seminars for Teacher as Researcher (EDUC 600) will be held during some of the Friday Practicum II (EDUC 312) sessions.
- Assignments and attendance are recorded and documented throughout the remaining three years of the program. Although credit is not received for this course until semester 10, students are expected to complete all assignments and attend all seminars.

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

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

D. Matriculation Checkpoint
To continue in the program, students must have maintained a GPA of 2.75, earned a grade of “C” or better in all professional education courses, and resolved any grades of “Incomplete” in professional education courses.
II. Year 4: Participant

A. Fall (semester 7)

Students enrolled in semesters 7 and 8 of the Benedum Collaborative Model of Teacher Education are referred to as participants.

1. Clinical Experiences Responsibilities

While at the professional development schools (PDSs) for 5 hours per week, participants will:

- attend PDS at least twice a week
- observe, work with individual students and small groups, teach several lessons to the entire class, assist in other classroom practices, and attend site-based seminars; and
- complete some school-based assignments for:
  - Practicum III (EDUC 410);
  - Teacher as Researcher (EDUC 600) “Action Research”;
  - Instructional Design and Evaluation (EDUC 400);
  - Mathematics Methods for Elementary Teachers [(EDUC 430) (elementary majors only)];
  - Promoting Literacy Connections [(EDUC 461) (elementary majors only)];
  - Elementary-Early Childhood Science [(EDUC 440) (elementary majors only)]; and preferably be placed in an intermediate setting [(grades 3-5) (elementary majors only)].

2. Scheduling

When scheduling for semester 7, students should consider:

- the most convenient time in the PDS daily schedule for hosting WVU students;
- travel time to and from the PDS;
- carpooling with other students;
- making an appointment with an HR&E academic advisor at midterm to pre-register for courses;
- registering for a section of Making Literacy Connections [(EDUC 461) (elementary majors only)] and (opposite days not occupied by EDUC 461 is devoted to the PDS);
- traveling time to Literacy Site Placement; and
- as a PDS cohort, try to block schedule for your EDUC courses.

3. Teacher as Researcher (EDUC 600) “Action Research”

- Seminars for Teacher as Researcher (EDUC 600) will be scheduled as part of the EDUC 411 Friday seminar offerings.
- Students may complete several assignments while at their professional development schools.
- Assignments and attendance are recorded and documented throughout the three years of the program. Although credit is not received for this course until semester 10, students are expected to complete all assignments and attend all seminars.

4. Courses

In addition to the required pedagogy core, elementary education majors enroll in four methods courses this semester (EDUC 430: Math Methods for Elementary Teachers, EDUC 440: Science Methods for Elementary Teachers, and EDUC 461: Making Literacy Connections). You will also enroll in EDUC 400: Instructional Design. This semester has traditionally been especially challenging for elementary majors. Secondary education majors continue to fulfill specialization requirements as outlined in their 5-year plans.

B. Spring (semester 8)

1. Clinical Experiences Responsibilities

While at the professional development schools (PDSs) for 14 hours per week, participants will:

- work toward certification in one specialization area and/or level;
- be placed at a second PDS if needed to provide a placement for certification (This is most likely the semester students will be placed at an alternate site, if necessary);
- observe, work with individual students and small groups, develop teaching materials, teach multiple lessons and units, attend site-based seminars, and assist in other classroom practices; and
- complete assignments in the field for:
  - Practicum IV (EDUC 411);
  - Teacher as Researcher (EDUC 600);
  - Managing and Organizing Learning Environments (EDUC 401);
  - Promoting Creative Expressions in Elementary Classrooms [(EDUC 414) (elementary majors only)]; and
  - Issues and Methods for Teaching Elementary Social Studies [(EDUC 450) (elementary majors only)].
- Special education majors will have additional field experiences.

2. Scheduling

When scheduling for semester 8, students should consider:

- the most beneficial time in the PDS daily schedule for hosting WVU students (The preferred schedule is four mornings per week as it allows for consistency in the instruction of K-12 students);
- travel time to and from the PDS;
• carpooling with other students;
• that periodic Friday seminars will be convened on campus during scheduled seminar hours; and
• making an appointment with an HR&E academic advisor at midterm to pre-register for courses.

3. Teacher as Researcher (EDUC 600) “Action Research"

• Seminars for Teacher as Researcher (EDUC 600) are scheduled during Friday seminar time throughout the semester.
• Students complete several assignments.
• Students must successfully complete the WVU Institutional Review Board’s On-Line Ethics Training.
• Students must select an HR&E faculty member to act as a mentor to assist with the action research process.
• Students are required to develop an action research project plan in conjunction with their anticipated semester 9 host teacher to be implemented during the Professional Internship (semester 10).
• Action research plans must be approved by the professional development school (PDS) and the WVU faculty mentor before implementation.
• Students must obtain Institutional Review Board (IRB) approval before beginning data collection.
• Assignments and attendance are recorded and documented throughout the three years. Although credit is not received for this course until semester 10, students are expected to complete all assignments and attend all seminars.

4. Courses

In addition to the required pedagogy core, elementary education majors are required to take two methods courses, Promoting Creative Expressions in Elementary Classrooms (EDUC 414) and Issues and Methods for Teaching Elementary Social Studies (EDUC 450), during semester 8. Secondary education majors continue to fulfill specialization requirements as outlined in their 5-year plans.

5. Milestone Two (admission into the graduate year)

In order to successfully complete Milestone Two (after semester 8) which is the point of admittance into the master’s program and qualifies students for participation in the Professional Internship during semester 9, students must:
• have completed all coursework related to the Bachelor of Arts degree;
• have earned a grade of “C” or better in all professional education courses;
• have no outstanding grades of Incompletes
• have a GPA of 2.75 or better, and
• prepare and submit a portfolio. This portfolio indicates their progress, accomplishments, and commitment to becoming a professional educator. Specific requirements for the portfolio include:
  1. Portfolio cover sheet
  2. Introductory professional statement
  3. EDUC 311 evaluation form
  4. EDUC 312 evaluation form
  5. EDUC 410 evaluation form
  6. EDUC 411 evaluation form
  7. Praxis I and II test scores (including all subtest scores)
  8. Updated transcript
  9. Narrative recommendation from Practicum IV host teacher
  10. Example(s) of work completed in course(s) taken outside the College of Human Resources and Education
  11. Two examples of work completed in pedagogy core courses
  12. Action research project tentative plan to be implemented during the Professional Internship (completed in conjunction with EDUC 600)
  13. Signed Action Research Work Project Agreement Form

Optional: Students may also choose to include additional letters of support from College of Human Resources and Education professors, College of Arts and Sciences professors, professional development school faculty members, or external sources. Portfolio Format: All artifacts listed above, as well as a Table of Contents should be placed in a folder/binder. Samples/examples of previous portfolios are available through the Coordinator of Clinical Experiences.

Note: The required contents of the portfolio are subject to change.

C. Certification Testing

Praxis content tests must be passed in specific area(s) of specialization before the Professional Internship (i.e., by the end of semester 8). Specific information about content tests can be referenced at http://www.ets.org/praxis/index.html

III. Year 5: Intern

Note: Students are officially accepted into the graduate year prior to semester 9. Students will receive notification of acceptance in a letter from the College of Human Resources and Education. While students have achieved graduate status, they are permitted to pay tuition at the undergraduate level rather than at the graduate level. Interns are not eligible for graduate assistantships and are strongly discouraged from accepting resident advisor positions during Year 5. No work responsibilities may interfere with the interns’ commitment to meeting the requirements of practica or course work.
A. Fall (semester 9)  http://www.hre.wvu.edu/sssteel/educ612
Students enrolled in semesters 9 and 10 of the Benedum Collaborative Model of Teacher Education are referred to as **interns**.

1. **Clinical Experiences Responsibilities**
   Students will be required to take a TB (tuberculosis) test. In order to teach in the public schools, teachers must be tested every two years. The same requirement applies to WVU students completing practica in the public schools. Students may receive the test at the Health Sciences Center. Note: Interns are required to follow the public school calendar during semester 9. In addition to full-time teaching, interns will:
   - be responsible for lesson plans, assignments, seminars, and any other duties which the host teacher deems necessary.
   - complete assignments in the field for:
     - Professional Internship (EDUC 612);
     - SPED course for majors only;
     - Teacher as Researcher (EDUC 600) “Action Research”; and
   - Context of Education (EDUC 601).

2. **Scheduling**
   Students should schedule an appointment during the fall semester with an HR&E academic advisor to ensure the accuracy of their files in preparation for graduation and certification requirements.

   When scheduling for semester 9, students should consider:
   - time required for action research project data collection for Teacher as Researcher (EDUC 600);
   - periodic evening seminars for EDUC 612; and
   - Context of Education (EDUC 601) meets one evening a week for three hours.

   Contracts detailing student responsibilities for Instructional Practicum (EDUC 612, taken during semester 10) are also developed during this semester. See Appendix 7 for a sample.

3. **Teacher as Researcher (EDUC 600) “Action Research”**
   Semester 9 responsibilities include finalizing a research plan and enacting that plan in the classroom. Examples of research proposals, as well as final papers are available on the Benedum Collaborative website, http://www.hre.wvu.edu/benedum
   - Students must finalize an action research plan for their project.
   - Students collect and begin analyzing data for action research projects.

4. **Courses**
   Students must register for Professional Internship (EDUC 612, 12 credit hrs.) and Context of Education (EDUC 601). EDUC 601 meets one night each week for three hours.

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

B. Spring (semester 10) Professional Development Semester

1. **Courses**
   All students, regardless of specializations and levels, must register for the following courses:
   - Instructional Practicum (EDUC 687) (see 13.2.2)
   - Teacher as Researcher (EDUC 600) (see 13.2.3)
   - Teacher as Leader (EDUC 602), a Foundations of Education course focusing on race, class, and gender

2. **Clinical Experiences Responsibilities**
   Students must complete 135 contractual hours. Individual student responsibilities are detailed in the contract that is developed during semester 9.
   During semester 10, students must complete 135 contractual hours. Individual student responsibilities are detailed in the contract which is developed during semester 9. A few general guidelines for the contract follow.
   - All contracts must include work related to moving the professional development school (PDS) school improvement agendas forward.
   - Contracts integrate service to PDSs with work to enhance the professional growth of individual students.
   - No contract can include more than 60 hours of release time for PDS faculty. Contracts can include up to 35 hours of work done in an alternate PDS.
   - While contract hours can include higher education experiences related to teacher education, contracts cannot be written to provide traditional graduate assistants or technical assistants for WVU faculty.
   - All contracts must be developed within the parameters of the PDSs’ needs. The PDS teacher education coordinator must be consulted.
   - Each evaluator of a contractual activity must approve the activity at time of contract development.
   Examples of acceptable activities include:
   - providing professional development to PDS faculty;
• conducting research of interest to individual PDSs;
• building capacity in an area of weakness;
• assisting WVU faculty in conducting research related to the implementation of the Benedum Collaborative Model of Teacher Education in PDSs;
• mentoring pre-service teachers who are tutors and participants and who are placed at specific PDSs;
• completing the analysis of data gathered during the professional internship for Teacher as Researcher (EDUC 600);
• conducting a community service project of interest to the PDS;
• field testing successful lessons, units, or authentic assessments developed earlier in the program;
• providing information sessions to parents about PDS school improvement initiatives;
• working with one or more of the three strands in the program (diversity, special needs, or technology) as they are developed in individual PDSs;
• offering professional development (in the form of a presentation, a demonstration lesson, etc.) to the PDS’s partner school;
• presenting outstanding PDS work in program courses;
• fulfilling requirements for a clinical placement in an additional certification area; and
• providing release time in the PDS to allow teachers to pursue their own professional development.

3. Teacher as Researcher (EDUC 600) “Action Research”
   • Students must complete data collection and analysis.
   • Students must generate a written report detailing their action research project. Because of the collaborative evaluation and feedback process of this project, attention to dates and deadlines is critical to success. The Action Research Evaluation Form (the rubric) must be submitted to the Benedum Office complete with ALL signatures two weeks before the end of the Spring semester.
   • Students must prepare a presentation, communicating the procedures and findings of their action research projects.
   • Action research projects are presented to peers and faculty at the professional development school.
   • Action research projects are presented to colleagues, family, and friends in conjunction with the Spring Weekend of Honors Celebration and during the Action Research Celebration.

4. Milestone Three (Graduation)
   Requirements for graduation are as follows:
   • have completed all coursework related to the Bachelor of Arts and the Masters of Arts degrees;
   • have earned a grade of “C” or better in all professional education courses;
   • have no outstanding grades of Incomplete;
   • submit an exit portfolio prior to spring break. Exit portfolios are formally presented by interns and reviewed by a University faculty member and a professional development school faculty member during designated portfolio presentation sessions. Portfolios are evaluated using a rubric.
   • Interns must revise portfolios until they meet ALL standards prior to the last day of class. No intern may graduate without an approved exit portfolio. The portfolio may also be used as a tool during job interviews. Specific requirements for the portfolio may include:
     1. Resumé
     2. Unofficial transcripts and test scores
     3. Performance evaluations from:
        o volunteer experiences
        o practica experiences
        o professional internship
   4. Philosophy of education statement
   5. Professional development plan
   6. PDS site description(s)
   7. Action research project proposal
   8. Collected evidence of the student’s mastery of “The Characteristics of a Novice Teacher” (referenced in Appendix 6) and the principles put forth by the Interstate New Teacher Assessment and Support Consortium (INTASC Principles). Students are required to write an interpretation of each characteristic as well as provide at least one artifact for each characteristic that supports the conclusions asserted by the student.

Note: The required contents of the portfolio are subject to change.

Portfolio Format: All artifacts listed above, as well as a Table of Contents should be placed in a folder/binder. Samples/examples of previous portfolios are available through the Coordinator of Clinical Experiences. An electronic version of this exit portfolio is required.

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

<table>
<thead>
<tr>
<th>Test Number</th>
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<th>WV Score</th>
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<td>159</td>
</tr>
<tr>
<td>30524</td>
<td>PLT: 7-12</td>
<td>156</td>
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</tbody>
</table>

Note: The scores listed above are subject to change.

IV. Graduation and Beyond

A. Graduation

- Applications for graduation must be obtained and submitted to the HR&E Center for Student Advising and Records by late March.
- A fee for each degree must be paid to the University by mid-term of the Spring semester. Students enrolled in the Benedum Collaborative Model of Teacher Education must pay for two degrees (a bachelor's degree and a master's degree).

B. Certification

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

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


C. Job Opportunities

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

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

There is a fee for these services.

D. Retaining Certification

It is the responsibility of the individual to fulfill the requirements for retention of certification. Specific requirements for retaining certification vary from state to state and can be found on each state’s department of education website or by contacting the appropriate state department of education office.
Appendix 1
Course Descriptions

C&I 324: Teaching Language Arts: Secondary School (3 credit hrs.)
Includes an examination and application of relevant curricular materials and teaching techniques.
- Students learn language arts teaching strategies for the middle and high school levels.
- Students teach assignments to peers during class.
- Both elementary and secondary language arts majors take this course.

C&I 125: The Teaching of Foreign Languages (3 credit hrs.)
Also listed as LANG 421
This course addresses methods and materials in the secondary school.
- Students learn foreign language teaching strategies for the elementary, middle, and high school levels.
- Students complete in-class and clinical experience teaching assignments.

C&I 454: Teaching Social Studies: Secondary School (3 credit hrs.)
Includes an examination and application of relevant curricular materials and teaching techniques.
- Students learn social studies teaching strategies for the middle and high school levels.
- Students complete in-class and clinical experience teaching assignments.

C&I 424: Approaches to Teaching Language (2 credit hrs.)
Prerequisites: LANG 1 & ENGL 2
Designed for prospective teachers of English and language arts, this course focuses on planning and implementing methods of teaching English and language arts. Materials and resources appropriate for public school instruction are analyzed and utilized.

C&I 425: Approaches to Teaching Literature (2 credit hrs.)
Prerequisites: Junior standing
Designed for prospective teachers of English and language arts, this course focuses upon methodologies for teaching literature in public schools. Workshop format provides opportunities for peer teaching activities as students apply methods of teaching literature.
- Students complete some assignments in clinical placements.

EDUC 100: Education Colloquium (1 credit hr.)
The foci of this course are the components of and requirements for the teacher preparation program, including specializations, professional organizations, requirements for admission to the major, avenues to program completion, and requirements for work with children or youth.
- The course introduces the idea, “What is education?” as well as what the characteristics of a good teacher might be.

EDUC 200: Professional Inquiry in Education (3 credit hrs.)
Fulfills WVU Writing Requirement
Prerequisites: EDUC 100, ENGL 1, & ENGL 2
An examination of students’ preconceptions about education and their socialization processes relative to the following: aims and purposes of public education, students as learners, curriculum, and instruction.
- Students complete reading related to educational theory.
- Students write a volunteer experience reflective paper that will be included in their admission portfolios.

EDUC 301: Learning in Educational Settings (3 credit hrs.)
Prerequisites: Admission to the major, grade of C or better in EDUC 200, PYSC 101, and one course in human development
Examination and utilization (with initial emphasis upon examination) of learning models and paradigms from behavioral and cognitive perspectives, consideration of learner characteristics, attitudes, motivations, thinking processes, and subject matter content affecting student learning.
- Students construct a Hyperstudio computer instructional program.
- Students complete assignments in clinical placement in the PDS related to the class.
EDUC 311: Practicum I (1 credit hr.)
Prerequisites: Admission to the major, grade of C or better in EDUC 200
Concurrently: EDUC 301
Application of paradigms of learning in content area through tutoring for two hours per week of individuals and small groups in an assigned public school site.
- Students participate in various activities in PDS classrooms including observe classrooms, become familiar with texts and technologies, become acquainted with students, become familiar with lesson plan formats, assist individual students in the classroom during instruction, manage a learning station or center, reading aloud, conduct one-on-one or small group tutoring sessions, organize a game for a classroom, and/or design and implement a tutoring lesson.
- Students will complete EDUC 600 observations related to classroom teaching.
- A phonics requirement may also accompany this course of study.

EDUC 312: Practicum II (1 credit hr.)
Prerequisites: Admission to the major, grade of C or better in EDUC 311
Concurrently: EDUC 302
Application of paradigms of learning in content area through tutoring for two hours per week of individuals and small groups in an assigned public school site.
- Students will complete assignments in conjunction with EDUC 302 on objective writing and lesson planning, classroom management, and assessment.
- Elementary majors complete assignments related to objectives for EDUC 460.
- Students will complete EDUC 600 observations related to classroom teaching.
- Students continue to participate in various activities in PDS classrooms as described under EDUC 311.

EDUC 400: Instructional Design and Evaluation (3 credit hrs.)
Prerequisites: Admission to the major and a grade of C or better in both EDUC 302 and EDUC 312
Examination and demonstration of teacher behaviors required to plan classroom instruction, assess student learning, and evaluate instruction to accommodate a wide range of student needs.

EDUC 401: Managing and Organizing Learning Environments (3 credit hrs.)
Prerequisites: Grade of C or better in EDUC 400
Concurrently: EDUC 411
Examination of research and practice in organizing and managing school environments to produce optimal learning, development of management systems congruent with personal philosophy, research, learner characteristics, and content area.
- Students are exposed to the characteristics of effective classroom managers and various models of classroom management to build a repertoire of strategies.
- Students develop a personal management plan to be implemented in their classroom.
- Students complete assignments in the field related to management techniques.

EDUC 410: Practicum III (2 credit hrs.)
Prerequisites: Grade of C or better in EDUC 312
Concurrently: EDUC 400
Planning and implementing content area instruction, applying different instructional models and assessment techniques to small and large groups for five hours per week in an assigned public school site.
- Students are in PDS classrooms two mornings each week for a total of five hours per week.
- Students complete assignments for such pedagogy classes as EDUC 400, EDUC 430, EDUC 440, EDUC 461, EDUC 600, C&I 324, C&I 424, C&I 434, C&I 444, and C&I 454.

EDUC 411: Practicum IV (4 credit hrs.)
Prerequisites: Grade of C or better in EDUC 410
Concurrently: EDUC 401
Planning and implementing content includes applying various management, instruction, and assessment models to small and large groups for 14 hours per week in an assigned PDS.
- Students are in PDS classrooms 14 hours per week.
- Students complete assignments for such pedagogy classes as EDUC 400, EDUC 401, EDUC 414, and EDUC 450.
- Students will be placed in one of their areas of certification for this class.
- Students are expected to teach several whole class lessons in the PDS classroom.
EDUC 414: Promoting Creative Expression in Early Childhood and Elementary Classrooms (3 credit hrs.)
Prerequisite: EDUC 410
Includes an examination of creative experiences for children in elementary school, pre-school through grade 6. Topics include the use of the creative arts in learning activities, curriculum development, and instructional strategies.
- Students complete clinical assignments related to the creative arts.
- Students learn a variety of methods to incorporate the creative arts into the regular classroom.
- Students complete and present a creative personal project that demonstrates creative expression and personal creative growth.

EDUC 430: Mathematics Methods for Elementary Teachers (3 credit hrs.)
Prerequisites: EDUC 312
Students will examine the content and pedagogy appropriate for mathematics instruction in the elementary grades. Emphasis is placed on current reform movements in mathematics education.
- Students complete a variety of in-class and clinical placement teaching lessons.
- Students develop materials appropriate for use in an elementary mathematics classroom.
- Students learn to recognize and remediate common problems children experience in the mathematics classroom.

EDUC 440: Elementary – Early Childhood Science Methods (3 credit hrs.)
Prerequisites: EDUC 312
Provides students with the knowledge, skills and affective qualities needed to be an effective elementary science teacher and be committed to teaching science in the elementary classroom.
- Students complete various in-class and clinical placement teaching experiences.
- Students should expect a heavy technology requirement here.
- Students use the “Learning Cycle,” “Guided Discovery,” and “Science Short” as methods for science instruction.
- Students post work on an interactive web board.

EDUC 450: Issues and Methods for Teaching Elementary Social Studies (3 credit hrs.)
Prerequisites: EDUC 410
Students examine issues facing social studies education as well as evaluate and plan lessons and instructional activities that apply learning theory to the philosophy and standards of social studies education for all elementary students.
- Students teach several lessons in the clinical placement related to social studies.
- Students develop and teach a social studies unit of study.

EDUC 460: Foundations of Language and Literacy (3 credit hrs.)
Prerequisites: EDUC 200 and EDUC 311
This course focuses on foundations of language and literacy development. Students construct philosophies, approaches, and strategies to promote development of literacy in the young child. Focus will include the larger contexts of literacy including home and community.
- The course focuses on the primary grades, kindergarten through grade 2.
- The majority of this course is held at a local PDS to give students hands-on experience in literacy instruction.
- Students complete a variety of assignments related to literacy, possibly including a case study, writing a children’s book, and audiotaping children’s books for the school.

EDUC 461: Promoting Literacy Connections (3 credit hrs.)
Prerequisites: EDUC 460
This course emphasizes the development of literacy in the elementary setting. Students will develop and refine philosophies, approaches, and strategies to promote content literacy, thematic instruction, and the teacher’s leadership role.
- The course focuses on the intermediate grades, grades 3-6.
- The majority of the course is held at a local PDS to give students hands-on experience in literacy instruction.
- Students complete a variety of assignments related to literacy, possibly including a mini-case study and writing a children’s book.
- Students keep a journal and write a thematic unit of their own.

EDUC 600: Teacher as Researcher (3 credit hrs.)
Prerequisites: Grade of C or better in EDUC 612
This non-traditional course spans six semesters and includes preparation for action research, documentation of observations of researchable topics in school settings, and completion of an extended classroom-based study.
- The course is designed to introduce students to the "spirit of inquiry” within the public school classroom and provides four basic tools: case study, quasi-experimental, qualitative, and single-subject graphing.
- Students will attend a variety of evening seminars to learn about research approaches in the classroom.
• Students will complete an action research project in their internship classroom and present the results during semester 10.

**EDUC 601: Context of Education** (3 credit hrs.)
**Prerequisites: Grade of C or better in EDUC 612**
The course provides critical, analytical, and reflective cultural, historical, philosophical, and political perspectives and the examination of the contexts of students' own educational practice.
- Students complete a variety of assignments that provide an understanding of the relationships between schools and communities and their interaction.

**EDUC 602: Professional Identity, Teacher as Leader** (3 credit hrs.)
**Prerequisites: Grade of C or better in EDUC 411**
The purpose of the class, which serves as a capstone experience for the five-year teacher education program, is to provide students with the foundation to become educational leaders. Examination, synthesis, and application of literature on teacher development, autonomy, and school reform are all addressed.
- Students complete a variety of assignments that stress the importance of teacher leadership within the schools.
- Students are exposed to the work presently being done in school reform.

**EDUC 612: Professional Internship** (12 credit hrs.)
**Prerequisites: Grade of C or better in EDUC 411, achievement of required grade point average in prerequisite course work, satisfactory recommendation of the faculty, acceptance in the assigned public school site, and positive evidence that the applicant meets requirements of physical condition, emotional stability, and communication competence necessary for performance of duties as a teacher.**

**Concurrently: EDUC 601**
Interns are expected to avoid other employment commitments. This internship is a full-time professional internship in a public school setting. Satisfactory completion is required for recommendation for professional licensure and graduation with an education degree.
- Students complete a variety of lessons in different competencies.
- Students will engage in action research.
- Students follow the public school calendar.
- Students attend periodic seminar meetings for EDUC 612 and EDUC 600.
- Students concurrently take EDUC 602 once a week in the evenings.

**RDNG 622: Content Area Literacy Instruction** (3 credit hrs.)
Reading 622 presents essential literacy skills and examines ways in which they may be developed in K-12 subject area classrooms. This course will provide an overview of the reading process based on current theory and scientifically based research as well as best practices for promoting content area reading and learning. A variety of instructional strategies for reading and writing will be presented for use in all content areas. The integration of technology, new literacies, and popular culture to reinforce and expand students' literacies will also be investigated.

Classes will be conducted through lecture presentations, whole and small group discussions, demonstrations, peer teaching, student presentations, and workshops. The use of technology through chat room discussions, discussion board postings, and guided independent studies will also facilitate student learning.

Please note in advance, that this is a graduate level course (45 contact hours) and you should expect to spend roughly nine to twelve hours on this course outside of class.

**SPED 304: Special Education in Contemporary Society** (3 credit hrs.)
**Prerequisites: None**
Overview of special education principals and practices, interactions between disability and diversity in identification and intervention, and influences of family, professional, school, and community infrastructures on educational programs and outcomes for children and adults.

**SPED 360: Differentiating Instruction for Special Needs** (3 credit hrs.)
**Prerequisites: SPED 304**
This course is designed to prepare future general and special education teachers to differentiate instruction for students with exceptional learning needs. The course emphasizes the utilization of an individualized, data-based decision making process in the organization, adaptation, and implementation of methods, materials, and curriculum.
## Appendix 2
### HR&E Faculty & Staff Information

### Abbott, Judy
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- M.S. Univ. of Oklahoma 1983  
- B.S. Univ. of Oklahoma 1977  

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<tbody>
<tr>
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Appendix 3
Professional Development School Belief Statements

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

1. **All in a Professional Development School are Learners.**

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

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

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

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

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

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

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

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

   In a PDS, the best of practice and the best of research guide review and revision of curriculum and instruction.
APPENDIX 4
Professional Development School Descriptions

Anna Jarvis Elementary School (Taylor County, Grades EC-4)

Principal: Linda Sharp
Teacher Education Coordinator: Pam Crutchfield
Site-Steering Committee Chair: Janet Jacquez

WVU Liaisons: Team II: Judy Abbott, Allison Dagen, Ethan Heinen, Joy Saab, and Jaci Webb-Dempsey

650 North Pike St.
Grafton, WV 26354
(304) 265-4090
Fax: (304) 265-2560
http://www.wvonline.com/annajarvis

School Initiatives:
- Writing across the curriculum
- Strategic planning
- Writing with technology

Directions:
South on Rt. 119 to intersection with Rt. 50. Turn right. Go 3/4 mile. The school is situated along Rt. 50. Park near the bus awnings. Approx. 45 minutes from Morgantown.

Blackshore Elementary School (Marion County, Grades PreK-4)

Principal: Richard Pellegrin
Teacher Education Coordinators: Carol Malcolm and Bill Carpenter
Site-Steering Committee Chair: Marjie Phillips and Judy Evans

WVU Liaisons: Team III: Sylvia Berryhill, Sebastián Diaz, Helen Hazi, Dan Hursh, Kalie Kossar, Tim Mitchem, and Jaci Webb-Dempsey

77 Blackshore Drive
Mannington, WV 26582
(304) 986-2707
Fax: (304) 986-2715
http://hometown.aol.com/kevinhaugh/index.html

Directions:
Take I-79 South to Downtown Fairmont Exit #137. Turn right and follow Rt. 310 to Rt. 250 North for approx. 10 miles. Drive through Farmington. School is across from Rainbow Plaza Shopping Center. Turn right at Linger & Associates. Turn left to school. Approx. 40 minutes from Morgantown.

Bridgeport High School (Harrison County, Grades 9-12)

Principal: Lindy Bennett
Teacher Education Coordinator: Suzanne Randolph
Site-Steering Committee Chair: Suzanne Randolph

WVU Liaisons: Team I: Reagan Curtis, Neal Shambaugh, Sam Stack, Sarah Steel, and Perry Phillips

515 Johnson Ave.
Bridgeport, WV 26330
(304) 842-3693
Fax: (304) 842-6288
http://www.wvonline.com/bhs/

Directions:
Take I-79 South to Meadowbrook Exit #121. Take left at bottom of off-ramp onto Johnson Avenue extension. Stay on that road which turns sharply by Sheetz, and pass MedBrook Center. About 1 mile later, the road drops to the right and you will see the school complex. BHS is the second facility on the right (3 schools on campus). Approx. 35 minutes from Morgantown.
Bridgeport Middle School (Harrison County, Grades 6-8)

Principal: Carole Crawford  
Teacher Education Coordinator: Tracy Gould  
Site-Steering Committee Chairs: Megan Oliverio  
WVU Liaisons: Team I: Reagan Curtis, Neal Shambaugh, Sam Stack, Sarah Steel, and Perry Phillips

School Initiatives:
• School safety  
• Technology and communication: “Thinkwave” program

Directions:
Take I-79 South to Meadowbrook Exit #121. Take left at bottom of off-ramp onto Johnson Avenue extension. Stay on that road which turns sharply by Sheetz, and pass MedBrook Center. About 1 mile later, the road drops to the right and you will see the school complex. The Middle School is the third building with the blue roof. Park in the circle area. Approx. 35 minutes from Morgantown.

Bruceton School (Preston County, Grades PreK-8)

Principal: Steven Wotring  
Teacher Education Coordinator: Melissa Kent  
Site-Steering Committee Chair: Pam Gardner  
WVU Liaisons: Team III: Sylvia Berryhill, Sebastián Diaz, Helen Hazi, Dan Hursh, Kalie Kossar, Tim Mitchem, and Jaci Webb-Dempsey

School Initiatives:
• Curriculum alignment  
• Tied to the land: Cultural Impacts of Local Industry  
• Test-taking skill building

Directions:
Take I-68 to Bruceton Mills, Exit #23. Turn left onto Route 26 North. Go 1/2 mile and turn left after the antique shop. Go 2 more blocks and turn left at West Banco St. You may park in the bus parking lot from 8:00 a.m. - 2:00 p.m. Approx. 30 minutes from Morgantown.

Clay-Battelle Middle/High School (Monongalia County, Grades 7-12)

Principal: Karen Stiles  
Teacher Education Coordinators: Nancy Jeffrey  
Site-Steering Committee Chairs: Carolyn Kiger  
WVU Liaisons: Team IV: Jane Cardi, Cheryl Prichard, Tim Mitchem, Sarah Steel, and Jaci Webb-Dempsey

Directions:
Go across Star City Bridge and continue going straight through the light at Sheetz until you come to Rt. 7 West. Turn left onto Rt. 7 West. Travel approx. 15 miles going through the town of Blacksville. Cross a concrete bridge and football/baseball field on your right. School is on the right side of the street, a large brick building. Approx. 30 minutes from Morgantown.
East Dale Elementary School (Marion County, Grades PreK-6)

Principal: Diane Burnside
Teacher Education Coordinator: Cathie Metheny
Site-Steering Committee Chair: Debbie Johnson
WVU Liaisons: Team IV: J Jane Cardi, Cheryl Prichard, Tim Mitchem, Sarah Steel, and Jaci Webb-Dempsey

School Initiatives:
- Write Traits: Writing curriculum
- Core Knowledge
- Science/Math/Technology integration

Directions:
From I-79 South, exit at the East Fairmont (Prickett's Fort) exit. Turn right at the end of the exit ramp. Take the first left at the stop sign. Take the first left at the blinking light and you will see East Dale at the top of the hill. Approx. 25 minutes from Morgantown.

East Fairmont High School (Marion County, Grades 9-12)

Principal: Dave Nuzum
Teacher Education Coordinators: Mary Lynn Westfall, Joyce Conrad, Sally Manly, Betsy Criado
Site-Steering Committee Chair: Mary Lynn Westfall
WVU Liaisons: Team II: Judy Abbott, Ethan Heinen, Joy Saab, Allison Dagen, and Jaci Webb-Dempsey

School Initiatives:
- Teaching strategies
- PowerWriters: Writing across the curriculum
- Study of intergenerational poverty

Directions:
Take I-79 South to the Kingmont Exit #133. Veer right off of the exit and turn right at the sign to EFHS. Approx. 25 minutes from Morgantown.

East Park Elementary School (Marion County, Grades PreK-6)

Principal: To be announced
Teacher Education Coordinators: Karen Morgan and Kristi Asterino
Site-Steering Committee Chair: Karen Morgan and Kristi Asterino
WVU Liaisons: Team IV: Jane Cardi, Cheryl Prichard, Tim Mitchem, Sarah Steel, and Jaci Webb-Dempsey

School Initiatives:
- Early Literacy Intervention
- Professional Reading/Professional Development

Directions:
Take I-79 South to Downtown Fairmont Exit #137. Merge to left lane off of ramp. At stop light (intersection of Speedway Ave. and East Park Ave.) bear to the left. Drive on East Park Ave. to next stoplight (Subway/Domino’s). Turn right onto Morgantown Ave. Second street on left (Broadway). School is on the right. Approx. 30 minutes from Morgantown.
Fairmont Senior High School (Marion County, Grades 9-12)

Principal: Chad Norman
Teacher Education Coordinator: James Cimino
Site-Steering Committee Chair: Pam Stalnaker

School Initiatives:
- School-to-Work
- Remediation strategies
- Technology training

Directions:
Take I-79 South to the South Fairmont Exit #132. Veer right. Turn left on 8th St. (near Gwynn Tire). Go several blocks to reach the back of the school. Approx. 35 minutes from Morgantown.

Gore Middle School (Harrison County, Grades 6-8)

Principal: Edwin Propst
Teacher Education Coordinators: Susan McCullough and Charles Kovalan
Site-Steering Committee Chairs: Charles Kovalan and Susan McCullough

Directions:
Take I-79 South to Clarksburg/Bridgeport Exit #119. Take Route 50 West to West Pike/Route 19 North Exit. Turn right (at the bottom of the ramp). Follow Route 19 North for approx. 1.5 miles. School is located on a small hill on the left side of the road following an extremely sharp curve. Approx. 45 minutes from Morgantown.

Grafton High School (Taylor County, Grades 9-12)

Principal: Orville Wright
Teacher Education Coordinator: Lori Shumaker
Site-Steering Committee Chair: Diana Colebank

Directions:
Take I-79 South out of Morgantown. Where I-79 intersects with Rt. 50, go straight through the stoplight with Four Corners Restaurant on the left and continue into Grafton. Follow I-19 as you wind through Grafton. Go straight through the 2nd light, and at the 3rd light, bear left and cross the river. After you cross a bridge, take an immediate right. The school will soon become visible on the left. Approx. 45 minutes from Morgantown.
Johnson Elementary School (Harrison County, Grades EC-5)

Principal: Dennis Stromberg
Teacher Education Coordinator: Jackie Rexroad
Site-Steering Committee Chair: Kim Sabo
WVU Liaison: Team I: Reagan Curtis, Neal Shambaugh, Sam Stack, Sarah Steel, and Perry Phillips

School Initiatives:
- Technology
- Character Education

Directions:
Take I-79 South to Meadowbrook Exit #121. Turn left and continue for approximately 1.5-2 miles. School is on the right. Approx. 40 minutes from Morgantown.

Mason-Dixon Elementary School (Monongalia County, Grades K-6)

Principal: Karen Collins
Teacher Education Coordinators: Pam Wright and Jackie Moore
Site-Steering Committee Chair: Pam Wright
WVU Liaisons: Team IV: Jane Cardi, Cheryl Prichard, Tim Mitchem, Sarah Steel, and Jaci Webb-Dempsey

School Initiatives:
- Community building with families of pre-schoolers
- Guided Reading

Directions:
Take Rt. 19 N past Ames Department Store and entrance to I-79. About 2 miles later, take the left onto Rt. 7 W--about 22 minutes from there. Go through Blacksville; see Clay-Battelle High School. Continue on this road for 2 more miles. The school will be on a hill on the left. Approx. 35 minutes from Morgantown.

Morgantown High School (Monongalia County, Grades 9-12)

Principal: Robert DeSantis
Teacher Education Coordinator: Allan Collins
Site-Steering Committee Chair: Carol Muniz
WVU Liaisons: Team I: Reagan Curtis, Neal Shambaugh, Sam Stack, Sarah Steel, and Perry Phillips

School Initiatives:
- Block scheduling
- Microscale Chemistry
- Interdisciplinary curriculum
- Integrating ninth grade

Directions:
From I-79 North, take the Star City Exit #155. Turn right at the bottom of the interstate ramp. Cross the Monongahela River over the big blue bridge. You are now on Monongahela Blvd. Go through 8 traffic lights. Go past the Chamber of Commerce on the right and over the small bridge. Take the first left after the bridge called Prairie Ave. Cross over High Street, and at the stop sign turn right on to Wagner Road. Take an immediate left onto Allison Street and Morgantown High will be over on your left. Approx. 10 minutes from the Allen Hall, WVU.
Mountainview Elementary School (Monongalia County, Grades PreK-5)

Principal: Steve King  
Teacher Education Coordinators: Cindy Taylor and Christy Cavallaro  
Site-Steering Committee Chair: Margaret VanScoy  
WVU Liaisons: Team I: Reagan Curtis, Neal Shambaugh, Sam Stack, Sarah Steel, and Perry Phillips  

School Initiatives:  
- Authentic assessment  
- Multiple Intelligences  
- Health curriculum  

Directions:  
From I-79, take the South Morgantown exit onto I-68. From I-68, take the first exit (University Ave. Exit #1). Turn left at the end of the exit ramp. At the 2nd light turn right. Go past the Mountaineer Mall. At the 4-way stop sign, go straight. Mountainview is on the left. Approx. 15 minutes from the Allen Hall, WVU.

North Elementary School (Monongalia County, Grades PreK-6)

Principal: Rosann Hardin  
Teacher Education Coordinators: Natalie Webb  
Site-Steering Committee Chairs: Devon Freeman  
WVU Liaisons: Team III: Sylvia Berryhill, Sebastián Diaz, Helen Hazi, Dan Hursh, Kalie Kossar, Tim Mitchem, and Jaci Webb-Dempsey  

School Initiatives:  
- Strategic planning  
- On-site WVU Reading methods course  
- Responsible Students  

Directions:  
From I-79 North, take the Star City Exit #155. Turn right at the bottom of the interstate ramp. Cross the Monongahela River over the big blue bridge. You are now on Monongahela Blvd. Stay in the left hand lane going up the boulevard. Turn left at the stop light (near Coliseum). You are now on Patteson Drive. At the next traffic light go straight and stay in the right hand lane. Veer right at the four way intersection and go past the shopping plaza on the left. Take the second left. The school is on the top of the hill. Approx. 5 minutes from the Allen Hall, WVU.

North Marion High School (Marion County, Grades 9-12)

Principal: Judd Ashcraft  
Teacher Education Coordinators: Margaret Wilson, Linda Elmer, and Alan Henderson  
Site-Steering Committee Chair: Penny Roberts  
WVU Liaisons: Team IV: Jane Cardi, Cheryl Prichard, Tim Mitchem, Sarah Steel, and Jaci Webb-Dempsey  

School Initiatives:  
- De-tracking curriculum  
- Counseling at-risk students  
- Teen leadership  

Directions:  
Take I-79 South to Exit #137. You are now on Rt. 310 N. Follow Rt. 310 N (go through 4 lights, turn right, and go across the old bridge), follow 19 North to 250 North. Turn right on U.S. 250 North. Follow U.S. 250 to the school (approx. 11-12 miles). The school is on the right side of the road. The main office is in middle building. Approx. 40 minutes from Morgantown.
Rivesville Elementary/Middle School (Marion County, Grades EC-8)

Principal: Mark Stutler
Teacher Education Coordinator: Joann Brookover and Terry Morris
Site-Steering Committee Chair: To be announced
WVU Liaisons: Team I: Reagan Curtis, Neal Shambaugh, Sam Stack, Sarah Steel, and Perry Phillips

School Initiatives:
• Teaming
• Technology training
• Multiple Intelligences

Directions:
Take Rt. 19 South past the Morgantown Mall. Stay on that road to Rivesville. At the downtown area, pass the post office and the bank, turn right on Monroe Street (before the pharmacy). The sign says school. At the stop sign, make a left. Go all the way to the top of the hill, and turn right onto Phillips Avenue. You should be able to see the school. Approx. 30 minutes from Morgantown.

South Harrison Middle/High School (Harrison County, Grades 6-12)

Principal: Philip Brown
Teacher Education Coordinator: Jenny Burgess
Site-Steering Committee Chairs: Sarah Vincent
WVU Liaisons: Team IV: Jane Cardi, Cheryl Prichard, Tim Mitchem, Sarah Steel, and Jaci Webb-Dempsey

School Initiatives:
• Technology
• Student Centered Classrooms

Directions:
Take I-79 South to Exit #110 (Rt. 270/Lost Creek). Ramp will turn into a road; stay on this road until you come to a 4-way stop (approximately 1 mile). Turn right at the stop sign onto Rt. 270 West. Travel approximately 2 miles. School will be on your left. High School is the building closest to the road; on your right as you face the buildings. Approx. 55 minutes from Morgantown.

Suncrest Middle School (Monongalia County, Grades 6-8)

Principal: James Napolillo
Teacher Education Coordinator: Tracy Chico
Site-Steering Committee Chair: Jeanne Taylor
WVU Liaisons: Team III: Sylvia Berryhill, Sebastián Diaz, Helen Hazi, Dan Hursh, Kalie Kossar, Tim Mitchem, and Jaci Webb-Dempsey

School Initiatives:
• Tolerance education
• Program assessment
• Teaming

Directions:
From I-79 North take the Star City Exit #155. Turn right at the bottom of the interstate ramp. Cross the Monongahela River over the big blue bridge. You are now on Monongahela Blvd. At the second stop light (by the Coliseum), turn left onto Patteson Drive. Take the second left onto Baldwin Street. Follow Baldwin until you see Suncrest Middle on the right. Approx. 5 minutes from the Allen Hall, WVU.
Suncrest Primary School (Monongalia County, Grades PreK-3)

Principal: Kenneth Wolfe
Teacher Education Coordinator: Kathleen Dyer
Site-Steering Committee Chair: Brandy Bochna
WVU Liaisons: Team II: Judy Abbott, Ethan Heinen, Joy Saab, Allison Dagen, and Jaci Webb-Dempsey

School Initiatives:
• 4MAT learning style
• Teacher Education Center
• Developmentally appropriate curriculum

Directions:
From I-79 North, exit at the Star City Exit #155. Turn right at the bottom of the interstate ramp. Cross the Monongahela River over the big blue bridge. Turn left at the first stop light onto Boyers Avenue. Pass the Days Inn. Go to the four way stop. Turn right onto University Avenue. Continue on University Avenue. Pass a Dairy Mart and Colonial Park Offices on your left. Turn left immediately after the office complex onto Junior Avenue. Continue on Junior until you see Suncrest Primary School. Parking can be found in lots surrounding the school or on the street. Approx. 5 minutes from the Allen Hall, WVU.

University High School (Monongalia County, Grades 9-12)

Principal: James Forst
Teacher Education Coordinators: Suzanne Ernestes and Melissa Farley
Site-Steering Committee Chairs: Melissa Farley and Suzanne Ernestes
WVU Liaisons: Team II: Judy Abbott, Ethan Heinen, Joy Saab, Allison Dagen, and Jaci Webb-Dempsey

School Initiatives:
• Faculty morale
• Strategic planning
• Teaching strategies

Directions:
Go through the downtown campus, by the Book Exchange to the stoplight at the top of High Street. Go through this light to the next one by the VFW. Go through this light and continue up Willey Street. Go around a big curve (there is a Bill’s Laundry & a small grocery store as you approach the curve). Immediately after going around the curve, look for a small paved road on the left. Turn onto this road and you will drive right to the front of University High School (you will be on North Price Street). Approx. 10 minutes from the Allen Hall, WVU.

Watson Elementary School (Marion County, Grades PreK-4)

Principal: Randall Farley
Teacher Education Coordinator: Pam Pitrolo
Site-Steering Committee Chair: Alana Tiano
WVU Liaisons: Team III: Sylvia Berryhill, Sebastián Diaz, Helen Hazi, Dan Hursh, Kalie Kossar, Tim Mitchem, and Jaci Webb-Dempsey

School Initiatives:
• Curriculum alignment
• Responsible students
• Collaboration with a partner PDS

Directions:
Take I-79 South to South Fairmont Exit #132. Veer right (stay on road approximately 2.5 miles to Pizza Hut). Turn left onto Mary Lou Retton Drive (between Pizza Hut and Go Mart) and you will come to the school. Approx. 35 minutes from Morgantown.

Summer 2006 (rev.)
West Milford Elementary School (Harrison County, Grades EC-5)

Principal: Michele Griffith
Teacher Education Coordinators: Anita Richard, Peg Holmes, and Missy Jeffers
Site-Steering Committee Chair: Cyndy Straight
WVU Liaisons: Team IV: Jane Cardi, Cheryl Prichard, Tim Mitchem, Sarah Steel, and Jaci Webb-Dempsey

226 School Street
West Milford, WV 26451
(304) 745-3341
Fax (304) 745-4488
http://members.iolinc.net/wmes/

School Initiatives:
- Technology training
- Tied to the Land: Impact of Industry on Local Culture
- Building self-esteem and morale

Directions:
Take I-79 South. Take Exit #110 (Lost Creek Exit). Go parallel to the Interstate into Lost Creek. At the 4-way intersection turn right. Go approximately 5-6 miles (Don't stop at South Harrison High School). Cross the large concrete bridge. After the bridge take the second paved road on the right onto School Street. The school will become visible on your left. Approx. 1 hour and 15 minutes from Morgantown.

White Hall Elementary School (Marion County, Grades K-4)

Principal: Steve Higgins
Teacher Education Coordinator: Maureen Domico
Site-Steering Committee Chair: Deborah Prezioso
WVU Liaisons: Team II: Judy Abbott, Ethan Heinen, Joy Saab, Allison Dagen, and Jaci Webb-Dempsey

Rt. 7, Box 65
Fairmont, WV 26554
(304) 367-2158
Fax (304) 367-2181
http://www.wvonline.com/whitehall/

Directions:
Take I-79 South to South Fairmont Exit (#132). Turn left at the light. Proceed on Rt. 250 South. Pass through 3 additional lights. School is approximately 1 mile after last light. After passing the convenience store on the right, turn left at the log house. School parking lot is straight ahead. You may need to park on the side of the road along the school.

Wilsonburg Elementary School (Harrison County, Grades PreK-5)

Principal: Rosalee Dolan
Teacher Education Coordinator: Kay Utter
Site-Steering Committee Chair: Doretta Walker
WVU Liaisons: Team III: Sylvia Berryhill, Sebastián Diaz, Helen Hazi, Dan Hursh, Kalie Kossar, Tim Mitchem, and Jaci Webb-Dempsey

Rt. 4, Box 1
Clarksburg, WV 26301
(304) 624-3257
Fax (304) 624-327

School Initiatives:
- Technology training
- Strategic planning
- "Competent Learner Model" for student skill building

Directions:
Take I-79 South to the Clarksburg/Bridgeport Exit #119. Take Route 50 West to the Wilsonburg Road Exit. Pass the Townhouse W. Motel/Restaurant. Take the first right. Cross the railroad tracks. At the V in the road, continue straight. The school is on the right. Approx. 1 hour from Morgantown.
Woodburn Elementary School (Monongalia County, Grades K-5)

Principal: Linda Nakaishi  
Teacher Education Coordinator: Emily Bragg  
Site-Steering Committee Chair: Cindy Redmond  
WVU Liaisons: Team II: Judy Abbott, Ethan Heinen, Joy Saab, Allison Dagen, and Jaci Webb-Dempsey

School Initiatives:
- Extended learning for students: Summer reading program
- Study of intergenerational poverty

Directions:
From I-68 East, take the Pierpont Rd. Exit. Go left at the end of the exit ramp toward Morgantown. Go left at the traffic light at the bottom of the hill at Easton School. Follow this road which becomes the Mileground. Continue straight through 2 traffic lights. Take a left onto Charles Avenue. Woodburn will become visible and then turn left onto Fortney St. Approx. 10 minutes from the Alien Hall, WVU.

Corner of Parsons and Fortney Streets  
Morgantown, WV 26505  
(304) 291-9295  
Fax (304) 284-9351  
http://www.boe.mono.k12.wv.us/woodburn/
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** per WVDE 2003-2004
| per WVEIS 2004-2005
| information unavailable

Summer 2006 (rev.)
APPENDIX 5
Characteristics of the Novice Teacher

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

References:
APPENDIX 6
Glossary of Teacher Education Terms

Action Research
Research occurring in school classrooms has been named “action research.” Teachers conduct “action research” when they carry out research to inform their teaching practice. Within the Benedum Collaborative Model of Teacher Education, students are required to design and implement an action research project. This research project is undertaken during Teacher as Researcher (EDUC 600), a nontraditional class spanning six semesters, which culminates in a presentation of research findings during semester 10.

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

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

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

“Best Practice”
“Best Practice” is educational practice that is based in research and exhibits teaching that is most beneficial to students and teachers. PDSs are places in which optimal teaching practices, “best practice,” often occur.

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

Characteristics of a Novice Teacher
The ten Characteristics of the Novice Teacher were created at the conception of the Benedum Collaborative to guide the instruction of the Benedum Collaborative Model of Teacher Education. These characteristics correlate closely with the nationally recognized INTASC principles. Students are required to display how they represent each of these characteristics in their final professional portfolio.

Class
The students admitted into the Benedum Collaborative Model of Teacher Education each year are considered a “class.” These students will graduate together after completing the three years of the teacher education program. For example, students gaining admission into the program in Fall 2000 will be considered the Class of 2003.

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

Cohort
Upon admission to the Benedum Collaborative Model of Teacher Education, students are assigned to a specific PDS at which they will complete the majority of their clinical experiences. All students that are placed at the same PDS during any given year are considered a “cohort.”
Content Specialty Tests
For almost every elementary, middle, and secondary specialization there is a Praxis series test to assess knowledge and teaching strategies in the specific content area. Elementary majors are required to take both an elementary education examination and an examination for their specialization. Secondary majors are required to take examinations in their content areas. A passing score on all content examinations must be received before the professional internship begins.

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

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

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

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

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

Host Teacher
During clinical experiences, each WVU student is placed with a PDS teacher who is referred to as a host teacher. This teacher is not only responsible for observations and evaluations, but also provides guidance, professional growth, and mentoring opportunities.

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

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

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

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

Liaison
Each Benedum Collaborative PDS is assigned a group of HR&E faculty members to link the two institutions. Often the liaison and PDS faculty will partner in research and professional development opportunities. Liaisons may also be involved in clinical supervision and serving as action research mentors.
Licensure
When students have completed all certification requirements and have applied with the WVDOE, they will be granted the right to become licensed to teach in West Virginia.

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

Milestones
There are three milestones in the Benedum Collaborative Model of Teacher Education at which time students’ abilities are assessed through a portfolio process. These points of assessment occur at the conclusion of semesters 4, 8, and 10.

Multidisciplinary Studies Degree
Similar to a liberal arts or interdepartmental degree, a multidisciplinary studies degree indicates that a student has pursued a wide area of knowledge from several disciplines. Students pursuing a degree in elementary education or secondary science are awarded a multidisciplinary studies undergraduate degree upon the successful completion of the program.

Novice
Students who have just completed their professional preparation in the Benedum Collaborative Model of Teacher Education are often referred to as novice teachers, beginning teachers. (See below, “Ten Characteristics of a Novice Teacher.”)

Participant
A student in Year 4 of the five-year program who spends approximately five hours per week in the Fall semester and 14 hours per week in the Spring semester working with students and teachers in a PDS is referred to as a participant.

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

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

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

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

Praxis Tests
Praxis tests are a battery of examinations run through ETS (Educational Testing Service) that are required for certification. Each endorsement, elementary and secondary, as well as each content specialty has required examinations. Nearly all Benedum Collaborative Model of Teacher Education students are required to take a minimum of three certification exams: the PPST, content exam(s), and the PLT.

Pre-Professional Skills Test (PPST)
The PPST is part of the Praxis battery and is designed to assess pre-service teachers’ basic knowledge level before entering the Benedum Collaborative Model of Teacher Education. A passing score on all sections of the PPST must be received before the end of semester 4, when students apply for formal admission into the program.

Professional Development
Professional development is the process through which teachers continue to increase their knowledge about teaching and learning. Throughout the five-year program, students are encouraged to participate in professional development activities.
Professional Development School (PDS)

PDSs are schools where teachers and administrators join with University faculty in partnerships designed to improve teaching and learning through collaborative research and professional development school renewal work. Currently, there are 28 professional development schools involved in the Benedum Collaborative.

Professional Knowledge Test (PLT)

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

Reciprocity

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

School Renewal

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

Site Coordinator

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

Specialization

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

STAR System (Student Automated Registration)

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

Strands

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

Teacher Education Coordinator

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

Transfer Student

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

Transient Credit

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

Tutor

A student in Year 3 of the five-year program who spends approximately two hours per week tutoring children at his/her assigned PDS is referred to as a tutor.
Volunteer Experience
The volunteer experience is a required sixty hours of experience working with children who are approximately the age that the student intends to teach. Students are encouraged to diversify their experiences with young people. The volunteer experience, which is undertaken during Years 1 & 2 of the program, must be approved prior to initiating the experience if students are to receive credit for their work.

West Virginia Content Standards and Objectives (WV CSO)
The WV CSOs are the state-mandated instructional standards and objectives for students in each content area and at every grade level. Teachers are required to teach, assess, and document the progress of each standard and objective.
EDUC 687: Instructional Practicum
Contract Form
Spring 2005

Intern: Gina Shears
Date submitted: November 19, 2004
PDS: Suncrest Primary
Coordinators: Kaye McCrory
Total Contract Hours: 137 hours

Goal statement for the following set of activities:

My goal is to provide professional release time for the faculty at Suncrest Primary and Bruceton School. By doing this, I will be furthering my own growth as an educator by receiving more experience in the classroom as well as allowing for professional development within the school systems. Teachers at both schools are strongly encouraged to take part in such opportunities to grow as a teacher. The schools are always looking for ways to better educate the students based on research of best practices available. These conferences will allow them to explore such issues. Teachers can then share knowledge with fellow professionals, WVU students, and indirectly (through actions) with the students in their classrooms. I will personally benefit from this by the teaching experiences I will receive as well as from the knowledge from the staff that attend the professional development conferences/meetings.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional release time for Suncrest Primary faculty (6 days)</td>
<td>April 22, 2005</td>
<td>42</td>
<td>Intern Teacher Evaluation Form Professional Release Notes: Lesson plan notes Behavior problems Accidents/illnesses Absent students Additional comments</td>
<td>Host teacher</td>
</tr>
<tr>
<td>Professional release time for Bruceton School faculty (2 days)</td>
<td>April 22, 2005</td>
<td>14</td>
<td>Intern Teacher Evaluation Form Professional Release Notes: Lesson plan notes Behavior problems Accidents/illnesses Absent students Additional comments</td>
<td>Host teacher</td>
</tr>
</tbody>
</table>

Total hours for this goal: 56 hours
Goal statement for the following set of activities:

My goal is to be a mentor to younger cohorts in the WVU teacher education program. By doing this, I am sharing my experiences with the tutors and participants to further their growth. I may also learn from the experiences they have to share. Suncrest Primary focuses on enhancing the knowledge of the WVU students in order to prepare future educators for their career. Furthermore, they encourage open communication within the school community. Personally, I will gain more experience communicating effectively to the appropriate audience and to peers. These hours will also be a way for me to practice my leadership skills in organizing and presenting to others. Furthermore, collaborative planning will be used for some of the hours and will give me opportunities to work with other interns to accomplish a particular goal. Overall, I will be able to reflect on my experiences throughout the program and use that information to provide mentoring assistance to younger cohorts.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe participants and tutors at Suncrest Primary as they teacher lessons</td>
<td>March 25, 2005</td>
<td>4</td>
<td>Observation Feedback Form: Planning and preparation Content Pedagogy Communication Classroom climate Professionalism</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td>Prepare and present to EDUC 401 students focusing on:</td>
<td>March 28, 2005</td>
<td>3</td>
<td>Agenda Questionnaire to rate the quality of the presentation.</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td>Action Research Portfolios (Year 4 and Exit) Contract Hours Classes Education program, in general</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare and present information regarding Action Research to participants at Suncrest Primary</td>
<td>February 28, 2005</td>
<td>1</td>
<td>Agenda Questionnaire to rate the quality of the presentation.</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td>Prepare and present information regarding portfolios and curriculum units to participants at Suncrest Primary</td>
<td>March 30, 2005</td>
<td>1</td>
<td>Agenda Questionnaire to rate the quality of the presentation.</td>
<td>Kaye McCrory</td>
</tr>
</tbody>
</table>

Total hours for this goal: 9 hours
Goal statement for the following set of activities:

My goal is to continue to research, reflect, and share information concerning my Action Research. Suncrest Primary places special emphasis on the idea that everyday teachers are participating in informal Action Research within the classroom and looking for best teaching practices. Furthermore, the faculty encourages WVU students to share results so that they may make adjustments to their own teaching practices. Concerning my own professional growth, Action Research has allowed me to explore a particular teaching practice and its effectiveness. I will spend these contract hours compiling my findings and furthering my research. This will then impact teaching strategies that I will personally use in my own classroom. It will also give me experience in how to conduct and reflect on Action Research, a procedure that occurs daily in the classroom.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile data and continue research</td>
<td>March 21, 2005</td>
<td>14</td>
<td>Final Action Research results and documentation</td>
<td>Kathleen Dyer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td>Prepare and present Action Research results to the PTG at Suncrest Primary</td>
<td>April 15, 2005</td>
<td>1</td>
<td>Printout of PowerPoint slides</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Questionnaire rating the quality of the presentation</td>
<td></td>
</tr>
</tbody>
</table>

Total hours for this goal: **15 hours**
**Goal statement for the following set of activities:**

My goal is to further my knowledge of technology within the classroom, for teaching and communication purposes. This is an area of weakness for me and I want to use some hours to explore some available technology. Technology is an expanding field and it is quickly becoming a result part of the classroom. Therefore, it is necessary for me to be fluent in the use of it as well as to provide exposure for my students to it. Suncrest Primary encourages as much use of technology as possible to benefit the learning process. Students at Suncrest are always using a variety of technological equipment, from audiocassettes to computers to cameras and much more. These experiences that I will receive from the exploration of technology will be ones that I can use within my own classroom to enhance my lessons and the overall learning of the students.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore how to create a Scholastic website from Kaye McCrory (Suncrest Primary)</td>
<td>February 25, 2005</td>
<td>2</td>
<td>Printout of example of Scholastic website</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection on how I might use this in my own classroom</td>
<td></td>
</tr>
<tr>
<td>Continue to work on Electronic Portfolio</td>
<td>April 18, 2005</td>
<td>7</td>
<td>Printout of the front page of the portfolio</td>
<td>Sarah Steel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Outline of the included artifacts</td>
<td></td>
</tr>
<tr>
<td>Work collaboratively with Mark Graham (Bruceton School) in preparing and presenting a lesson to sixth graders using technology</td>
<td>April 8, 2005</td>
<td>3</td>
<td>Lesson plan</td>
<td>Mark Graham</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection paper</td>
<td></td>
</tr>
<tr>
<td>Explore available technology and library media equipment available in the library Media Center at Suncrest Primary</td>
<td>February 11, 2005</td>
<td>1</td>
<td>List of available materials and a description of each</td>
<td>Caroline Clevenger</td>
</tr>
</tbody>
</table>

Total hours for this goal: **13 hours**
Goal statement for the following set of activities:

My goal is to further research and observe the implementation of guided reading programs, a personal interest of mine. Suncrest Primary encourages the use of best teaching practices based on research and personal professional experiences. I plan to witness and participate in two classrooms (first and second grades) at Suncrest Primary that are currently implementing the guided reading program. By doing this, I want to enhance my personal knowledge about the research on guided reading. Therefore, I will gain some experience in doing so as well as witness the differences and similarities of the program in two different classrooms and grade levels.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal research on the guided reading program</td>
<td>February 11, 2005</td>
<td>4</td>
<td>Annotated bibliography of resources</td>
<td>Emily Parker, Kelly Beckner, Kaye McCrory</td>
</tr>
<tr>
<td>Prepare and interview Kelly Beckner (1st grade) and Emily Parker (2nd grade) on their guided reading program at Suncrest Primary</td>
<td>February 18, 2005</td>
<td>3 (1.5 hrs. to prepare and interview each teacher)</td>
<td>Interview: Personal description of guided reading, Implementation of program, Purpose of program, Benefits/Drawbacks, Personal reactions</td>
<td>Kelly Beckner, Emily Parker</td>
</tr>
<tr>
<td>Observer and assist with the guided reading programs in 1st and 2nd grades at Suncrest Primary</td>
<td>March 18, 2005</td>
<td>5 (2.5 hrs. per classroom)</td>
<td>Anecdotal Notes: Classroom layout, Group rotation, Student interest, Activities</td>
<td>Kelly Beckner, Emily Parker</td>
</tr>
</tbody>
</table>

Total hours for this goal: 12 hours
**Goal statement for the following set of activities:**

My goal is to continue to work on and share with the Suncrest faculty my two-week curriculum unit. Suncrest Primary prides itself on the effective use of 4MAT and curriculum units. They strongly advise all of their WVU students to collaboratively plan and implement such a unit with their intern host teacher. Time will be spent reflecting on and refining the unit. This will be followed by a presentation of the unit to the faculty. This presentation will be a wonderful way for me to share my unit and personal reactions to the effectiveness of it. Furthermore, it will allow me to gain experience in preparing and presenting professional topics, units, and ideas in front of an audience of fellow educators.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust, refine, and compile curriculum unit for future classroom</td>
<td>January 31, 2005</td>
<td>4.5</td>
<td>Outline of the unit: Suggested books Resources Daily outline</td>
<td>Kaye McCrory Kathleen Dyer</td>
</tr>
<tr>
<td>use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare and present curriculum unit to the Suncrest Primary faculty</td>
<td>February 28, 2005</td>
<td>1</td>
<td>Agenda outline Questionnaire rating the effectiveness of the presentation</td>
<td>Kathleen Dyer Kaye McCrory</td>
</tr>
</tbody>
</table>

Total hours for this goal: **5.5 hours**
Goal statement for the following set of activities:

My goal is to observe and participate in activities that allow me to further my ability to communicate and work with parents and the community. Suncrest Primary welcomes the support of the community and encourages students to appreciate the community and be responsible citizens within it. Personally, I think this experience will allow me to work with the community and parents in an educational situation. Furthermore, it will give me some insight into how an after-school program is implemented and how to communicate with members of the community.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe and offer assistance to community members during Afternoon Adventures at Suncrest Primary</td>
<td>February 25, 2005</td>
<td>2.5</td>
<td>Anecdotal Notes: Climate, Activities, Organization, Student reactions, Short personal reaction to the environment and how I may use the experience in the future.</td>
<td>Candy Berkshire</td>
</tr>
<tr>
<td>Attending Open House/Art Show/Book Fair at Suncrest Primary</td>
<td>March 31, 2005</td>
<td>1</td>
<td>Photographs, Personal notes, Survey host teachers about attendance, Survey Caroline Clevenger about Book Fair attendance</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td>Attending PTG meetings at Suncrest Primary</td>
<td>April 22, 2005</td>
<td>2</td>
<td>Agenda, Personal notes</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td>Participating in Suncrest Primary’s Annual Sock Hop</td>
<td>April 22, 2005</td>
<td>3</td>
<td>Tickets to Sock Hop, Photographs</td>
<td>Kaye McCrory</td>
</tr>
</tbody>
</table>

Total hours for this goal: 8.5 hours
Goal statement for the following set of activities:

My goal is to further my own professional development by participating in professional development organizations, groups, and meetings. This will enable me to expand my knowledge related to the education field. Suncrest Primary focuses on continually enhancing teaching practices and encourages staff and students to participate in professional development opportunities as often as possible. I will be able to explore a variety of teaching practices and research that I will be able to employ in my future classroom. Furthermore, I will gain experience in communicating with other professionals, sharing ideas, and collaborating.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>LitNet meetings (share at SSC meeting)</td>
<td>February 21, 2005</td>
<td>4</td>
<td>Agenda (if applicable)</td>
<td>Emily Parker</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short description of how I may personally use the information discussed.</td>
<td></td>
</tr>
<tr>
<td>ESGA meetings</td>
<td>April 22, 2005</td>
<td>4</td>
<td>Agenda (if applicable)</td>
<td>Judy Abbott</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting notes</td>
<td>Sarah Steel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short description of how I may personally use the information discussed.</td>
<td></td>
</tr>
</tbody>
</table>

Total hours for this goal: 8 hours

Goal statement for the following set of activities:

My goal is to continue to spend time in the Kindergarten classroom in which I did my intern work. Student growth is continuous throughout the year and therefore I would like to revisit the students to observe how they have grown in their education. Furthermore, I will be able to explore the kindergarten curriculum in the spring semester. Suncrest Primary knows that all students learn but that learning is gradual and individualized. Therefore, they encourage teachers to observe the growth throughout the year. This will give me personal experience working with a kindergarten classroom in the spring semester. I hope to one day teach primary grades and this will be a wonderful resource.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit kindergarten classroom to assist with and plan activities</td>
<td>April 15, 2005</td>
<td>10</td>
<td>Lesson plans (if applicable) or description of my duties</td>
<td>Kathleen Dyer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Photographs</td>
<td></td>
</tr>
</tbody>
</table>

Total hours for this goal: 10 hours
**Alternative Activities** (Total at least 15 hours)

**Goal statement for the following set of activities:**
As a teacher, you must always be prepared to adjust plans and make accommodations for unexpected events. In the event that I am unable to complete my listed contract hours, I have a list of alternative activities in which I can participate. This process of making alternative arrangements has allowed me the experience of planning ahead and being flexible as a teacher.

<table>
<thead>
<tr>
<th>Activity and Resources Needed</th>
<th>End Date</th>
<th>Hours</th>
<th>Documentation</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and implement own lessons from the guided reading programs in first and second grade</td>
<td>April 22, 2005</td>
<td>6 (3 hrs. per grade)</td>
<td>Lesson plans</td>
<td>Kelly Beckner</td>
</tr>
<tr>
<td>Observe and assist the special needs professional at Bruceton School</td>
<td>April 22, 2005</td>
<td>2</td>
<td>Notes on: Daily routines, Responsibilities, Common accommodations made for students, Activities, IEPs, Teacher reflection of her position</td>
<td>Susan Waugh</td>
</tr>
<tr>
<td>Observe and assist the special needs professional at Suncrest Primary</td>
<td>April 22, 2005</td>
<td>2</td>
<td>Notes on: Daily routines, Responsibilities, Common accommodations made for students, Activities, IEPs, Teacher reflection of her position</td>
<td>Jeanette Kobasko Konchesky</td>
</tr>
<tr>
<td>SEA meetings</td>
<td>April 22, 2005</td>
<td>4</td>
<td>Agenda (if applicable), Meeting notes, Short description of how I may personally use the information discussed</td>
<td>Dr. Cardi</td>
</tr>
<tr>
<td>Prepare a behavior management plan</td>
<td>April 22, 2005</td>
<td>4</td>
<td>Copy of plan</td>
<td>Kaye McCrory</td>
</tr>
<tr>
<td>Observe a 1st grade classroom</td>
<td>April 22, 2005</td>
<td>2</td>
<td>Notes on: Responsibilities, Daily routines, Learning strategies used, Strengths/weaknesses, Teacher reflection of her position</td>
<td>Kelly Beckner</td>
</tr>
</tbody>
</table>

Total hours for this goal: **20 hours**

Required Signatures

<table>
<thead>
<tr>
<th>Intern</th>
<th>PDS Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDS teacher education coordinator</td>
<td>EDUC 687 instructor</td>
</tr>
<tr>
<td>Other (if applicable)</td>
<td>Other (if applicable)</td>
</tr>
</tbody>
</table>
Appendix 8
Sources


The Benedum Collaborative website. http://www.hre.wvu.edu/benedum/

“Collaborating to Improve Education in West Virginia.” College of Human Resources and Education. West Virginia University.

College of Human Resources and Education Scholarship Brochure.


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

Human Resources and Education website. http://www.hre.wvu.edu

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


Professional Development Schools Site Improvement Grants Program: Collaborating to Improve Education in West Virginia. The Benedum Collaborative Model of Teacher Education. 1997-98.

Sekula, Mike. Preliminary handbook working drafts.

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Speech Pathology and Audiology Undergraduate Student Handbook.


Various forms and documents from the Director of Clinical Experiences, including:

- PDS compensation forms
- Portfolio cover sheets
- Characteristics of a Novice Teacher
- Volunteering Forms
- Pedagogy Course Descriptions
- General PDS information
- Pedagogy Core Table
Various working drafts of documents from the Benedum Collaborative.

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West Virginia University Undergraduate Catalog. West Virginia University. 1998.

WVPro Ed Pamphlet. West Virginia University.
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