

# EARLY EDUCATION SPECIALIZATION HANDBOOK

Comprehensive BA & Endorsement  
2018-2019



For Specialization Leading To

WEST VIRGINIA  
Pre-Kindergarten / Kindergarten  
CERTIFICATION

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## **Early Education Program Goals**

The purposes of the Early Education specialization are to prepare teachers who:

1. Practice reflective problem solving in the daily workplace of early education classrooms.
2. Plan and implement a learning environment responsive to the social and psychological conditions that characterize their school.
3. Display a strong background in child development and related pedagogical practices.
4. Use a wide range of teaching methodologies and strategies across many content areas.
5. Teach from a broadly-based understanding of early education and its place and function in society.
6. Are willing and capable of continued investigation into teaching and learning beyond their undergraduate preparation.

**COURSEWORK & REQUIREMENTS**  
**for**  
**EARLY EDUCATION ENDORSEMENT**  
(Completed in conjunction with the Elementary  
Education program)

To satisfy the requirements for certification in Early Education as an endorsement to the Elementary Education program, all requirements of the Elementary Program must be met PLUS the following:

COURSES			Credits
EARLY EDUCATION ENDORSEMENT (added to Elementary K-6 Program requirements)	FACS 304	Child Development	3
	EDUC 315	Overview of Early Education	2
	EDUC 315L	Practicum	1
	EDUC 334	Early Language & Literacy	4
	EDUC 334L	Practicum	1
	EDUC 335	Young Children with Exceptionalities	3
	EDUC335L	Practicum	1
<b>TOTAL CREDITS</b>			<b>15</b>
JUNCTURE FORMS	Two separate forms are needed at Juncture I and Juncture II: one for the Early Education endorsement and one for the Elementary Program. All other juncture requirements must also be met according to the appropriate handbook.		
PORTFOLIO	In addition to the Elementary Program portfolio, you must complete the requirements for the Early Education Endorsement portfolio as described in this handbook. The Early Ed portfolio is reviewed and approved by the Early Education Specialization Coordinator.		
PRAXIS II	In addition to PRAXIS II exams required for Elementary K-6 certification, you must also pass the Pre-Kindergarten Education exam (#5531).		

**EARLY EDUCATION**  
**B.A. AND ENDORSEMENT PORTFOLIO REQUIREMENTS**

Below is a summary and comparison of the portfolio requirements for students pursuing both the early education B.A. Comprehensive and early education endorsement. Please refer to the expanded guidance document for complete information.

Feature	B.A. Comprehensive	Endorsement
<u>Online Portfolio (Google)</u>	Yes	Yes
<u>Table of Contents</u>	Yes	Yes

<u>Personal Information</u>	Resume Teaching Philosophy Unofficial Transcript Honors Praxis Scores	Resume Teaching Philosophy Unofficial Transcript Honors Early Ed Praxis Scores
<u>Standards</u>	Matrix WVPTS (Juncture 1 primarily standards 1-3, Juncture 2 include 4 & 5) NETS-T NAEYC	Matrix WVPTS (Juncture 1 primarily standards 1-3, Juncture 2 include 4 & 5) NETS-T NAEYC
<u>Knowledge*</u>	Juncture 1 = 3 artifacts Juncture 2 = 5 artifacts	Juncture 1 = 1 artifact Juncture 2 = 3 artifacts
<u>Performance*</u>	Juncture 1 = 3 artifacts Juncture 2 = 5 artifacts	Juncture 1 = 1 artifact Juncture 2 = 3 artifacts
<u>Disposition*</u>	Juncture 1 = 3 artifacts Juncture 2 = 5 artifacts	Juncture 1 = 1 artifact Juncture 2 = 3 artifacts
<u>Introductory Narratives</u>	One for each artifact Explicit connections to standards Summary and growth analysis	One for each artifact Explicit connections to standards Summary and growth analysis

## **PORTFOLIO PLAN**

The Teacher Education portfolio is designed for teacher candidates to collect evidence from their educational, pre-service, and personal experiences that demonstrate important knowledge and skills. This evidence is used for evaluation of the candidate’s ability to reflect on his/her own work and analyze that work in relation to the standards by which teacher candidates are assessed.

The Teacher Education Program at Shepherd University includes portfolio development as an integral part of students’ experiences. This supports the emphasis on **Teacher as Reflective Problem Solver** since students’ portfolios are developed throughout the entire period of their coursework at Shepherd University.

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

**PORTFOLIO REQUIREMENTS: as of Fall 2018**  
Early Education BA & Early Education (Pre-K/K) Endorsement

Please read these instructions several times for clear understanding. Then, if you need assistance or clarification, please contact your advisor during office hours or make an appointment.

**NOTE: Submit your portfolio for review no later than Friday of the second week of the semester in which you are applying for Juncture I or Juncture II.**

**PURPOSE OF YOUR PORTFOLIO**

Your professional teaching portfolio is an **organized collection of evidence** by which you must demonstrate important knowledge of, skills in, and disposition for the indicators of the West Virginia Professional Teaching Standards (WVPTS), the National Educational Technology Standards for Teachers (NETS-T), and the National Association for the Education of Young Children (NAEYC). As you choose artifacts to demonstrate your competencies, you are reviewing your work and evaluating your progress in fulfilling all requirements for becoming a teacher. Selections from this collection of work can also serve as a tool to market your strengths and experiences to prospective employers.

**SCOPE OF YOUR PORTFOLIO**

The preparation of a professional portfolio is hard work! It takes more than one sitting of an hour or two to develop. It requires deep thinking and self-reflection to determine how your work has helped you meet the standards for being a teacher. Once you begin, continue to think about and re-evaluate your artifacts so that by the time you graduate, you have demonstrated all or most of the WVPTS, NETS- T, and NAEYC Standards in the areas of Knowledge, Disposition, and Performance as required by the TARPS framework.

**ONLINE PORTFOLIO FORMAT:** [Video tutorial available at <https://youtu.be/xq1dGseJoLc>]

Construct your online portfolio using Google Sites.

- The Home Page should include your name, Professional Portfolio, Department of Education, Shepherd University, Submitted to (advisor's or specialization coordinator's name) for Juncture I [or II] Review, and the date of submission.
- The contents of the portfolio should be divided into **five sections/tabs as directed within the Google Sites Tutorial** (Personal Information, Table of Contents, Teaching Standards, Knowledge, Disposition, and Performance).
- Create a **Table of Contents** - put all items in the order they appear in the portfolio and in the appropriate section. For example, your Knowledge section might look like this:
  - Knowledge Introductory Narrative
    - EDUC 200 research paper - NCLB: Should We Leave This Law Behind?
    - ARED 180: Theory Paper
    - EDUC 334: Literacy Unit Plan

**\*\* Use your creativity to present yourself in a professional manner. \*\***

## **CONTENT REQUIREMENTS**

### **Personal Information Section:**

- Resumé – one page
- Praxis Scores
- Unofficial Transcript
- Teaching Philosophy – revise the papers you submitted as class assignments and create your current, one-page professional statement of philosophy.
- Any honors you have received at Shepherd or since you began your teacher preparation.

**\*\*Do not include high school items in this area.\*\***

### **Teaching Standards Section**

- A set of matrices you will complete to display which artifacts demonstrate which standards.
  - West Virginia Professional Teaching Standards
  - NETS-T Standards
  - NAEYC Standards

[The standards and matrices are included at the end of this document. Copy the standards to put in your portfolio. Copy and paste the matrices into a new document and save. You will fill it in and include it in this section.]

*See the chart below for specific requirements for both comprehensive Early Education BA candidates and endorsement candidates.*

- Type the title of each artifact in the left-hand column. Then indicate in the boxes at the right which WVPTS Functions, NETS-T performance indicators, and/or NAEYC standards are demonstrated by the artifact.

### **Knowledge, Disposition, and Performance Sections**

Structure these sections around the Teacher as Reflective Problem Solver framework (TARPS) found at <http://www.shepherd.edu/education/about-the-teacher-education-program> and its three areas of teacher candidate assessment: Knowledge, Disposition, and Performance.

- Begin with an introductory narrative and then justify each artifact (see below).
- Choose artifacts you believe are the best representatives of your Knowledge, Disposition, and/or Performance to satisfy the widest variety of standards. Include graded copies whenever possible.
- Consider all Key Assessments from Education courses (the ones you submit to TK-20.)
  - JUNCTURE I – at least three artifacts in each section (except Performance – may have one or two).
  - JUNCTURE II – no less than five artifacts in each section. Include as many as necessary to demonstrate as many standards as possible.
- Knowledge – display your knowledge of subject area content, knowledge of learners and their needs, and knowledge of the context of teaching and learning.
- Disposition – **you must include all Pro-05s / DA-17s.** Retrieve them from Observations in TK-20. Also include artifacts that demonstrate your dispositional qualities that make you a reflective problem solver who is willing and capable of being

- responsible for your own professional development throughout your career.
- Performance – display your planning, implementation, and assessment of learning. This section demonstrates you working as a teacher. (consider lesson plans, presentations, etc.).

### **Introductory Narrative Requirements:**

*NOTE: No narratives are required for the Personal Information or Teaching Standards sections.*

- Title each narrative.
- **Proofread carefully** for typos, spelling errors, and grammatical errors.
- Create short paragraphs to make the information clear and easy to read.
- **What to include** in each Introductory Narrative:
  - Explain in your own words (based on TARPS) your understanding of the assessment area (knowledge, disposition, or performance).
  - Name and briefly describe the artifact (about one sentence).
  - Provide a rationale statement explaining why you selected each artifact and how it demonstrates your mastery of one or more West Virginia Professional Teaching Standards (WVPTS), National Educational Technology Standards for Teachers (NETS-T), and/or National Association for the Education of Young Children (NAEYC) standards.
  - At the end of the paragraph, list the codes for all standards you have justified for that artifact (i.e. WVPTS 1A; NETS-T 2a). Remember: You must address every standard/function you cite in your narrative. These are the codes you enter on the matrices for each artifact.
  - Conclude by explaining how your understandings have increased and improved. Remember that you are demonstrating how your work displays your knowledge, disposition or performance **growth over time**. That means you need to **analyze** how the group of artifacts you have chosen for that section **demonstrates changes in your thinking, understanding, and/or skill in the assessment area**.

### **EXAMPLE PORTFOLIO:**

<https://sites.google.com/view/shepherd-ee-example-portfolio/home>

**EVERY ASPECT OF THIS PORTFOLIO SHOULD REFLECT YOUR PERSONAL STANDARDS AND PROFESSIONALISM**



# **Early Education Specialization**

## **Standards Matrices**

**West Virginia Professional Teaching Standards**

	<b><u>Standard 1</u></b>					<b><u>Standard 2</u></b>						<b><u>Standard 3</u></b>						<b><u>Standard 4</u></b>				<b><u>Standard 5</u></b>								
<b><u>Title of Artifact</u></b>	<b><u>Curriculum and Planning</u></b>					<b><u>The Learner and the Learning Environment</u></b>						<b><u>Teaching</u></b>						<b><u>Professional Responsibility for Self-Renewal</u></b>				<b><u>Professional Responsibilities for School and Community</u></b>								
<b><u>Section</u></b>	<u>1a</u>	<u>1b</u>	<u>1c</u>	<u>1d</u>	<u>1e</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>	<u>2d</u>	<u>2e</u>	<u>2f</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>	<u>3d</u>	<u>3e</u>	<u>3f</u>	<u>4a</u>	<u>4b</u>	<u>4c</u>	<u>4d</u>	<u>5a</u>	<u>5b</u>	<u>5c</u>	<u>5d</u>	<u>5e</u>	<u>5f</u>	<u>5g</u>	<u>5h</u>	<u>5i</u>
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**National Educational Technology Standards for Teachers (NETS-T)**

	<u>Standard 1</u>				<u>Standard 2</u>				<u>Standard 3</u>				<u>Standard 4</u>				<u>Standard 5</u>			
<u>Title of Artifact</u>	<u>Facilitate and Inspire Student Learning and Creativity</u>				<u>Design and Develop Digital-Age Learning Experiences and Assessments</u>				<u>Model Digital-Age Work and Learning</u>				<u>Promote and Model Digital Citizenship &amp; Resp.</u>				<u>Engage in Professional Growth and Leadership</u>			
<u>Section</u>																				
	<u>1a</u>	<u>1b</u>	<u>1c</u>	<u>1d</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>	<u>2d</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>	<u>3d</u>	<u>4a</u>	<u>4b</u>	<u>4c</u>	<u>4d</u>	<u>5a</u>	<u>5b</u>	<u>5c</u>	<u>5d</u>
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**National Association for the Education of Young Children (NAEYC)**  
**Teaching Standards**

	<u>Standard 1</u>			<u>Standard 2</u>			<u>Standard 3</u>				<u>Standard 4</u>				<u>Standard 5</u>			<u>Standard 6</u>				
<u>Title of Artifact</u>	<u>Promoting Child Development and Learning</u>			<u>Building Family and Community Relationships</u>			<u>Observing, Documenting, and Assessing to Support Young Children and Families</u>				<u>Using Developmentally Effective Approaches to Connect with Children and Families</u>				<u>Using Content Knowledge to Build Meaningful Curriculum</u>			<u>Becoming a Professional</u>				
<u>Section</u>	<u>1a</u>	<u>1b</u>	<u>1c</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>	<u>3d</u>	<u>4a</u>	<u>4b</u>	<u>4c</u>	<u>4d</u>	<u>5a</u>	<u>5b</u>	<u>5c</u>	<u>6a</u>	<u>6b</u>	<u>6c</u>	<u>6d</u>	<u>6e</u>
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