

Questions about becoming a teacher

Thanks for looking at our website. This section was developed for high school students, transfers, and individuals changing their major who might be or are interested in becoming a teacher; specifically a physical and health educator.

While you are looking at the Longwood University website to become a Physical and Health Education teacher, the *Virginia State Board of Education* actually mandates many of the requirements of ALL teacher education programs in Virginia. Whether you decide to attend Longwood or any of the other 36 teacher-preparation programs in Virginia, there are requirements that you must meet.

What are those requirements?

All colleges of education within the Commonwealth will have additional requirements, but the Virginia State Board of Education mandates that you earn at least a C in your first college English course and achieve an over-all grade point of 2.5 once you enter college. The third requirement is to meet a minimum level on standardized tests.

I took the SAT. Do I need more testing?

The Commonwealth of Virginia prides itself on graduating and hiring excellent teachers. To that end, ALL students who plan to enter a college of education must meet minimum standardized test scores. (Before you receive your teaching license, you will have to pass two additional standardized tests, but this section focuses only on being admitted into teacher education programs.) If you earned an 1100 on the SAT excluding the writing score and have at least a 530 on the verbal and a 530 on the math, you have met the standards. If you have not, then you must take the PRAXIS I exam.

What is the PRAXIS I test?

This test is an evaluation of your basic academic skills. It has three parts and it assesses your skills in reading, writing, and math. Each part takes one hour to complete.

Ok, do I have to take this test right now?

If you are an in-coming college freshman, you have time. At Longwood, we will help you prepare for the PRAXIS I as part of the KINS 175 – Introduction to the Profession of Physical and Health Education course that you must take during the fall of your freshman year. You **MUST** have the scores needed to meet the minimum standardized test scores by January of your sophomore year to be eligible for admission to the program and graduate in four years. If you do not have the scores by that time, your graduation will be delayed one year. But if you'd like to begin before coming to Longwood, that would be great.

If you are a transfer student or change of major, you will also take KINS 175 your first semester, but should really take the PRAXIS I test as soon as possible. Because of your changes, you will already need **AT LEAST** three years more years in college to complete the PHETE major. If you

cannot meet the standardized testing score before the beginning of the spring semester, you will be delayed at least one more year. You really need to begin taking the test now.

How do I prepare?

We have found that the Educational Testing Service (www.ets.org) has some excellent test preparation materials. In particular, the book *Cracking the PRAXIS* from Princeton Review is excellent and it is a required text for KINS 175. Again, in the KINS 175 class we will acquaint you with other websites and preparation materials. But if you are a transfer or change of major, you really should begin early.

What does it take to pass?

You must take all three tests and achieve a combined score of 532. The passing score for each test is: math 178; writing 176; and reading 178. Again, you do NOT have to pass all three tests. As long as the scores from the three tests add up to 532, you have met the standardized test requirements.

Where do I take these tests?

The PRAXIS I exam is offered in the pencil and paper format about every 60 days (September, November, January, March, April, and July) on college campuses, but you have to register 30 days ahead of the test. For those tests, you register through www.ets.org.

Or you may take a computer-based test through a company called Prometrics at a site near you. Computer-based testing (CBT) registration is made by appointment at over 300 Prometric [test sites](#) throughout the United States. The Virginia sites and contact information are as follows:

<p>Alexandria – 5114 Prometric Testing Center 4401 Ford Avenue, Suite 200 Alexandria, Virginia 22302 (703)671-4860</p>	<p>Lynchburg – 4723 Prometric Testing Center 8116 Timberlake Road, Suite 200 Lynchburg, Virginia 24502 (434)832-0778</p>
<p>Bristol – 5174 Prometric Testing Center 14343 Lee Highway Unit B Bristol, Virginia 24201 (276)591-1140</p>	<p>Newport News – 4709 Prometric Testing Center 894 J. Clyde Morris Blvd Newport Square Shopping Center Newport News, Virginia 23601 (757)873-0208</p>
<p>Fairfax – 5365 Prometric Testing Center 2810 Old Lee Highway Suite 100 Fairfax, Virginia 22031 (703)204-9060</p>	<p>Roanoke - 4718 Prometric Testing Center 2149 Electric Road Roanoke, Virginia 24018 (540)344-3688</p>

Glen Allen – 5115 Prometric Testing Center 11547 Nuckols Road Suite B Glen Allen, Virginia 23059 (804)346-8777	
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To schedule an appointment, call Prometric Candidate Services Monday through Friday, 8 a.m. – 8 p.m. Eastern Time (New York), (excluding holidays) at 1-800-853-6773 or 1-443-751-4859 or call the [test center](#) directly. If you are deaf or hard of hearing and use a TTY, call 1-800-529-3590 to schedule an appointment. We have found that our students have less time “on hold” registering with the individual sites rather than going through the New York number.

You must use an American Express®, Discover®, JCB®, Visa® or MasterCard® credit card, debit card or an authorization voucher.

If you are a test taker with disabilities, refer to the [Test Takers with Disabilities](#) page or visit the [Computer-based Test Centers](#) page.


What else should I know about the PRAXIS I?

If you have time, we have found that students perform best if they study just one topic for several weeks and then take that one test. Then study a few weeks on another area and take that test, etc. This way you are not worn out from three consecutive hours of testing. It costs a little more to do it this way, but students perform better.

If you complete the math or reading testing at a Prometrics site, you will immediately receive your scores when you complete each test. The writing results will be sent to you in about one month. All testing results taken as paper and pencil tests require about one month before you can receive your scores.

Also, it is fine to take one computer-based test at a Prometrics and the others as paper-pencil at a college, or vice-versa. As long as you take all three and they are PRAXIS I, it is okay to mix the pencil-paper and the computer formats.

You may take the Computerized PPST® only once per calendar month, and no more than six times within a 12-month period. This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.

 **Very important - If you register for a PRAXIS test on-line, your scores will be sent to you on-line. After 30 days these results are removed. Please download all test results when they come in. The Educational Testing Service (ets) will charge you \$40 to retrieve these scores after 30 days.**

So I have met Virginia’s requirements - 2.5, meet the testing requirements and have a C in English. Am I in?

No, but you are much closer. Admission and retention in the Physical & Health Education – Teacher Education (PHETE) Program is not automatic. The following is a check list of all requirements for admission and should be completed by the mid-point of your sophomore year:

Complete 30 hours of college work which includes at least one full semester at Longwood University		Obtain two positive recommendations from PHETE faculty	
2.5 over-all		Self-assessment of dispositions	
2.5 - major		Apply on line	
C or better in English 150		Complete portfolio	
Complete KINS 175 or 275 or 280 with a minimum grade of C		Provide transcript	
Meet standardized test requirements		Obtain a healthy fitness score in PHED 101 or KINS 363	
Successfully complete background check		Successful interview with PHETE Committee	

While this list may seem over-powering, it will be thoroughly explained during your KINS 175 course. But we will address a few of the most often questions about the requirements below:

I need a criminal background check?

Longwood University requires that each student to purchase a background check through www.certifiedbackground.com before they do any visits or work in the schools.

CertifiedBackground.com is a background check service that allows students to purchase their own background check. The results of a background check are posted to the CertifiedBackground.com web site in a secure, tamper-proof environment, where the student, as well as the organization can view the background check. To order your background check from CertifiedBackground.com:

- 1- Go to www.CertifiedBackground.com and click on “students.”
- 2 –In the package code box, enter package code: on60
- 3 – Select a method of payment: Visa, MasterCard or money order. It will cost approximately \$40, but you only have to do this once during your time at Longwood.

After your order is submitted, you will receive a password to view the results of your background check. The results will be available in approximately 48-72 hours. Once your background check is complete, please provide that password and the last four digits of your social security number in your portfolio so that Longwood University may review your background check results.

How do I get these recommendations?

The candidate will need positive recommendations from two different PHETE faculty members. Ask two faculty members to complete these on-line assessments (on www.mylongwood.edu). Within your portfolio, include the names of faculty members completing your evaluation.

These documented recommendations will be read and evaluated by PHETE faculty members. Recommendations must average 3.5 on a 5 point scale for you to be accepted into teacher education.

What are dispositions?

We are very concerned about what you learn and your behaviors. The second part is called dispositions. In the faculty recommendations, we will address your dispositions. We ask that you do the same. The dispositions we look at are:

PROFESSIONAL DISPOSITIONS

LU Education Professionals demonstrate dispositions associated with the profession by their valuing of learning, personal integrity, diversity, collaboration, and professionalism.

Rating → Indicator ↓	Below Standard 1	At Standard 3	Target 5	Score
a. Values learning: Attendance	Exhibits a pattern of absence and/or tardiness. Fails to contact instructor to make up missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.	Occasionally misses class and is rarely tardy. Tries to notify instructor if going to be absent or contacts instructor following absence with reason for absence.	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	
b. Values learning: Class participation	Inattentive in class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.	Is attentive in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	

Rating → Indicator ↓	Below Standard 1	At Standard 3	Target 5	Score
c. Values learning: Class preparation	Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments are sometimes late or missing. Comes unprepared to class (no text or class material, hasn't read, etc.)	Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignments intent. Meets assignment deadlines adequately. Is prepared for class most of the time.	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	
d. Values learning: Communication	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.	Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	
e. Values personal integrity: Emotional control	Emotions are not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	
f. Values personal integrity: Ethical behavior	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	

Rating → Indicator ↓	Below Standard 1	At Standard 3	Target 5	Score
g. Values diversity	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.	Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	
h. Values collaboration	Does not collaborate or consult with others. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.	Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.	Actively seeks out and incorporates ideas of others. Takes leadership in working with others to improve the overall environment. Regularly share information and ideas.	
i. Values professionalism : Respect for school rules, policies, and norms	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	

Rating → Indicator ↓	Below Standard 1	At Standard 3	Target 5	Score
j. Values professionalism : Commitment to self-reflection and growth	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.	Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.	
k. Values professionalism : Professional development and involvement	Unaware of professional organizations and professional publications. Shows little interest in activities or events that promote professional development. Attends only when mandatory.	Aware of professional organizations and publications. Occasionally participates in professional activities or events that promote professional development.	References and makes use of professional organizations or publications. Willingly participates in professional activities or events that promote professional development.	
l. Values professionalism : Professional responsibility	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Consistently blames student lack of success on factors outside the control of self.	Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Often looks to explain and remedy student lack of success by factors within the control of self.	Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	

*Rubric adapted from Wayda, V, & Lund, J. (2005). Assessing dispositions: an unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? *The Journal of Physical Education, Recreation, & Dance*, 76, p. 34.

If you decide to attend Longwood University and major in Physical and Health Education – Teacher Education, you will have an advisor to assist you with everything. In addition, the KINS 175 course is designed to help your transition to being admitted and retained into the program. Thanks for checking out our link.

One final note: What teachers make

This is a story that has been all over the Internet, but worth passing along:

The dinner guests were sitting around the table discussing life. One man, a CEO, decided to explain the problem with education. He argued, "What's a kid going to learn from someone who decided his best option in life was to become a teacher?" He reminded the other dinner guests what they say about teachers: "Those who can, do. Those who can't, teach." To stress his point he said to another guest; "You're a teacher, Bonnie. Be honest. What do you make?"

Bonnie, who had a reputation for honesty and frankness replied, "You want to know what I make? (She paused for a second, then began...) "Well, I make kids work harder than they ever thought they could. I make a C+ feel like the Congressional Medal of Honor. I make kids sit through 40 minutes of class time when their parents can't make them sit for 5 without an I Pod, Game Cube, or movie rental..."

You want to know what I make?" (She paused again and looked at each and every person at the table.) I make kids wonder. I make them question. I make them criticize. I make them apologize and mean it. I make them have respect and take responsibility for their actions. I teach them to write and then I make them write. I make them read, read, read. I make them show all their work in math. I make my students from other countries learn everything they need to know in English while preserving their unique cultural identity. I make my classroom a place where all my students feel safe. Finally, I make them understand that if they use the gifts they were given, work hard, and follow their hearts, they can succeed in life. (Bonnie paused one last time and then continued.) "Then, when people try to judge me by what I make, I can hold my head up high and pay no attention because they are ignorant... You want to know what I make? I MAKE A DIFFERENCE. What do you make?"

At Longwood University, we are committed to providing the Commonwealth of Virginia with the VERY best teachers in physical and health education.

We make a difference.

Please contact Dr. Colvin if you have any questions.

colvinay@longwood.edu

434-395-2452

