This is an investigation into the history of the education certification for teachers at Hood College with special attention given to the training of mathematics teachers in the secondary school. In general, to qualify for most professional teaching, administrative, and other public school positions, an individual is required to earn a certificate or license. A certificate does not guarantee employment, but rather grants eligibility for employment to its holder.

Certification requirements for prospective teachers vary by state. These requirements may include a college degree with minimum credit hours in a particular field of study, evidence of job experience, good moral character, U.S. citizenship, signing of a loyalty oath, and a minimum score on a basic skills test.

Milestones in Education

1909, Secondary education school teaching became a course of study at Hood College.
1926, Hood changed its course numbering scheme to the familiar 100, 200, 300, etc. organization method. Prior to then, courses in a department had been denoted by a single digit. For instance, History of Education had course number Education 1.
1929, Onica Prall Child Development Laboratory School was established at Hood College, a facility for the advancement of early childhood education.
1973, Hood added Special Education to their list of education programs.
1974, The certification in teaching is now recorded on the holder’s transcript. 2009, Hood College earned NCATE accreditation.

Current Requirements for the Secondary Education Program

The current Hood College Education Department requirements for all in the teaching certification program include:
- A baccalaureate degree from Hood College or another accredited institution.
- Completion of a major in one of the academic fields in which Hood offers secondary teacher certification.
- Completion of additional general education requirement courses as specified by each department at Hood. For example, Math majors must also take MATH 336, MATH 304, MATH 320, and MATH 335.
- Attainment of a 2.75 cumulative G.P.A., a 2.75 G.P.A. in education courses (with no grade lower than a C) and a 2.75 G.P.A. in the respective content area.
- Attainment of state minimum scores on all state required Praxis I tests (or SAT/ACT equivalent) prior to entrance into Phase I of the teacher certification program.
- Satisfactory assessment of entry and exit folios. Satisfactory evaluation of professional development school (PDS) field experiences.
- Successful completion of Praxis II for program completion.

Time Line

<table>
<thead>
<tr>
<th>Begin Secondary Education</th>
<th>Special Education</th>
<th>NCATE accreditation</th>
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<tbody>
<tr>
<td>1909</td>
<td>1929</td>
<td>1973</td>
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<td>1974</td>
<td>2009</td>
<td>2013</td>
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</tbody>
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Onica Prall Child Development Laboratory School Certification on transcript

Breakdown of Students in Math Education

The following is a chart illustrating the number of Hood students who were enrolled in Teaching Mathematics in Secondary Schools from 1958 to 2012. However, The Teaching of Mathematics in Secondary Schools has been a course offered as far back as 1924.

![Number of students in Math Education by year](chart.png)

Number of students in Math Education by year

References