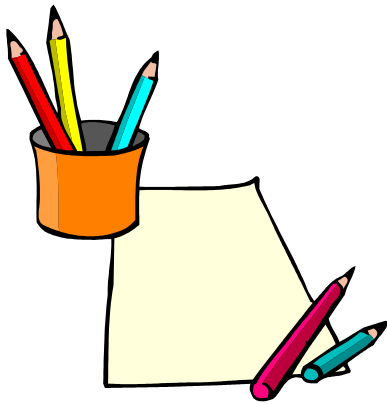

5th Year M.A.T.
Elementary Education
Program
Handbook



Elementary Education Handbook

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Welcome and Overview

WELCOME! You are beginning your elementary education (ELED) program and we know you are excited to begin. This handbook will provide you with many important details of the ELED program. Hang on to this document. As you progress through the program, it should be the first place you look when questions arise. Many of the answers you require can be found in the handbook. It also gives you the “big picture” regarding the program.

The ELED program begins in your junior year and culminates in the spring of your graduate year. As an undergraduate student, you will take one semester of education courses and one semester of IDLS/GenEd/electives courses in your junior and senior years. For example, if you take IDLS courses in the fall of your junior year, you will take education courses in the spring of your junior year. Then the cycle will repeat for your senior year. Regardless of whether you are on the fall or spring start cycle, everyone completes the undergraduate work at the same time – spring of your senior year. You graduate with a B.S. in IDLS with a minor in elementary education. Then you are ready for the graduate portion of the program. During that summer after your undergraduate graduation, you will take some summer classes; options exist and will be presented later in the Handbook. You will continue your graduate program in the fall and spring, with one semester dedicated to student teaching. At the conclusion of your graduate program, you will have earned a Master of Arts in Teaching. With the required licensure tests passed, you will receive a Postgraduate Professional License to teach grades PK-6 in the Commonwealth of Virginia.

During your undergraduate and graduate portions of the ELED program, you will learn the theories and philosophies that shape decisions teachers make while planning, implementing, and reflecting on instruction. You will see how curricula, instruction, and assessment work together to promote learning for all children. You will reflect on your beliefs and practices in your ELED courses as well as the many field placements you have in real classrooms with real children. In the end, you will become a highly qualified beginning teacher who embraces learning and teaching so that all children reach their potential. Everything we do in the ELED program is shaped by what we believe:

The Master of Arts in Elementary Education (PreK-6) initial licensure program seeks to foster in its candidates:

- *an emphatic understanding of the ways that children are affected by social contexts and by the children's own abilities/disabilities; and*
- *the knowledge and pedagogical skills to support each child's success.*

These school professionals will:

- *critically challenge conventional wisdom and common practices to identify hidden assumptions and activities that constrain or privilege some at the expense of others;*
- *openly consider and explore a range of teaching philosophies and practices and their relevance in particular contexts;*

- *ask questions and develop an inquiring approach;*
- *reflect deeply on relationships with their own families, peers, and university and school mentors and their students;*
- *express knowledge, skills and attitudes in ways that communicate the creative and academic expression of the profession and the self;*
- *develop an appreciation for the global connection of all humanity and our interdependence on the finite, natural resources of the earth;*
- *experience life among people whose social contexts are unlike their own to broaden and deepen their respect of and sensitivity to various cultures and social contexts; and*
- *appreciate the complexity of human development from conception throughout the period of childhood/preadolescence.*

These beliefs are influenced by the professional standards and the goals of the Early Childhood, Elementary, and Reading Department of the JMU College of Education. It is important to understand the foundations on which the ELED program is designed. Our work is guided by several professional organizations and their standards. These include the National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), the InTASC Model Core Teaching Standards and Learning Progressions for Teachers, and the Virginia Department of Education (VDOE).

The work is hard. You will be stretched and challenged as you learn and think. Yet, the rewards are incredible as you realize the power you hold to make a difference in the lives of children. **Welcome** – the journey begins...

Expectations and responsibilities

As with any educational program, expectations and responsibilities exist. We see this as true for both our teacher candidates and ourselves as your instructors and professors. Listed below are those behaviors and attitudes (or dispositions) we expect of you and apply to our behavior.

For teacher candidates...

Academic:

- Maintain a minimum GPA of 2.5 in your undergraduate courses and your undergraduate ELED courses
- Meet the required GPA of 2.75 for admission to the graduate portion of the ELED program
- Maintain a GPA of 3.0 in your graduate ELED courses
- Communicate in writing at a professional level of proficiency (see Communication Rubric, Appendix)

Behavioral:

- Adhere to the JMU Honor Code
- Be punctual
- Be prepared
- Work collaboratively when expected
- Think critically
- Seek opportunities for professional growth
- Follow ELED policies (see Nitty-Gritty section of handbook)

Dispositional:

- Show enthusiasm
- Take initiative
- Reflect critically
- Respect various cultures and social contexts
- Exude confidence
- Pride yourself on excellence
- Present a professional persona while in the public eye

For faculty...

Academic:

- Provide rigorous, current, and relevant information
- Provide opportunities for reflection
- Model what we espouse
- Create opportunities to engage in learning
- Scaffold learning for success in the program

Behavioral:

- Be ethical and fair
- Give timely constructive feedback
- Be punctual
- Be prepared
- Think critically
- Seek opportunities for professional growth
- Follow ELED policies

Dispositional:

- Show enthusiasm
- Be supportive and encouraging
- Reflect critically
- Respect various cultures and social contexts
- Exude confidence
- Pride yourself on excellence

(Some of the behavioral & dispositional items came from Helterbran, V.R (2008). *Professionalism: Teachers taking the reins*. The Clearing House. January/February. 123-126.

Sequence of Courses

You have spent the first two years of your undergraduate career majoring in IDLS. This will provide a broad background of knowledge essential for teaching PK through grade 6. You have probably already taken EDUC 300, Foundations in Education, which taught you the rich history of teaching in the United States. This course is a requirement for licensure in the Commonwealth, but is not a part of the ELED program. You must pass EDUC 300 before you can secure your teaching license. Now, you have started the ELED program. The typical sequence of courses is listed below. Full descriptions of the courses can be found in the JMU Catalogue (www.jmu.edu/catalog).

Junior Year

During your junior year, one semester will be devoted to your IDLS/GenEd/elective courses and one semester will be all education courses. You will receive specific information about registering for those courses. This information will outline any special directives such as registering for matched sections (taking the same section number for each course i.e. section 0001 of ECED 372 and section 0001 of ELED 208). In general, however, listed below are the courses you will take either in the fall or spring of your junior year. You will take four courses that are typical college courses; your fifth course will be a practicum. A practicum is a field placement where you are out in educational settings for one full day all semester long. During the practicum, you will assist the classroom teacher wherever she/he needs help. In addition, you will have assignments from your four other courses that need to be completed in an educational setting. Your practicum is where these assignments can be done. The courses are described more fully in your JMU catalogue and in the next section.

ECED 372 – Introduction to the young child
ELED 208 – Child development: birth to adolescence
ELED 310 – Diversity
ELED 321 – Practicum with a focus on learning and the learner
LED 366 – Early literacy development and acquisition

The focus of this series of courses is on how children develop and learn. In these courses you will explore the physical, cognitive (including literacy and language), and social-emotional growth of children. You will look at how your own background and life experiences as well as those of your students shape the decisions you make as a teacher. You will begin to learn how educational theories, philosophies and beliefs can influence practice.

Senior Year

Again in your senior year, one semester will be devoted to your IDLS/GenEd/elective courses and one semester will be all education courses. You will receive specific information about registering for those courses. This information will outline any special directives such as registering for matched sections (taking the same section number in each course i.e. section 0001 of ELED 332 and section 0001 of ELED 433). In general, however, listed below are the courses you will take either in the fall or spring of your junior year. The courses are described more fully in your JMU catalogue and in the next section.

ELED 332 – Children and science
ELED 433 – Children and mathematics: Number, operations, algebraic and geometric reasoning
ELED 334 – Children and social studies
ELED 322 – Practicum with a focus on curriculum connections
LED 436 – Literacy learning in the elementary grades

As you participate in these courses, you will begin to recognize how each discipline can be organized to promote learning. You will identify the essential content that is relevant to the lives of children in elementary school. You will understand the type of thinking that each subject requires so that children learn. You will begin to see the possibilities of integrating content. You will revisit the theories, philosophies, and beliefs from your first semester and strengthen your own understanding of how these affect instructional decisions.

The Graduate Level Experience

The graduate portion of your licensure program demands more from you. As graduate students, you will be expected to think harder and deeper than you might have experienced in your undergraduate program. You will have more knowledge and experience in the classroom and faculty members will expect you to make greater connections between class work and experiences in the field. You will be expected to move beyond superficial thinking and question what you are learning and seeing in the “real” world. You will use educational theories, philosophies, and beliefs to justify the planning, implementation, and reflection that you do.

The focus of the graduate program is to broaden your ability to recognize the nuances of teaching. You will continue to grow in your understanding of literacy and mathematics, two critical cognitive foci of elementary education. In addition, you will learn how creativity and integration enhance students’ ability to learn. You will experience firsthand how systematic inquiry can influence effective instruction. All of these issues will culminate in your student teaching experiences. During this time, you will develop ways to promote family and community involvement in schools.

Because of the large number of students in the program and the finite number of student teaching placements, the graduate course sequence has two avenues. Whether you student teach in the fall or spring will be dependent on which semester you started the ELED program. If you began in the fall, you will student teach in the fall. Did you have a spring start? Then you will do spring student teaching. Each option has advantages that you will quickly discover.

Here is the way the graduate portion is organized:

Option 1

Summer

ELED 533 – Children and math
ELED 570 – Planning, Instruction, and Assessment in the Elementary Curriculum

Fall

ELED 641 – Families, schools, communities
ELED 690 – Student teaching internship (2 placements for eight weeks each)

Spring

ELED 510 – Creativity
ELED 632 – Inquiry
ELED 621 – Practicum with a focus on inquiry
LED 590 – Reading across the content areas
Elective at the graduate level

Option 2

Summer

ELED 632 – Inquiry
Elective at the graduate level

Fall

ELED 510 – Creativity
ELED 533 – Children and math
ELED 570 – Planning, Instruction, and Assessment in the Elementary Curriculum
ELED 621 – Practicum with a focus on inquiry
LED 590 – Reading across the content areas

Spring

ELED 641 – Families, schools, communities
ELED 690 – Student teaching internship (2 placements for eight weeks each)

The elective is designed to allow students to study in depth a topic that will enhance their knowledge and skills as a teacher. The elective must be at the graduate level (500 level or higher). Students must follow the policies and procedures associated with the department offering the elective.

In some instances, students' schedules offer the ability to take their elective prior to beginning their graduate portion of the ELED program. The information below can help students decide whether they can participate in an elective course before graduate school. Students may enroll in an elective as an undergraduate:

- During the semester preceding the first graduate semester **IF**:
 - student has received permission from the instructor/department to enroll as an undergraduate in a graduate course
 - the credit is not counting toward the 120 hours required for B.S.
 - credits are NOT needed for meeting fulltime status as required by financial aid/loans (When in doubt contact financial aid office).

From beginning to end – steps to follow for a successful program

<i>Year</i>	<i>Events to Complete</i>		
Junior	Take required ELED program courses; maintain GPA		
Senior	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Fall – <ul style="list-style-type: none"> ▪ Take Praxis Subject Assessment (<i>all subtests must be passed for full acceptance into the Graduate School; students may start the graduate program without passing all four subtests, but will be blocked from taking their fall courses/student teaching if not all four subtests are passed.</i>) </td> <td style="width: 50%; vertical-align: top;"> Spring – <ul style="list-style-type: none"> ▪ Recommended that all students take the RVE after completing LED 436 ▪ Retake any Praxis Subject Assessment subtests that were not passed the first time </td> </tr> </table> <p>Apply to student teaching (<i>see jmu.edu/coe/esc for deadlines</i>)</p> <p>Attend the Student Teaching Orientation held by the ESC</p> <p>Maintain GPA – remember that a GPA of 2.75 is required to begin the graduate portion of the program</p> <p>Apply for undergraduate graduation (<i>see www.jmu.edu/commencement for forms and deadlines</i>)</p> <p>Apply to Graduate School (no GRE's or Miller Analogy tests required) (<i>see www.jmu.edu/grad for forms and deadlines</i>)</p> <p>Accept or decline invitation to start the graduate program – you cannot register for graduate courses until you officially accept</p>	Fall – <ul style="list-style-type: none"> ▪ Take Praxis Subject Assessment (<i>all subtests must be passed for full acceptance into the Graduate School; students may start the graduate program without passing all four subtests, but will be blocked from taking their fall courses/student teaching if not all four subtests are passed.</i>) 	Spring – <ul style="list-style-type: none"> ▪ Recommended that all students take the RVE after completing LED 436 ▪ Retake any Praxis Subject Assessment subtests that were not passed the first time
Fall – <ul style="list-style-type: none"> ▪ Take Praxis Subject Assessment (<i>all subtests must be passed for full acceptance into the Graduate School; students may start the graduate program without passing all four subtests, but will be blocked from taking their fall courses/student teaching if not all four subtests are passed.</i>) 	Spring – <ul style="list-style-type: none"> ▪ Recommended that all students take the RVE after completing LED 436 ▪ Retake any Praxis Subject Assessment subtests that were not passed the first time 		
Graduate – Summer	<p>Take required ELED program courses; remember a GPA of 3.0 is required for graduate school</p> <p>Complete paperwork to transfer in any graduate level course work done as an undergraduate (if applicable)</p>		
Graduate – fall & spring	<p>Take and pass required ELED program courses</p> <p>Complete inquiry project</p> <p>Successfully complete the elements of the Comprehensive Assessment (<i>details in Assessment Section of Handbook</i>)</p>		

	<p>Submit graduation paperwork to the Graduate Office (<i>see www.jmu.edu/grad for forms and deadlines</i>)</p> <p>Submit application for license to the ESC</p>
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<p>MAT ELED Minor Important Dates</p> <p>Refer to this table regarding important tests and dates that are required for the MAT ELED Minor Program</p>
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<p>Apply to Teacher Education Program (For step by step applying, follow this sequence: https://www.jmu.edu/coe/esc/files/Application-Requirements.pdf)</p>	<p>There are different timelines for applying to the teacher education program. The time that you are accepted into the teacher education program determines when you complete your practicum.</p>
<p>Timeline to Appeal for Admission into Teacher Education https://www.jmu.edu/coe/esc/files/appeal-form-rev.pdf ; Complete part I and submit to ELED coordinator)</p>	<p>2 weeks prior to registration for classes.</p>
<p>VCLA Virginia Communications & Literacy Assessment (To sign up for VCLA Test: https://www.va.nesinc.com/)</p>	<p>Generally, complete this test for full admission into the Teacher Education Program. This allows you to enroll in the first set of education courses.</p>
<p>Praxis Core Math (To sign up for Praxis Core Math: https://www.ets.org/praxis/prepare/materials/5732)</p>	<p>Generally, complete this test for full admission into the Teacher Education Program. This allows you to enroll in the first set of education courses.</p>
<p>Praxis Multiple Subject Tests (Math, English, Science, Social Studies, To sign up for the multiple subjects test: https://www.ets.org/praxis/about/subject/)</p>	<p>Have the subject tests passed by the end of February Senior Year. If a re-test is needed, you have until March 31st, senior year.</p>

<p>Apply to graduate To start this process:</p> <ol style="list-style-type: none"> 1. Login to MyMadison and select the “Graduation” link in the “other academic” dropdown menu to begin the application process. 2. If you have questions, view this tutorial or contact graduation@jmu.edu. 	<p>May 2021 and August 2021 graduates will apply for graduation online via MyMadison beginning October 1, 2020.</p>
<p>Apply to Graduate School https://www.jmu.edu/grad/prospective/how-to-apply.shtml</p>	<p>Apply to Graduate School- If the anticipated graduation date is in May/August, the application is due no later than 10/15</p> <p>Accept or decline an invitation to start the graduate program (in mymadison)– you cannot register for graduate courses until you officially accept (This invitation comes after you have been accepted to the Graduate School).</p>
<p>RVE Reading for Virginia Educators (To sign up for RVE: https://www.ets.org/praxis/prepare/materials/5306)</p>	<p>Have the test passed by the end of summer semester during Graduate School.</p>
<p>Apply for your Virginia Teaching License with the Education Support Center https://www.jmu.edu/coe/esc/admission-licensure.shtml</p>	<p>Apply by the end of Graduate School.</p>

<p style="text-align: center;">Training dates</p>	
<p>CPR/ First Aid/AED</p>	<p>Must be completed for Admission into Teacher Education your sophomore year.</p> <p>Preferably all components completed by Sophomore Year April 1st.</p>

<p>CAP [Child Abuse Recognition and Intervention Training]</p>	<p>Must be completed for Admission into Teacher Education your sophomore year.</p> <p>Preferably all components completed by Sophomore Year April 1st.</p>
<p>Pre-professional self-assessment (20 questions - self reflective)</p>	<p>Must be completed for Admission into Teacher Education your sophomore year.</p> <p>Preferably all components completed by Sophomore Year April 1st.</p>
<p>TB screening</p>	<p>FALL ST: September 10- November 10th SPRING ST: April 15 to May15 Complete this between the given dates the semester before you Student Teach.</p>
<p>Dyslexia training</p>	<p>November 10th Fall Student Teaching(ST) / May15 Spring ST</p>
<p>Restraint and Seclusion training [before student teaching]</p>	<p>November 10th Fall ST/ May 15 Spring ST</p>

Assessment Process

Once you begin the Elementary Education Program it is not a “given” that you will continue in the program. Certain criteria must be exhibited and the faculty is serious about graduating only highly qualified teachers. So what are we looking for as we consider your progress in the program? Essentially, it boils down to two characteristics: GPA and dispositions or attitudes. You need:

- A minimum GPA of 2.5 overall and 2.5 in your education courses (strictly enforced)
- A cumulative GPA of 2.75 to be accepted into the graduate portion of the ELED program
- An on-going GPA of 3.0 once in the graduate portion of the ELED program
- Appropriate behaviors and dispositions in your classes and field work (see Expectations)

The academic requirements are very straightforward. We look at your GPA as you finish each semester. How, though, do we determine whether you exhibit the behaviors and dispositions we require? Each semester, the faculty pays very close attention to each student. If concerns about behavior and/or dispositions or attitudes arise, then the faculty member with the concerns communicates privately with the student. Hopefully the private conversation eliminated the concern.

At the end of the semester, the faculty meets to review all students’ progress. We look at each individual student and discuss behaviors and attitudes we see in class and practicum, We use the Dispositions Rubric to assess each student (see Appendix). The Disposition Rubric allows faculty members and supervisors to comment on your involvement in your university classes and practica. This skill is essential for all teachers. Faculty members inform the team of any prior conversations and interventions held with students to remedy concerns. The outcome of the earlier conversations is shared and the team decides if further intervention is necessary. If it is necessary, the ELED Coordinator notifies the student that a faculty member (or members) has (have) concerns about the student. The student meets with the ELED Program Coordinator and the concerned faculty member(s). Working together, a formal intervention plan that addresses the concern is developed. The plan is filed with the Department Head and shared with faculty working with the student the next year. The review process continues each semester until the conclusion of the students’ program.

Other Elementary Education Program Gates

The individual review that occurs each semester is not the only tools we use to ensure high quality teachers leave our program. A real advantage to our program is the amount of work you do in actual school settings. Each semester you are out in a practicum working with children and classroom teachers. The teachers use a specific assessment tool to evaluate your performance in their classes. It is important for you to familiarize yourself with the criteria on those practicum evaluation forms (see Appendix). If you are not successful in your practicum, you will not progress in the program.

One other undergraduate gate exists that must be successfully met. To move from the undergraduate portion of the elementary education program to the graduate portion, you

must pass all four subtests of Praxis Subject Assessment, Multiple Subjects Elementary Education. These sub-tests measure your content knowledge in social studies, science, mathematics, and English. We highly advise taking this test early in your senior year. This will afford you opportunities to retake the Praxis Subject Assessment should you not meet the Virginia cut points. The Education Support Center has information and links related to Praxis Subject Assessment (jmu.edu/coe/esc). In addition, the URL below takes you to information on the VDOE web site about the Virginia required tests: http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf

Assessments for Licensure

While the ELED program does not require additional tests, the Commonwealth of Virginia has two tests that must be passed prior to obtaining your teaching license. The Virginia Communication and Literacy Assessment (VCLA) tests your ability to read and write. You will take this to be fully accepted into Teacher Education before starting the ELED program. The Reading for Virginia Educators (RVE) measures your knowledge of how to teach reading and is offered through ETS. We recommend you take this assessment after you complete LED 436. More information about these two assessments can be found on the Education Support Center web site (<http://jmu.edu/coe/esc>).

Key Assessments

Key assessments are projects, assignments, performances that are embedded in your course work. These are experiences linked to our program mission and outcomes as well as national accreditation standards. Your success in your classes will fulfill these key assessments. Not all courses have key assessments. Performance on the key assessments allows us to assess how well we are doing to meet the mission and outcomes of our ELED program. In addition, key assessment performance is one factor used to determine national accreditation of the ELED program. The faculty has identified the following as key assessments:

- The case study in ELED 308
- The families, community, and school project in ELED 641
- Evaluation data from the student teaching evaluation form
- Performance on Praxis Subject Assessment

You must pass each key assessment to continue in the ELED program.

Graduate Comprehensive Assessment

One final assessment is a Comprehensive Assessment required by the Graduate School. This assessment is designed by the Elementary Education faculty to evaluate the extent to which you demonstrate the knowledge, skills, and understandings described in our program mission and outcomes. We use satisfactory performance in student teaching coupled with a satisfactory grade in your Inquiry course as the Comprehensive Assessment requirement of the Graduate School.

Nitty-Gritty Logistical Information

Program policies

JMU Honor Code

It is expected that students will abide by the JMU Honor Code at all times. Students must complete work individually unless instructors explicitly say the work is of a collaborative nature. If you are unsure, ask!

Attendance and Grading

Each instructor reserves the right to establish attendance and grading policies within his/her course. If students disagree with a policy, the first step is to arrange a private meeting with the instructor to discuss the issue. If no agreement is reached, students may request a meeting with the Academic Unit Head.

Cell phones

Cell phones should not be used during class time unless directed by the instructor. Cell phones may be left on vibrate so emergency calls may be received. Instructors will share their individual policies about cell phones.

EELE Practicum Policies

Decisions about practicum placements are made by the Education Support Center in consultation with program faculty. Placements are made as soon as possible and with the broadest range of placements grades.

Practicum

Attendance – Candidates are expected to attend school on every scheduled practicum day for the entire time allotted (no tardiness or early dismissals). **Supervisors and schools/cooperating teachers must be notified of any absences before the school day begins.** Do not assume sending an email is notifying your cooperating teacher and supervisor! Some people can't check email until later in the day; they'll spend the morning wondering what happened to you. Discuss early in your practicum the most effective way to contact your cooperating teacher.

Contact time is established with each cooperating teacher based on the school's day. For a full day practicum, it is expected that, *at a minimum*, candidates will arrive 15 minutes before students and stay 15 minutes after students leave. Supervisors must be notified of the exact contact time.

All students are required to complete two Student Profile forms to give to his/her cooperating teacher and supervisor. This form can be found on the MAT ELED web site under *Practicum Information* (<https://www.jmu.edu/coe/eere/eere-eledmat.shtml>).

Make up days – Any make-up days must be approved by the supervisor and cooperating teacher. The following parameters apply:

- Any missed time, must be made up.
- Failure to notify your cooperating teacher and your supervisory of an absence will result in your final grade being dropped one letter grade.

- If you miss a day (with proper notification) and do NOT make up the day, your final grade will drop a full grade.
- If you miss 2 or more days without appropriate notification, you will be removed from your placement and fail the course.
- Repeated absences, even with proper notification, will require a doctor's excuse or other documentation.

Special Days

Assessment Day – candidates who are not involved in a University assessment must attend practicum. If you are involved in an assessment on your practicum day, you do not need to make up that day; you must notify your supervisor and cooperating teacher.

Weather Cancellations – candidates do not have to make up days missed due to weather-related school closures unless there are extenuating circumstances. In this case, the department chair will make an announcement regarding appropriate make-up.

JMU holidays – candidates are not required to attend practicum on JMU holidays. If JMU classes are cancelled for less than one full day, candidates must attend practicum (i.e. Madison Day).

Exam Week – except at the YCP, exam week is not a regularly scheduled practicum week; make-up days can occur during this time.

Banked days/time – candidates cannot bank days or time to facilitate planned absences.

The procedure for documenting attendance at practicum will be determined by the seminar instructor/supervisor and cooperating teacher.

Seminar

Attendance – your seminar will meet several times during the semester. Punctual attendance is required. Your seminar instructor will identify the number and dates for your sessions. You may not attend other sessions to facilitate planned absences or make-up days. No make-up days are permitted. Your instructor will determine the consequence of missing a seminar.

Grading – your grade will be determined by your seminar instructor. The grade will reflect practicum attendance, final evaluation by the cooperating teacher, and seminar attendance/participation.

Financing Your Education

Tuition

The JMU web site has updated information about tuition (<https://www.jmu.edu/admissions/tuition-financial-aid-and-scholarships.shtml>). We wanted to include a section in the Handbook to remind all students that undergraduate and graduate tuition is different. Graduate tuition is more costly and is calculated on a per credit hour basis. For the Elementary Education Program, you can expect to take 31 credit hours at the graduate level.

Areas in which you will incur expenses:

	Entry/1 st semester	During program	Completion of program
Data management	TK20 (<i>see ESC</i>)		
Testing	Praxis Core (<i>see ETS</i>) Virginia Communication and Literacy Assessment (VCLA) (<i>see VA DOE</i>)	Praxis Subject Assessment (<i>see ETS</i>) Reading for Virginia Educators (<i>see ETS</i>)	
Criminal Record Screening	<i>Fees are subject to change, but you will receive this information at orientation.</i>		
Application to Graduate School		<i>See the Graduate School</i>	
License			<i>Check with the ESC for these fees</i>

Just a reminder that this chart does not reflect the cost of textbooks, mileage to and from practica, and the cost of professional attire if you need to buy clothing suitable for teaching.

Scholarships

A variety of scholarships are available to education students. Once accepted in the Teacher Education Program (see your TK20 account to check your status), you are eligible to apply for any education scholarships. Both the College of Education and the EELE Department have their own scholarships; be sure to check out both sources. Each scholarship has its own criteria for eligibility; students may apply for more than one scholarship as long as they meet the criteria. The scholarships are available in mid- to late-Spring on each year. Announcements go out to all students, typically via email. In

addition, the scholarship forms are displayed throughout Memorial Hall. A committee of faculty from the College of Education reviews CoE applications and awards the scholarships; the EELE Department reviews applications for its department's scholarships. Information can be found on the CoE home page:
<https://www.jmu.edu/coe/currentstudents.shtml>

Student Workers

A small number of student workers are hired each year. Undergraduate and graduate students are eligible. Student workers perform clerical and routine functions for faculty members and support personnel. Stop by the Early Childhood, Elementary, and Literacy Office and talk with the support staff there for more information about these positions.

Graduate Assistants

The Early Childhood, Elementary and Literacy Department hires graduate assistants to support faculty members in their research and course development. Graduate assistants provide more confidential support to faculty members as well as assist in course development and research. Information and applications are available online at:
<http://www.jmu.edu/grad/current/assistantships.shtml>

If you are specifically interested in a GA position in the Early Childhood, Elementary and Literacy Department, it is recommended that you print off the on-line application and bring it directly to the Early Childhood, Elementary and Literacy Department Office. These applications will be reviewed by the Early Childhood, Elementary and Literacy Department faculty and recommendation for employment forwarded to the Graduate School. If you are interested in a GA position other than the Early Childhood, Elementary and Literacy graduate assistant position, you are encouraged to complete the application and submit it directly on-line.

Important Links and Resources

Graduate School - <http://www.jmu.edu/grad>

Education Support Center (ESC) – www.jmu.edu/coe/esc

Career Planning Office - <http://www.jmu.edu/cap>

EELE Web site – www.jmu.edu/coe

Educational Technology and Media Center – <https://www.jmu.edu/coe/etmc>

Virginia Department of Education (VDOE) – www.doe.virginia.gov

Surrounding school divisions

- Rockingham County – <http://www.rockingham.k12.va.us/>
- Harrisonburg City – www.harrisonburg.k12.va.us
- Augusta County – www.augusta.k12.va.us
- Waynesboro City – www.waynesboro.k12.va.us
- Staunton City – www.staunton.k12.va.us
- Shenandoah County – www.shenandoah.k12.va.us
- Page County – <https://www.pagek12.org/>
- Charlottesville City – <http://charlottesvilleschools.org/>
- Greene County – <https://www.greenecountyschools.com/>
- Madison County – <https://www2.madisonschools.k12.va.us/>
- Albemarle County – <https://www.k12albemarle.org/Pages/default.aspx>

Listing of all school divisions in Virginia – www.doe.virginia.gov/Div/#Schl

Professional organizations

- Association for Childhood Education International (ACEI) – www.acei.org
- National Association for Education of Young Children (NAEYC) – www.naeyc.org
- Virginia Association for Early Childhood Education (VAECE) – www.vaece.org
- Virginia Education Association (VEA) - <http://www.veaweteach.org/>
- Association for Supervision and Curriculum Development (ASCD) – www.ascd.org

Content organizations

- National Council for the Social Studies – www.ncss.org
- National Science Teachers Association – www.nsta.org
- National Council of Teachers of Mathematics – www.nctm.org
- National Council of Teachers of English – www.ncte.org
- International Literacy Association – www.reading.org

Parent/families organizations

- National Parent-Teachers Association – www.pta.org

- Fathers in education:
http://fatherhood.about.com/od/educatio1/Fathers_and_Education.htm
- TeachingTolerance.org

Sites with ESL info

- http://www.educationworld.com/foreign_lang/classroom/esl.shtml

Sites with exceptional education info

- Attention deficit disorder
 - Attention Deficit Disorder Association – www.add.org
 - Children and Adults with Attention Deficit – www.chadd.org
- Learning disabilities
 - Learning disabilities Association of America - www.ldanatl.org
 - National Center for Learning Disabilities - www.nclld.org
- Autism
 - Autism Society of America - www.Autism-Society.org
 - National Autism Association - www.NationalAutismAssociation.org
- Emotional disturbances – fact sheet from National Information Center for Children and Youth with Disabilities -
<http://www.nichcy.org/pubs/factshe/fs5txt.htm>
- Mental retardation – fact sheet from National Information Center for Children and Youth with Disabilities - <http://www.nichcy.org/pubs/factshe/fs8txt.htm>
- Gifted and talented - The National Research Center on the Gifted and Talented (NRC/GT) - <http://www.gifted.uconn.edu/NRCGT.html>

Can we add sites with anti-bias anti-racist education info? I brought the resources below from the CoE diversity council statement draft:

- [Teaching Tolerance](#)
- [Raising Race Conscious Children](#)
- [Teaching for Change](#)
- [Embrace Race](#)
- [Anti-racism in Action JMU Libraries](#)
- [Woke Kindergarten](#); and [Facebook page](#)
- [Teaching on Days After: Dialogue & Resources for Educating Toward Justice](#)
- [BLM Instructional Library: Kid Lit](#)

Good teacher sites

- SMART Technologies – smarttech.com
- Portaportal – portaportal.com
- United Streaming - <http://streaming.discoveryeducation.com/>
- BrainPoP - www.brainpop.com
- Enchanted Learning – www.enchantedlearning.com

FAQs

Why do I have an IDLS advisor AND an education advisor? When do I talk to which one?

These two people fulfill very different jobs. Your IDLS advisor is knowledgeable about the IDLS program, requirements, and content of many courses. Seek out this person when you are wondering what IDLS courses to take. Your IDLS advisor will be able to tell you whether courses not listed on the IDLS Checklist can act as substitution for particular courses. In addition, they are well-equipped to do a “Degree Progress” audit as you get close to graduation to ensure that you have met all your requirements.

Your education advisor can answer your questions regarding the elementary education program. This advisor is also an excellent resource as you start to consider your job choices. The elementary education faculty members have a wealth of knowledge about schools and education in general.

I came to JMU with lots of college credit; can I accelerate my education program?

This is a good option to explore with your education advisor and your IDLS advisor. Sometimes students lose track of the fact that graduation is not based just on completing your major and minor course work. You need a minimum of 120 credit hours and don't forget about those General Education courses. While most of those GenEd classes fulfill the IDLS Core requirements, a few do not. Have you taken them? Your two advisors will be able to work with you to determine if this is possible.

When do I take Praxis Subject Assessment, Multiple Subjects Elementary Education, the RVE and the VCLA?

First, read through your handbook again. There is information about these tests in several places. ☺ But, here's the answer again:

- Praxis Subject Assessment, Multiple Subjects Elementary Education – take no later than the beginning of your senior year or before. You need to pass all four sub-tests to begin your graduate work. These test your content knowledge in social studies, science, mathematics, and English.
- RVE – Reading for Virginia Educators – take this after you complete LED 436. This tests your knowledge of teaching students to read. It is a requirement for licensure.
- VCLA – Virginia Communication and Literacy Assessment – take this to be fully accepted into Teacher Education. It tests your ability to read and write. It is a requirement for licensure.

Can I study abroad? When?

Yes, you can study abroad and you have a couple of options. First, you can participate in the university's semester abroad. Check with the Center for Global Engagement (<https://www.jmu.edu/global/abroad/>) to get specific information about the programs and courses associated with them. Next, talk with your IDLS advisor. Be sure to explain your desire to go abroad and remind him/her that you are an elementary education minor. It is best to bring your ELED course sequence so your advisor can see how you are committed to education courses only during one semester in your junior and your senior years. Work with your IDLS advisor to plan a course of study that will enable you to

complete all the requirements for graduation. This includes your General Education courses, IDLS Core and Upper courses, your elementary education minor courses, and the minimum 120 credit hours needed to graduate. Studying abroad for a semester is a wonderful and enriching experience; it does take careful planning.

Your second option for studying abroad involves the College of Education International Practica. For many years now, the College of Education has led summer trips to various countries. During these trips, students explore the culture and school practices in another country. The trips can be taken as undergraduate electives; the course number is 490. Some of the trips are cross-listed as 501 courses or can substitute as your ELED graduate elective.

I only have one more IDLS course to take, how can I fill my schedule?

In a number of ways! Some students think about completing a second minor in a field of interest. Some may not have enough room for a minor, but want to concentrate a few courses in a field of interest. Some think more pragmatically and look for courses they believe will give them an edge when teacher recruitment rolls around. They take courses in exceptional education, ESL, Spanish or another foreign language, educational technology, and the like. Some look at the electives in their schedule as opportunities to learn about something they'll never be able to study again. They see the electives as a time to broaden their horizons and stretch themselves. The choice is yours. Either your IDLS advisor or education advisor can be a good resource as you ponder your options.

Can I take graduate courses while an undergraduate?

Yes, you may take graduate level courses in your undergraduate program. The university allows you to transfer into a graduate program nine credit hours. These graduate level credit hours cannot be counted toward your 120 credit hour minimum needed in your undergraduate program. Work with your education advisor to determine if you can take any graduate ELED courses. Several considerations apply. First, do you have 120 credit hours not counting the intended graduate work? Next, is there space in the course? You may not "bump" a graduate student out of a course; they have first preference. Finally, how will taking the graduate level course impact the sequence of your remaining program? These are important issues that must be addressed when deciding whether to take graduate level courses as an undergraduate.

How far do I have to drive to practicum?

In an ideal world, none of us would have to travel far to get to work – or practicum. We live in the real world, though. Given the number of students in the elementary program and the other colleges and universities nearby with education programs, the number of PK-6 classrooms in the immediate area is not enough to accommodate all our students. To date, we have students traveling to Waynesboro, Staunton, Augusta County, Page County, Shenandoah County, Rockingham County, and Harrisonburg. You may be as close as 5 minutes or as distant as 45 minutes. The Education Support Center, however, clusters students so they can car pool. The Education Support Center also maintains a database of where students have been placed. This way they can monitor the grade levels and travel distances you experience.

What if I don't have a car?

The Education Support Center makes all the practica and student teaching placements. Each semester, you will be asked to complete a form that identifies special parameters regarding your courses, work commitments, and car availability. Then the ESC uses that information to cluster students in schools so that all constraints are met. If you don't have a car, you'll be in the same school as someone who does. Remember, though, to be a good carpooler. Think about the expense your peer incurs while driving you to and from school. Remember, too, that everyone is required to be to school on time.

What do I do if I'm sick on practicum day?

Check the Nitty-Gritty section of the Handbook. All procedures and policies regarding practicum are listed there.

Can I substitute teach while in the program?

That depends. Most school divisions require those interested in substitute teaching to be trained. Will your schedule allow you to attend one of those trainings that your school division holds? After being trained, some teacher candidates get experience substitute teaching in May and early June – when they have finished college classes but elementary schools are still in session.

What happens if I decide to leave after my undergraduate work?

Sometimes this does happen for a variety of reasons. If you have completed the requirements for graduation, then you receive your undergraduate BS degree with a major in IDLS and a minor in elementary education. You do not, however, meet the requirements for licensure in the Commonwealth of Virginia; you will not be a licensed teacher.

I'm from out of state; does my Virginia license work in my state?

Each state is different. Many states, if not all, have a Web site for their department of education. This is a good place to start exploring what it will take to be licensed or certified as some state call it. Another resource is the Education Support Center (jmu.edu/coe/esc). Finally, the Career and Academic Planning Office has a wealth of information for students (<http://www.jmu.edu/cap>). Many publications exist geared to helping teacher candidates secure jobs in many different states in the US and in many countries abroad.

What summer obligations will I have?

During your undergraduate portion of the program, no education courses are required. You may elect to continue your IDLS course work if needed to complete your major in time. Or you might decide to take some electives of interest. However, the elementary education program has no summer work during your undergraduate program.

The graduate portion of the elementary education program does begin in the summer directly after your undergraduate work. Which courses you are required to take depends on when you will be student teaching. The series of courses is listed in the Course Sequence section of the Handbook.

Do I have to stay all summer long when my graduate work starts?

It is impossible to answer that question. Professors have more flexibility with summer school classes. It is their prerogative as to when classes are held. The university sets the contact hours, and the professors decide how they would like to meet those contact hours. Some professors meet more times a week for a shorter number of weeks; some professors meet less frequently each week, but spread the weeks out over a longer time frame. Your best bet in planning for that summer work is not to plan anything! Wait until the summer schedule comes out in the spring prior to your summer session. Because summer sessions are so short compared to the fall and spring semesters, missing even a day of classes can have significant consequences.

Do I need to take the GREs for graduate school?

No. Nor do you need to take the Miller Analogies Test. You will see these two tests listed as general requirements for any graduate program at JMU. However, because your graduate program is a continuation of your undergraduate work, we know your abilities. Therefore, the tests are not necessary.

My acceptance letter into graduate school says I have to meet with my advisor. Is this true?

Again, this is a general letter from the Graduate School to all students entering any graduate program at the university. Some programs have a great deal of flexibility in what courses to take. It makes sense to talk with your advisor in these cases so that a cohesive program of study is designed. Because the elementary education program is highly structured, a planning meeting with your advisor is not necessary.

Why am I only “conditionally accepted” into graduate school? How does that change?

The timeline for the Graduate School has decisions made prior to you actually completing your undergraduate program. You are “conditionally accepted” because we want to make sure that you finish your undergraduate work with quality and pass any required tests (Praxis Subject Assessment). Until we have this information, conditional acceptance allows us to make sure you have fulfilled your obligations. Once you meet the conditions listed on your acceptance letter, the Elementary Education program notifies the Graduate School to change your status from conditional to unconditional.

Can I student teach in the fall?

Absolutely! In fact, with our large number of elementary education students, we require about half of the graduate cohort to student teach in the fall. We have structured the program such that you will be taught the information needed to be a successful student teacher prior to undertaking that role. Check the course sequence to see how the courses are organized.

What do I do about housing during student teaching?

Obviously, housing issues depend on where you are student teaching and when. For those “going home” to teach, face larger dilemmas than those remaining in the area. If you plan to student teach in the local area, then you will remain in the Harrisonburg area for the complete year. Signing a lease is not a problem.

If, however, you choose to student teach out of the area, you will need to live in the Harrisonburg area while taking your final education courses. Many of you will be

student teaching in the fall and need living accommodations for the spring. Others of you will be student teaching out of the area in the spring and attending classes in the fall. Coordinating your housing requirements falls to you. Check resources at the Student Success Center for help with housing.

Where can I get help preparing for job fairs and interviews?

Watch for flyers on informational meetings. The Career and Academic Planning Office sponsors sessions on resume writing, preparing for job fairs, and interviewing. In addition, you can schedule a meeting with an advisor in the Career and Academic Planning Office. This one-on-one help can really polish your resume and interviewing skills.

When should I start applying for jobs?

Some people begin this process during the winter break of their graduate program. The hectic schedule of student teaching or completing the inquiry project in the spring makes completing applications difficult. Other people tend to wait until they have finished their program. It is a personal preference when you begin. The critical, though, is not to accept a position you don't intend to keep. Breaking a contract can have serious implications.

I need some letters of recommendations for my applications. Whom should I ask?

Ask people who have direct professional experience with you. Your cooperating teachers, college professors, and university supervisors are good choices. Remember to ask if the person would act as a reference before putting their name down on an application. Always provide stamped, self-addressed envelopes if the person needs to mail the form directly to a school division. It also helps to jog the person's memory – remind them of a particularly good lesson they observed or something outstanding you did in class. Finally, give the person ample time to complete the letter of recommendation. If you think you may want to use a professor or supervisor, ask for the letter of recommendation at the conclusion of your time with that person. Memories are fresh and the person is not inundated with many requests.

When should I start interviewing for a job?

Many school divisions come right to JMU for job fairs! At these fairs, school personnel and students can check each other out and conduct formal interviews. It is wise to begin this process in the spring of your graduate year. Schools are looking for highly qualified teachers; without that teaching license being close on the horizon, you are not the best candidate for schools.

Advice from Students

Read the syllabus for each class! Professors spell out exactly what the course requires and their policies for attendance and work. You need to know this information so you can make decisions.

Don't procrastinate! The education courses are very different from many IDLS courses. They have more projects and group work. It looks easy in the syllabus, but takes way more time than you think. If you don't stay on top of things, then it's impossible to really do your best.

Talk to your professors! You'll be amazed at how open they are to talking with you. They know that sometimes life doesn't go as planned. When things like that happen, go to your professors. If you don't tell them, they can't work with you to make sure you are successful. Remember that they want you to become that kind of teacher, so they model how to be flexible.

Make friends in class! You'll be spending a lot of time with the people in your classes. And, you'll be doing a lot of collaborative work. Take advantage of building friendships that will last long after school ends.

Try new things! You'll have lots of time in schools and this is where you learn to be a good teacher. Don't be afraid to try new activities and do more than what is required in your classes. Ask your teacher for more responsibilities. That's the way you'll learn.

Talk to your cooperating teachers before you go to school! You'll be in a lot of classrooms and they are all different. As soon as you find out where you'll be for practicum, contact the teacher. Find out exactly when you should be there and how long the school day is. Ask if there is additional information you need to know before beginning. Start off on the right foot by showing initiative.

Appendices

VDOE Competencies for the PK-6 Elementary Program

InTASC Standards

Disposition rubric

Practicum Evaluations

Goals and Outcomes for PreK-6 Program

VDOE Elementary Education Competencies

1. Methods.

a. Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;

b. Understanding of current research on the brain, its role in learning, and implications for instruction;

c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;

d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement; 1

e. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;

f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;

g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;

h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;

i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and

k. Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication; and

l. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

2. Knowledge and skills.

a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure.

1) Assessment and diagnostic teaching. The individual shall:

(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and

(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

(2) Communication: speaking, listening, and media literacy. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;

(b) Be proficient in developing students' phonological awareness skills;

(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;

(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and

(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.

(3) Reading and literature. The individual shall:

(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;

(b) Be proficient in strategies to increase vocabulary and concept development;

(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;

(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;

(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);
(f) Demonstrate the ability to develop comprehension skills in all content areas;
(g) Demonstrate the ability to foster appreciation of a variety of literature;
(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and
(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.
(4) Writing. The individual shall:
(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;
(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";
(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and
(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.
b. Mathematics.
(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:
(a) Number systems and their structure, basic operations, and properties;
(b) Elementary number theory, ratio, proportion, and percent;

(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;
(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and
(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.
(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.
(3) Understanding of the multiple representations of mathematical concepts and procedures.
(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.
(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.
(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.
(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.
c. History and social sciences. (1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:
(a) History.
(i) The contributions of ancient civilizations to modern social and political institutions;
(ii) Major events in Virginia history from 1607 to the present;
(iii) Key individuals, documents, and events in United States history; and

(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.
(b) Geography. (i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;
(ii) The relationship between human activity and the physical environment in the community and the world; and
(iii) Physical processes that shape the surface of the earth.
(c) Civics. (i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;
(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;
(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and
(iv) Local government and civics instruction specific to Virginia.
(d) Economics. (i) The basic economic principles that underlie the United States market economy;
(ii) The role of the individual and how economic decisions are made in the market place; and
(iii) The role of government in the structure of the United States economy.
(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by: (a) Using artifacts and primary and secondary sources to understand events in history;
(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;
(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;
(d) Asking appropriate questions and summarizing points to answer a question;

(e) Comparing and contrasting people, places, and events in history;
(f) Recognizing direct cause and effect relationships in history;
(g) Explaining connections across time and place;
(h) Using a decision-making model to identify costs and benefits of a specific choice made;
(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and
(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.
d. Science. (1) Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.
(2) Understanding of the nature of science and scientific inquiry, including the following:
(a) Function of research design and experimentation;
(b) Role and nature of the theory in explaining and predicting events and phenomena;
(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;
(d) Reliability of scientific knowledge and its constant scrutiny and refinement;
(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and
(f) Assumptions, influencing conditions, and limits of empirical knowledge.
(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:
(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;
(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;
(c) Conduct research projects and experiments, including applications of the design process and technology;

(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;
(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;
(f) Design instruction to meet the needs of diverse learners using a variety of techniques;
(g) Evaluate instructional materials, technologies, and teaching practices;
(h) Conduct formative and summative assessments of student learning;
(i) Incorporate instructional technology to enhance student performance in science; and
(j) Ensure student competence in science.
(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.
(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:
(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;
(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;
(c) The application of key science principles to solve practical problems; and
(d) A "systems" understanding of the natural world.
(6) Understanding of the contributions and significance of science including:
(a) Its social, cultural, and economic significance;
(b) The relationship of science to mathematics, the design process, and technology; and
(c) The historical development of scientific concepts and scientific reasoning.

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others

(learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The learning progressions associated with each standard can be found at [http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Virginia Standards for Teachers

These standards are the basis for most criteria for evaluating teachers in the Commonwealth of Virginia. *Virginia Guideline for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* can be found at: <http://www.doe.virginia.gov/VDOE/newvdoe/evaluation.pdf>

Common Core Standards (for students)

The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) developed standards that represent the organizations' understanding of the knowledge and skills children should have to be prepared for the 21st century. While Virginia has not adopted these particular standards, they have been adopted by all but 7 states as of July 2011.

<http://www.corestandards.org/read-the-standards/>

EERE Dispositions and Professional Behaviors

Dimensions	Target	Acceptable	Needs improvement
<p>Ethical action and communication – the extent to which you act ethically in your behaviors and your voice</p>	<ul style="list-style-type: none"> ● Prioritizes the well-being of students/children at all times ● Speaks honestly and acts with integrity ● Knows when information is confidential and respects students'/children's privacy. ● Shares information with appropriate parties when necessary to protect students'/children's well-being and to comply with regulations. ● Meets the JMU Student Standards of Conduct (see https://www.jmu.edu/osarp/handbook/OSARP/standardsandpolicies.shtml) 	<ul style="list-style-type: none"> ● Attempts to keep the well-being of children in mind, yet occasionally personal agendas take priority ● Speaks as honestly as they believe is possible ● Checks with professors/teachers to see what information is confidential before sharing ● Shares information with appropriate parties when necessary to protect students'/children's well-being and to comply with regulations (same as Target) ● Aware of the JMU Student Standards of Conduct and attempts to follow the standards 	<ul style="list-style-type: none"> ● Is focused solely on one's self ● Voices what they believe others want to hear ● Shares information without thinking of confidentiality issues ● Fails to comply with regulations about issues of children's well-being ● Is unaware of and, therefore, does not follow the JMU Student Standards of Conduct
<p>Respect for diversity of others – the extent to which you value others</p>	<ul style="list-style-type: none"> ● Responds to diversity by building empathy, respect, understanding and connection. ● Expresses comfort with people who are 	<ul style="list-style-type: none"> ● Responds to diversity appropriately, yet sometimes reacts without thinking ● Attempts to comfort and engage respectfully, yet can be unaware of how 	<ul style="list-style-type: none"> ● Is unaware of the need to build empathy, respect, understanding and connection. ● Reacts indifferently to others and disregards respectful interactions with others

	<p>both similar to and different from them and engages respectfully with all people.</p> <ul style="list-style-type: none"> ● Models respect for all in speech and behavior ● Speaks and acts equitably and without bias 	<p>their actions are received</p> <ul style="list-style-type: none"> ● On occasion, unconsciously models, speaks, or acts in ways that demonstrate a lack of awareness 	<ul style="list-style-type: none"> ● Models a blatant disdain for other different from them ● Speaks and acts from a purely egocentric attitude
<p>Independent agency – the extent to which you demonstrate integrity in conducting your professional obligations</p>	<ul style="list-style-type: none"> ● Takes initiative when appropriate ● Plans for multiple contingencies ● Can be trusted to carry out commitments ● Initiates collegial review of professional work when appropriate ● Takes responsibility for decisions, actions and outcomes ● Values self-care and takes steps to maintain emotional and physical health ● Produces high quality product that demonstrates a commitment to learning, not just a grade 	<ul style="list-style-type: none"> ● Takes initiative only when confident they can be successful ● Plans for obvious, potential changes ● Carries out commitments with few reminders ● Asks for collegial reviews when prompted ● Takes responsibility for the most part, yet will offer occasional excuses ● Recognizes the value of self-care but doesn't always take steps to maintain emotional and physical health. ● Strives to produce high quality product, yet the grade seems to drive those efforts 	<ul style="list-style-type: none"> ● Waits for others to direct their actions or takes initiative when not within their purview ● Makes no plans for unforeseen circumstances ● Commitments are not carried out as promised ● Seeks no outside review of their work ● Faults others for decisions, actions, and outcomes ● Disregards the necessity to take care of one's self ● Does just the minimum to get by so that a commitment to learning is not evident
<p>Relationships – the extent to which you actively seek to</p>	<ul style="list-style-type: none"> ● Works to build productive relationships with students, 	<ul style="list-style-type: none"> ● Works to build relationships, but can be unsure of 	<ul style="list-style-type: none"> ● Does little to build relationships ● Shuns collaboration

<p>build and strengthen partnerships with others</p>	<p>cooperating teachers, professors, and supervisors</p> <ul style="list-style-type: none"> ● Seeks collaboration and is open to diverse perspectives ● Shares responsibilities equitably ● Clearly communicates boundaries when internalized set of values may be compromised 	<p>how to do so</p> <ul style="list-style-type: none"> ● Will collaborate when expected ● Shares responsibilities equitably (same as Target) ● Attempts to express when boundaries/values are compromised, yet isn't able to do so clearly 	<p>and works independently</p> <ul style="list-style-type: none"> ● When forced to work with others, takes sole control or shirks their responsibilities ● Remains silent even when personal boundaries/values are violated
<p>Professional effectiveness – the extent to which you operate effectively in a professional setting (education classes and practicum placements)</p>	<ul style="list-style-type: none"> ● Presents oneself in a professional manner (voice, behavior, dress as expected in one's setting, etc.) as required by the situation ● Adapts positively to changing circumstance with flexibility and understanding ● Advocates and works collaboratively for positive outcomes 	<ul style="list-style-type: none"> ● Presents oneself in a professional manner in practicum, yet sometimes forgets the university setting is also a professional arena ● Adapts positively to changing circumstance, yet is not always flexible and understanding ● Will work collaboratively for positive outcomes, yet does not always advocate for those outcomes 	<ul style="list-style-type: none"> ● Is unresponsive to how a situation should dictate their professional manner ● Is rigid and unresponsive when circumstances change ● Demonstrates a mindset of “my way or the highway”
<p>Professional communication – the extent to which you portray yourself</p>	<ul style="list-style-type: none"> ● Replies to colleagues, professors, and supervisors in a timely and 	<ul style="list-style-type: none"> ● Replies to colleagues, professors, and supervisors in a 	<ul style="list-style-type: none"> ● Ignores communication from colleagues, professors, and

<p>as a professional in your interactions with others</p>	<p>respectful manner</p> <ul style="list-style-type: none"> ● Uses social media in a manner that reflects a professional demeanor ● Proactively seeks necessary information as needed (in person, email, Zoom, etc.) 	<p>timely fashion, yet is unaware of how the message is perceived as unprofessional</p> <ul style="list-style-type: none"> ● Uses social media in a way in which some communications may be misinterpreted as unprofessional ● Seeks necessary information, but not always in a timely fashion 	<p>supervisors or responds very disrespectfully</p> <ul style="list-style-type: none"> ● Uses social media in ways that are inappropriate for a professional ● Fails to ask for information and blames others for not knowing the information
<p>Reflection – the extent to which you can think deeply about choices you have made and the consequences of those decision to affect improvement</p>	<ul style="list-style-type: none"> ● Uses new and varied data to analyze, evaluate, and enhance performance ● Welcomes feedback and incorporates it in subsequent opportunities ● Identified and acknowledges strengths and areas for growth ● Considers ways that past situations inform future practice ● Sees self as a learner and actively seeks opportunities for growth 	<ul style="list-style-type: none"> ● Tries to use data to inform performance, yet needs help analyzing and interpreting the data ● Accepts feedback without being defensive ● Easily identifies areas for growth, yet struggles to name strengths ● Considers ways that past situations inform future practice (same as Target) ● Sees self as a learner 	<ul style="list-style-type: none"> ● Continues performance without any consideration of data ● Seeks no feedback and/or when given disregards it ● Continues with current behavior without considering their strengths or areas for growth ● Sees no reason to use the past to influence the future ● Sees self as a student who just needs to “get through this”
<p>Time management – the extent to which you use</p>	<ul style="list-style-type: none"> ● Arrives on time ● Sets appropriate priorities ● Meets deadlines 	<ul style="list-style-type: none"> ● Arrives on time or notifies the professor in advance (when 	<ul style="list-style-type: none"> ● Consistently arrives late and/or is absent multiple times ● Sees everything as a

<p>your time wisely to meet your obligations</p>	<ul style="list-style-type: none"> ● Proactively addresses schedule issues and adjusts and/or notifies professors, teachers, supervisors ● Adheres to time boundaries (breaks, etc.) 	<p>possible) if they are to be late or miss class</p> <ul style="list-style-type: none"> ● When desired, seeks advice on how to set priorities and then sets them ● Meets most deadlines, yet occasionally asks for an extension well in advance of the deadline ● Addresses and adjusts schedule issues, yet could be more timely ● Adheres to time boundaries (same as Target) 	<p>priority or sees nothing as having priority status</p> <ul style="list-style-type: none"> ● Misses deadlines on a regular basis and/or frequently asks for extensions at the last minute ● Neglects to communicate when schedule issues arise ● Comes and goes in class without regard to time boundaries
<p>Classroom protocols (university and practicum) – the extent to which you know and practice expected behaviors</p>	<ul style="list-style-type: none"> ● Follows rules regarding cell phone, computer, parking, etc. ● Listens quietly and attentively without side conversations while others are talking/teaching ● Actively engages in classroom activities and discussions 	<ul style="list-style-type: none"> ● Follow rules with an occasional misstep ● Listens quietly without side conversations while others are talking/teaching ● Attempts to stay engaged throughout the class, yet can be occasionally distracted 	<ul style="list-style-type: none"> ● Blatantly disregards rules for cell phone computer, parking, etc. ● Continues side conversations with others when peers, professors, teachers, children, etc. are talking ● Does not participate in class activities or discussions



Elementary Education Revised Practicum Evaluation

Student: _____ **Teacher:** _____ **Practicum:** ELED
321 322 621

Grade Level: _____ **School:** _____ **Semester:** ()Fall ()Spring ()Midterm ()Final

Directions: The cooperating teacher should fill out each section related to the practicum student’s performance in that realm by circling/highlighting the level described that matches the student’s performance. It is important to read each description when choosing where to place the student as some criterion may build off of the previous criterion.

Professional Knowledge

Does not meet expectations	Developing toward expectations	Meets expectations (Target – where we hope students are by the end of practicum)	Exceeds expectations (superior performance not reached by many)
inaccurately and inconsistently references the appropriate content standards.	references appropriate content standards in all lesson plans	references appropriate content standards in all lesson plans and aligns appropriate content standards with planned activities and assessments;	references appropriate content standards in all lesson plans that are aligned to planned activities and assessments and can explain the appropriate sequencing of the content standards

Learning Environment

Does not meet expectations	Developing toward expectations	Meets expectations (Target – where we hope students are by the end of practicum)	Exceeds expectations (superior performance not reached by many)
ignores students’ needs and behavior	attempts to maintain positive classroom behavior	responds effectively and consistently to students’ needs and behavior	demonstrates the ability to change and adapt classroom management plans based on students’ changing needs and behavior

Instructional Planning

Does not meet expectations	Developing toward expectations	Meets expectations (Target – where we hope students are by the end of practicum)	Exceeds expectations (superior performance not reached by many)
sets inappropriate and/or immeasurable learning outcome	appropriate and measurable learning outcomes can be implied from the lesson plan, but are not explicitly stated	sets appropriate and measurable learning outcomes and states these clearly on the lesson plan	sets appropriate and measurable learning outcomes and states these clearly on the lesson plan indicating assessments aligned to the outcomes
plans inappropriate methods and activities to meet the learning outcomes	plans appropriate methods and activities to meet the learning outcomes	plans appropriate and varied methods and activities to meet the learning outcomes	uses data to plan appropriate and varied methods and activities to meet the learning outcomes

Instructional delivery

Does not meet expectations	Developing toward expectations	Meets expectations (Target – where we hope students are by the end of practicum)	Exceeds expectations (superior performance not reached by many)
keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets without any differentiation	attempts to keep students actively involved through some use of differentiated strategies, but some students are disengaged	keeps students actively involved through the use of best practices for student engagement and differentiation	keeps students actively involved by adapting the planned differentiated lesson in the moment, based on student learning needs

Assessment

Does not meet expectations	Developing toward expectations	Meets expectations (Target – where we hope students are by the end of practicum)	Exceeds expectations (superior performance not reached by many)
makes few or no attempts to determine what students have learned and gives students little or no feedback	attempts to assess some students' learning at the very end of the lesson, and provides limited feedback	uses a variety of assessment strategies throughout the lesson and as closure with feedback to students during the lesson	uses a variety of assessment strategies throughout the lesson and as closure with feedback to students during the lesson and uses those data to inform subsequent instruction

Professionalism (please check Yes or No)

- Arrives promptly and stays the required length of time ___Yes ___No
- Attends the required number of days with no unexcused absences ___Yes ___No
- Uses professional oral and written language ___Yes ___No
- Participates with enthusiasm and a positive attitude ___Yes ___No
- Follows school policies and procedures ___Yes ___No
- Works collaboratively with other classroom professionals ___Yes ___No

SUGGESTIONS FOR CONTINUING PROFESSIONAL DEVELOPMENT:

Areas of Strength (GLOWS):
Areas for Growth (GROWS):
Other Comments:

By signing this form, we agree that this evaluation (midterm and/or final) has been discussed

Practicum Student: _____

Date: _____

Cooperating Teacher: _____

Date: _____