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 start. 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). Please familiarize yourself with these standards and goals (see Appendix)

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

Professional Writing

You are entering a profession that like all professions has standards that must be met within the course of executing your responsibilities. One standard is related to professional writing. For every formal writing assignment in every ELED course, we expect you to use the APA (American Psychological Association) style, 6th edition. This is the standard for citing sources in education and other social sciences. You have a variety of resources that can help you master APA. The Writing Center at JMU is one important resource not only for APA, but for writing difficulties that may plague you.

APA Resource:
Purdue University Online Writing Lab:
https://owl.english.purdue.edu/owl/resource/560/01/

American Psychological Association APA Style: http://www.apastyle.org/

Sequence of Courses

As you know, you cannot major in education in the Commonwealth of Virginia. 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. You must also pass EXED 200 prior to taking your ELED 400 level courses. Once you begin your ELED courses, you follow a specific sequence. The typical sequence of courses in 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 in two or more courses – i.e. section 0001 of ECED 372 and section 0001 of ELED 308). 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.
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 two or more courses – i.e. section 0001 of ELED 432 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 senior year. The courses are described more fully in your JMU catalogue and in the next section.

ELED 432 – Children and science
ELED 433 – Children and mathematics: Number, operations, algebraic and geometric reasoning
ELED 434 – Children and social studies
ELED 411 – Practicum with a focus on curriculum connections
READ 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 first hand 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:

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>ELED 533 – Children and math</td>
<td>ELED 632 – Inquiry</td>
</tr>
<tr>
<td>ELED 570 – Planning, instruction, and assessment in the elementary curriculum</td>
<td>Elective at the graduate level</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ELED 641 – Families, schools, communities</td>
<td>ELED 510 – Creativity</td>
</tr>
<tr>
<td>ELED 690 – Student teaching internship (2 placements for eight weeks each)</td>
<td>ELED 533 – Children and math</td>
</tr>
<tr>
<td>ELED 570 – Planning, instruction, and assessment in the elementary curriculum</td>
<td>ELED 570 – Planning, instruction, and assessment in the elementary curriculum</td>
</tr>
<tr>
<td>ELED 621 – Practicum with a focus on inquiry</td>
<td>ELED 621 – Practicum with a focus on inquiry</td>
</tr>
<tr>
<td>READ 590 – Reading across the content areas</td>
<td>READ 590 – Reading across the content areas</td>
</tr>
<tr>
<td>Elective at the graduate level</td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td></td>
<td>ELED 641 – Families, schools, communities</td>
</tr>
<tr>
<td></td>
<td>ELED 690 – Student teaching internship (2 placements for eight weeks each)</td>
</tr>
</tbody>
</table>
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**:
  - 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Events to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior</strong></td>
<td>Take required ELED program courses; maintain GPA</td>
</tr>
</tbody>
</table>
| **Senior** | **Fall**  
Take Praxis Subject Assessment: Multiple Subjects Elementary Education (you must pass all four sub-tests by January 1 to be eligible to start the graduate classes in the summer.)  
Attend a Student Teaching Information meeting and apply to student teaching ([see www.jmu.edu/coe/esc for deadlines](#))  
Apply for undergraduate graduation ([see www.jmu.edu/commencement for forms and deadlines](#))  
Apply to Graduate School ([www.jmu.edu/grad](#)) |
|            | **Spring**  
Accept or decline invitation to start the graduate program – you cannot register for graduate courses until you officially accept  
Attend the Student Teaching Orientation in the spring  
Maintain GPA – remember that a GPA of 2.75 is required to begin the graduate portion of the program |
| **Graduate – Summer** | Take and pass required ELED program courses  
Complete paperwork to transfer in any graduate level course work done as an undergraduate (if applicable)  
Submit any required information to be eligible to student teach to the ESC ([see www.jmu.edu/coe/esc for deadlines](#))  
Check the ESC web site for information about background checks for the school division in which you are student teaching |
| **Graduate – fall & spring** | Submit graduation paperwork to the Graduate Office ([see www.jmu.edu/commencement for forms and deadlines](#))  
Submit application for license to the ESC |
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 eliminates the concern.

At the end of the semester, the faculty meets to review all students’ progress. We look at each individual student and discuss both academic and professional dispositions we see in class and practicum. We use the Dispositions Rubric and Communication 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. The Communication Rubric reflects our commitment to developing teacher candidates who can communicate effectively in writing. 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 will address the concern is developed. The plan is filed with the Academic Unit 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 tool 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 (formerly Praxis II). These subtest measure your content knowledge in social studies, science, mathematics, and English. We highly advise taking this test early in your senior year; it must be passed by January 1 prior to starting the graduate coursework. This will afford you opportunities to retake the assessment should you not meet the Virginia cut points. The Education Support Center has information and links related to Praxis Subject Assessment: Multiple Subjects Elementary Education (www.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. This test is now an entrance exam to be fully admitted into Teacher Education; it is likely that you have taken it. 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 READ 436. More information about these two assessments can be found on the Education Support Center web site (www.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
- Lesson plans from your 400 level classes
- The Student Work Analysis Assignment in ELED 533
- The families, community, and school project in ELED 641
- Evaluation data from the student teaching evaluation form
- Performance on the Praxis Subject Assessment: Multiple Subjects Elementary Education

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

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 on your Inquiry Project Paper 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 Department Head.

Cell phones
Cell phones are not to be used during class time unless directed by the instructor. Cell phones may be left on vibrate so emergency calls may be received. If cell phones/text messaging is used during class, the instructor may confiscate the cell phone until after class.

EERE 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, at a minimum, 15 minutes after students leave. Supervisors must be notified of the exact contact time.

All students are required to complete two Practicum Profile forms to give to his/her cooperating teacher and supervisor.

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 identity 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, input from your supervisor, and seminar attendance/participation.
Financing Your Education

Tuition
The JMU Web site has updated information about tuition. 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:

<table>
<thead>
<tr>
<th>Entry</th>
<th>During program</th>
<th>Completion of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data management</td>
<td>TK20 (see ESC)</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td>Virginia Communication and Literacy Assessment see VA DOE) PLUS one of the following: • Praxis Core Math (score 150) • ACT Math score of 22 + ACT Composite score of 24 • SAT Math score of 530</td>
<td>Praxis Subject Assessment: Multiple Subjects Elementary Education Reading for Virginia Educators (see ETS)</td>
</tr>
<tr>
<td>Criminal Record Screening</td>
<td>Fees are subject to change, but you will receive this information at orientation.</td>
<td></td>
</tr>
<tr>
<td>Application to Graduate School</td>
<td>See the Graduate School</td>
<td></td>
</tr>
<tr>
<td>License</td>
<td></td>
<td>Check with the ESC for these fees</td>
</tr>
</tbody>
</table>

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. 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 early spring. 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 all applications and awards the scholarships. These are usually announced at an evening ceremony in late spring.

**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 Reading Office and talk with the support staff there for more information about these positions.

**Graduate Assistants**
The Early Childhood, Elementary and Reading 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.

If you are specifically interested in a GA position in the Early Childhood, Elementary and Reading Department, it is recommended that you print off the on-line application and bring it directly to the Early Childhood, Elementary and Reading Department Office. These applications will be reviewed by the Early Childhood, Elementary and Reading 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 Reading 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

EERE Web site – www.jmu.edu/coe

Educational Technology and Media Center – http://www.jmu.edu/coe/etmc


Surrounding school divisions
  - Harrisonburg City – www.harrisonburg.k12.va.us
  - Rockingham County – www.rockingham.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 – http://www.pagecounty.k12.va.us/
  - Charlottesville City – ccs.k12.va.us
  - Greene County – greenecounty.va.schoolwebpages.com
  - Madison County – madisonschools.k12.va.us
  - Albemarle County – www2.k12albemarle.org
  - 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 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
- Fathers in education:
  http://fatherhood.about.com/od/educatio1/Fathers_and_Education.htm
- TeachingTolerance.org

Sites with ESL info

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.ncld.org
- Autism
- Emotional disturbances – fact sheet from National Information Center for Children and Youth with Disabilities -
  http://www.nichcy.org/pubs/factshe/fs5txt.htm
- Gifted and talented - The National Research Center on the Gifted and Talented (NRC/GT) - http://www.gifted.uconn.edu/NRCGT.html

Good teacher sites
- SMART Technologies – smarttech.com
- Portaportal – portaportal.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 student 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 must pass all four sub-tests by January of your senior year as you need it to begin your graduate work. This tests your content knowledge in social studies, science, mathematics, and English.
- RVE – Reading for Virginia Educators – take this after you complete READ 436. This tests your knowledge of teaching students to read. It is a requirement for licensure.
- VCLA – Virginia Communication and Literacy Assessment – this is now part of the entrance exam for Teacher Education so you took it before beginning your ELED program. 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 Office of International Programs (www.jmu.edu/international/) 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 IDLS 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
Practicum. For many years now, the College of Education (CoE) 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. The CoE international practicum typically acts as your graduate level elective, but
make sure the course number is at the graduate level (500 or higher). This typically
occurs in the summer after you graduate with your undergraduate degree.

_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 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 your graduate elective course. 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 your financial aid
package? 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, Augusta County, Staunton, 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 undergraduate 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 a teaching license in the Commonwealth of Virginia.

**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 (www.jmu.edu/coe/esc). Finally, the Career Planning and Academic Advising 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 on 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 generic 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. 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. During your senior year, you will be invited to attend a meeting where the “out-of-towners” can discuss living arrangements. Our hope is that a fall and spring student teacher can rent together, each living in the location for half the year.

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

Watch for emails 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. Who should I ask?**

Ask people who have direct professional experience with you. Your cooperating teachers, college professors, and university supervisors are good choices. 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. And, always check with the person before listing him/her as a reference.

**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

Goals and Outcomes for the PK-6 Elementary Program

ACEI standards and link to VDOE performance Standards

NAEYC standards

Communication rubric

Disposition rubric

Lesson plan format

Practicum evaluation form
Goals and Outcomes for PreK-6 Program

These reflect a review and alignment with ACEI, VDOE and NAEYC outcomes for teachers

Goal 1. Candidates possess the dispositions to work well with others, provide a supportive environment for learning appropriate to each child and demonstrate principles of ethical conduct.

This goal is evidenced when the teacher candidate:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.1</td>
<td>Displays a warm and nurturing attitude toward all children</td>
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<td>1.2</td>
<td>Is aware of and reflects on their practice in light of research on teaching and resources available for professional learning; actively seek out opportunities to grow professionally</td>
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<td>1.3</td>
<td>Fosters relationships with school colleagues and agencies in the larger community to support students’ learning and well-being</td>
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<tr>
<td>1.4</td>
<td>Demonstrates critical thinking in collaboration with others.</td>
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<tr>
<td>1.5</td>
<td>Continually evaluates the effects of their professional decisions and actions on students, parents, and other professionals in the learning community</td>
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<tr>
<td>1.6</td>
<td>Is an informed advocate for sound educational practices and policies</td>
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<tr>
<td>1.7</td>
<td>Assumes responsibility for actively leading by example</td>
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<tr>
<td>1.8</td>
<td>Maintains confidentiality about colleagues, children and families</td>
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<tr>
<td>1.9</td>
<td>Accepts feedback in a positive manner</td>
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<tr>
<td>1.10</td>
<td>Demonstrates professional communication skills</td>
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<tr>
<td>1.11</td>
<td>Is punctual in attendance and meets deadlines</td>
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<tr>
<td>1.12</td>
<td>Demonstrates the belief that all children can learn</td>
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<tr>
<td>1.13</td>
<td>Takes initiative and exercises self-direction</td>
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<tr>
<td>1.14</td>
<td>Demonstrates sensitivity to long-term social and moral implications of teaching</td>
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</table>
Goal 2. **Candidates possess and are able to use content knowledge in planning and instruction.**

*This goal is evidenced when the teacher candidate:*

| 2.1. | Uses multiple curriculum goals, including international, national, state and district standards in aligning curriculum and preparing long and short term instructional plans |
| 2.2. | Uses knowledge of the structure of disciplinary content (e.g. science is organized into physical, earth and space, health and human, and life sciences) |
| 2.3. | Has knowledge of the scope and sequence of content disciplines |
| 2.4. | Can identify resources, including technology, to deepen their own and their students’ understanding of content knowledge |
| 2.5. | Knows, understands, and uses the connections among concepts, procedures, and applications from content are to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues |
| 2.6. | Develops an appreciation for the global connection of all humanity and our interdependence on the finite, natural resources of the earth |
| 2.7. | Demonstrates a high level of competence in use of English language arts and knows, understands, and uses concepts from literacy, language and child development to teach reading, writing, speaking, spelling, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas |
| 2.8. | Knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences— as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. |
| 2.9. | Knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster students understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data |
| 2.10. | Knows, understands, and uses the major concepts, and modes of inquiry from the social studies— the integrated study of history, geography, the social sciences, and other related areas— to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world |
| 2.11. | Knows, understands, and uses— as appropriate to their own understanding and skills— the content functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students |
| 2.12. | Knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health |
| 2.13. | Knows, understands, and uses— as appropriate to their own understanding and skills— human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students |
Goal 3. Candidate have an understanding of child development.
This goal is evidenced when the teacher candidate:

| 3.1 | Demonstrates the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth and the complex nature of language acquisition and reading |
| 3.2 | Recognizes individual children’s actions as indicators of developmental process and progress |
| 3.3 | Knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that: |
| | • Support individual students’ development, acquisition of knowledge, and motivation |
| | • Create environments that are healthy, respectful, supportive, and challenging for children |
| | • Guide behavior |
| 3.4 | Recognizes the impact of economic, social, racial, ethnic background and exceptionalities on development |
| 3.5 | Recognizes impact of second language acquisition on language development |
| 3.6 | Systematically observes, documents, and interprets a child’s actions using a child development frame of reference |

Goal 4. Candidates plan and implement developmentally appropriate curriculum in an environment that supports learning.
This goal is evidenced when the teacher candidate:

| 4.1 | Creates learning opportunities that focus on process and child generated products |
| 4.2 | Selects content and teaching strategies that are age appropriate |
| 4.3 | Sequences knowledge and skills in an age-appropriate manner |
| 4.4 | Provides first hand experiences, real objects and interactions with people to lay a language-rich foundation for children to move toward a more complex way of knowing |
| 4.5 | Facilitates learning that moves from concrete to abstract, through levels of representation |
| 4.6 | Utilizes print and non-print materials that provide children with additional information and social labels |
| 4.7 | Provides a variety of means for children to express their understanding (teacher-directed and child-initiated) |
| 4.8 | Utilizes children’s demonstration of understanding to inform subsequent instruction |
| 4.9 | Integrates content areas using a thematic approach to teaching and learning |
| 4.10 | Selects appropriate content and instructional strategies to create appropriate disequilibrium |
| 4.11 | Designs the environment, schedule, and activities to promote children’s physical and psychological health and safety and sense of security |
| 4.12 | Selects and places real and representational materials and equipment in the environment considering the dimensions of soft/hard, open/closed materials, simple/complex/super units, intrusion/seclusion, and high/low mobility |
| 4.13 | Develops and uses a daily schedule that provides uninterrupted large blocks of time for children’s learning, provides for individual learning styles and paces, and establishes meaningful routines for children’s self-direction |
| 4.14 | Organizes and monitors group work and ensures that learning experiences allow for full and varied participation of all children |
| 4.15 | Assists classroom volunteers and aides in supporting a smoothly functioning classroom community |
| 4.16 | Plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community |
| 4.17 | Understands how elementary students differ in their development and approaches to learning, and creates instructional opportunities that are adapted to diverse students |
| 4.18 | Understands and uses a variety of teaching strategies including the use of educational technology and media that encourage elementary students’ development of critical thinking, problem solving, and performance skills |
| 4.19 | Uses appropriate methods to help learners develop knowledge and basic skills, sustain intellectual
<table>
<thead>
<tr>
<th>Goal 4.20</th>
<th>Utilizes effective classroom management skills through methods that shall build responsibility and self-discipline and maintain a positive learning environment</th>
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<tbody>
<tr>
<td>Goal 4.21</td>
<td>Modifies and manages learning environments, uses differentiated instruction and flexible grouping to meet the individual needs of children, including children with disabilities, gifted children, children with limited proficiency in English, and other children with diverse cultural needs</td>
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<tr>
<td>Goal 4.22</td>
<td>Employs teaching strategies that reflect a constructivist view of learning (e.g. Project Approach, Reggio, Cooperative Learning, Curriculum Planning Strategy, Marzano Instructional Strategies, etc.).</td>
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</table>

**Goal 5. Candidates acquire and use assessment data to make decisions about students and curriculum and share this with parents/guardians.**  
*This goal is evidenced when the teacher candidate:*

| 5.1 | Understands the relationship among assessment, instruction and monitoring student progress and demonstrate this in:  
  - The ability to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student  
  - Using student performance measures in grading practices  
  - Constructing and interpreting valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment  
  - Using data to make decisions about how to improve instruction and student performance |

| 5.2 | Selects appropriate tools- some consideration based on goals/objectives, appropriate for children being observed, unobtrusive natural settings, appropriate for data needed, use more than one tool/measure |

| 5.3 | Uses a variety of observational data gathering tools (e.g. time samples, running records, checklists and rating scales, anecdotal recordings, incident records, behavior logs, etc.) to document progress |

| 5.4 | Uses a variety of content assessment approaches as selected response formats (multiple-choice, true/false, matching); constructed response formats (fill-in-the-blank, short-answer, label diagram, essay questions); performances (play, verbal interactions, oral readings, etc.); and products (portfolios, projects, drawings, constructions, writing, word sorts) to assess, monitor, and evaluate individual student’s learning |

| 5.5 | Compares assessment data to norm-references, rubric-criterion, and individual child’s prior performance to evaluate progress |

| 5.6 | Treats assessment/evaluation data confidentially and with respect for the child’s family and privacy |

**Goal 6 Candidates understand the importance of working effectively with parents/guardians.**  
*This goal is evidenced when the teacher candidate:*

| 6.1 | Knows about, understands, and values the importance and complex characteristics of children’s families and communities and know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children |

| 6.2 | Shows a genuine interest in the lives of children and their families |

| 6.3 | Communicates in a variety of ways with children and their families regarding classroom activity, student progress, and available services |

| 6.4 | Models support and consideration of individual and cultural differences |

| 6.5 | Involves families to support candidates understanding of children and family’s understanding of the curriculum |

| 6.6 | Refers families to community resources |

| 6.7 | Values the knowledge that parents/guardians have about their children |

| 6.8 | Acts in partnership with parents in the assessment/evaluation of the child’s progress |

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STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other
resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Association for Childhood Education International (ACEI) Standards

Standard 1. Development, learning, and motivation
Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2.1. English language arts
Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Standard 2.2. Science
Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

Standard 2.3. Mathematics
Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry,
measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

**Standard 2.4. Social studies**
Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

**Standard 2.5. The arts**
Candidates know, understand, and use as appropriate to their own knowledge and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

**Standard 2.6. Health education**
Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

**Standard 2.7. Physical education**
Candidates know, understand, and use as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**Standard 2.8. Connections across the curriculum**
Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

**Standard 3.1. Integrating and applying knowledge for instruction**
Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

**Standard 3.2. Adaptation to diverse students**
Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

**Standard 3.3. Development of critical thinking, problem solving and performance skills**
Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

**Standard 3.4. Active engagement in learning**
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self
motivation, and positive social interaction and to create supportive learning environments.

**Standard 3.5. Communication to foster learning**
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**Standard 4. Assessment for instruction**
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**Standard 5.1 Professional growth, reflection, and evaluation**
Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

**Standard 5.2 Collaboration with families, colleagues, and community agencies**
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

**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.


**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:

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 9 states as of July 2013.

http://www.corestandards.org/read-the-standards/
## Disposition and Communication Rubric

**Early, Elementary and Reading Education**  
*Dispositions in the University Classroom & Professional Communication*

|--------|---------|----------|---------|--------|

| Candidate name ____________________________ | ID#__________________ | Date entered program ______________ | Assessment date: ______________ |

<table>
<thead>
<tr>
<th>Comments</th>
<th>1- Not acceptable</th>
<th>2 - Acceptable</th>
<th>3 - Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Occasionally arrives late or leaves early; unexcused absences.</td>
<td>No unexcused absences or tardiness; make up work, if required, is done as requested by the instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Arrives to class without needed materials and supplies, has not done readings or other preparation.</td>
<td>Brings required materials and supplies and is prepared to contribute to class discussion by having done required readings or other preparation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Minimal participation in class activities and discussions.</td>
<td>Contributes to class discussions by volunteering to share opinions and suggestions, does planned activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Receptivity</strong></td>
<td>Fails to respond to suggestions, questions or requests posed by instructors or classmates. Does not follow directions for activities.</td>
<td>Follows directions for class activities. Incorporates suggestions for improvement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Communication:** Include remarks about candidate's performance, including types of errors and omissions, and suggestions made for improvement.

<table>
<thead>
<tr>
<th>Comments</th>
<th>1- Not acceptable</th>
<th>2 - Acceptable</th>
<th>3 - Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Generally unfocused, mostly summary, lacks reflection.</td>
<td>Clear thought; generally focused; includes content from readings, class activities and personal experience.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Organization</strong></td>
<td>Weak organization, underdeveloped ideas.</td>
<td>Organized with development of ideas with detail and examples.</td>
<td></td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>Lapses in control of conventions that impede meaning.</td>
<td>Control of conventions with very few lapses</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Does not use or does not cite sources. Does not include a reference list. Does not use APA format.</td>
<td>Uses and cites sources required by the assignment. Uses required APA format.</td>
<td></td>
<td></td>
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</tbody>
</table>

**Intervention Plan and Faculty Responsible for Contact**
JMU ELED Lesson Plan Format

Student’s name:
Cooperating teacher and school:
Date and time lesson is to be presented:
Date written plan is submitted to practicum teacher:

A. Title/Type:

B. Context of Activity: How does this lesson fit with the curriculum? What was taught before this lesson? What will be taught after this lesson? How do you know this is an appropriate lesson for the students? Why was this lesson chosen?

C. Learning Objectives (Know/Understand/Do): At the end of the lesson, what do you want the students to know? These are the facts, vocabulary, skills the students will learn. What do you want them to understand at the end of this lesson? These are the concepts, feelings, the “big picture” things related to your topic. What do you want them to do? These are the measurable and observable things the students will perform so you know they know/understand.

D. Assessing Learning: How will you determine whether the students learned? What will the students do and/or say to show you they have learned what you intended? This assessment should reflect the “know” and “do” from above.

E. Related Virginia Standards of Learning: What SOLs fit your lesson? Be sure to review SOLs from other subject areas. Many lessons involve more than one subject area. Think about integrating subjects.

F. Materials Needed: Create a list of items you will need to complete your lesson.

G. Procedures: What will you do and say throughout instruction. How will you introduce your lesson and get the students’ attention? What questions and/or prompts will you give? What order will you follow? What directions will you give? What specific content will you present? Think about a substitute with no teaching experience having to follow your plan. That is how detailed this plan should be. Three critical pieces should be in your procedures:
   - Introduction – this is where you “hook” your students. What will you do to capture their attention, increase their motivation to learn, get them excited about what you are going to teach?
   - Implementation – here’s where you detail what you are going to say and do. This is where your ideas should be so clear, ANYONE could implement your lesson. Clear Directions are a must; take the time to task analyze what you want them to do.
   - Closure – at the end of your lesson, how will you briefly revisit what you wanted the students to learn? This is short and either given by the teacher or elicited from the students.
H. **Modifications for Students with Special Needs:** Think about the students in your class. Define “special needs” broadly. Think about that student who has a tough time paying attention even though she isn’t identified as ADHD. What about those children whose behavior is not perfect. Plan for THOSE children as well as the children who have special education labels. You know your students; who will need a little extra during your lesson?

I. **What Could Go Wrong?** Plan for those things! What will you do if your students can’t follow your directions? What happens if it’s too cold to go outside for your science lesson? What if someone is allergic to food in your cooking project? What if your teacher decides to do your lesson right after that crazy assembly?
**PROFESSIONAL BEHAVIOR**

Circle one:

<table>
<thead>
<tr>
<th></th>
<th>always</th>
<th>usually</th>
<th>rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is neat in personal appearance and work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dresses appropriately</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uses professional oral and written language</td>
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<tr>
<td>Participates with enthusiasm and a positive attitude</td>
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<td></td>
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<tr>
<td>Arrives promptly and stays the required length of time</td>
<td></td>
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<tr>
<td>Notifies school in case of absence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends the required number of days (has made up all absences)</td>
<td>yes</td>
<td>no</td>
<td></td>
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Comments

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________________________________________________________________________

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**PERFORMANCE LEVEL CRITERIA**

3=STUDENT DEMONSTRATES EXCEPTIONAL BEHAVIOR FOR A PRACTICUM STUDENT.
The student goes beyond what is required in demonstrating commitment to the children, the classroom, and to personal professional growth.

2=STUDENT DEMONSTRATES SATISFACTORY BEHAVIOR FOR A PRACTICUM STUDENT.
The student meets all course and classroom requirements in an appropriate manner.

1=STUDENT DEMONSTRATES UNSATISFACTORY BEHAVIOR.
The student shows limited effort and commitment in completing course and classroom requirements.

+ Indicates performance is greater than the numerical value cited
- Indicates performance is less than the numerical value cited

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**INTERACTIONS WITH CHILDREN**

<table>
<thead>
<tr>
<th></th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an appropriate understanding of children’s developmental levels</td>
<td>3  2  1</td>
</tr>
<tr>
<td>Listens with interest to children’s comments and questions and models appropriate language</td>
<td>3  2  1</td>
</tr>
<tr>
<td>Takes appropriate initiative to intervene or interact</td>
<td>3  2  1</td>
</tr>
<tr>
<td>Assists children in resolving conflicts by reflecting their feelings and encouraging them to suggest solutions</td>
<td>3  2  1</td>
</tr>
<tr>
<td>States expectations in a positive way</td>
<td>3  2  1</td>
</tr>
<tr>
<td>Communicates a genuine interest in the children and their families</td>
<td>3  2  1</td>
</tr>
<tr>
<td>Displays a warm and nurturing attitude toward all children</td>
<td>3  2  1</td>
</tr>
</tbody>
</table>
INTERACTIONS WITH TEACHER

<table>
<thead>
<tr>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively supports the teacher in carrying out classroom activities and routines</td>
</tr>
<tr>
<td>Accepts suggestions graciously</td>
</tr>
<tr>
<td>Follows through on suggestions</td>
</tr>
<tr>
<td>Communicates a genuine interest in the program and the children</td>
</tr>
<tr>
<td>Demonstrates commitment and enthusiasm for growth as a professional educator</td>
</tr>
</tbody>
</table>

Comments

________________________________________________________________________

FACILITATING LEARNING

<table>
<thead>
<tr>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows initiative in scheduling and completing required activity assignments</td>
</tr>
<tr>
<td>Submits lesson plans to teacher at least one day before implementation</td>
</tr>
<tr>
<td>Assumes responsibility for the learning environment (prepares materials, organizes the activity, cleans area, and returns materials)</td>
</tr>
<tr>
<td>Plans and implements learning experiences to meet the needs of all children</td>
</tr>
<tr>
<td>Demonstrates respect for individual and cultural differences</td>
</tr>
</tbody>
</table>

Comments

________________________________________________________________________

Date

Signature of supervising teacher

3=STUDENT DEMONSTRATES EXCEPTIONAL BEHAVIOR FOR A PRACTICUM STUDENT.
2=STUDENT DEMONSTRATES SATISFACTORY BEHAVIOR FOR A PRACTICUM STUDENT.
1=STUDENT DEMONSTRATES UNSATISFACTORY BEHAVIOR.

+ Indicates performance is greater than the numerical value cited
- Indicates performance is less than the numerical value cited