

# Elementary Education Bachelor's of Individualized Studies Student Handbook



**JMU College of Education**

Memorial Hall

395 South High

Harrisonburg, VA 22807

## Table of contents

- Welcome and overview ..... page 2
- Expectations and responsibilities ..... page 4
- Sequence of courses ..... page 6
- Calendar of steps in your program..... page 8
- Assessment process ..... page 10
- Nitty-gritty logistical information ..... page 12
- Financing your education program ..... Page 14
- Important links and resources ..... page 15
- FAQs and Advice from Students..... page 18
- Appendices ..... page 20
  - Virginia Department of Education Competencies:  
Professional Competencies and
  - Elementary Education
  - Rubric for disposition in a university classroom  
setting

## Welcome and Overview

WELCOME! You are beginning your Elementary Education Bachelor's of Individualized study (ELED BIS) program, and we know you are excited to begin. This handbook will provide you with many important details of the ELED BIS 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 BIS program is designed for students who have earned their Associate's Degree (or similar credit amount) and are working as instructional assistants. Completers of this program earn a four year degree and are eligible for a Virginia teaching license in PK-6th grades.

During your ELED BIS 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 BIS 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 BIS program is shaped by what we believe:

*The Elementary Education BIS (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.*

*Our teacher candidates are guided in:*

- *Critically challenging conventional wisdom and common practices to identify hidden assumptions and activities that constrain or privilege some at the expense of others.*
- *Learning to ask questions and developing an inquiring approach motivated by the desire to understand the world in its myriad complexities.*
  - *Reflecting deeply on and constructing positive relationships with others.*
- *Expressing knowledge, skills, and attitudes in ways that communicate with others and provide a forum for the creative and academic expression of the profession and the self.*
- *Developing an appreciation for the global connection of all humanity and our interdependence on the finite, natural resources of the earth.*

- *Experiencing life among people whose social contexts are unlike the candidates' own to broaden and deepen respect for and sensitivity to various cultures and social contexts.*
- *Knowing and appreciating the process of human unfolding throughout the cycles of life from conception onward, particularly throughout the period of childhood.*
- *Valuing the literacies and literate backgrounds of all learners and develop equitable, inclusive instruction that honors diverse learners at all developmental phases*
- *Reflecting critically on the ways we embody and enact a sustainable sense of self.*
- *Building on interdisciplinary connections among content areas to create inclusive, responsive, and effective instruction for all learners.*

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 BIS program is designed. Our work is guided by several professional organizations and their standards. Standards from these professional organizations guided the Virginia Department of Education in developing their curriculum and professional competencies that all elementary teacher education programs must meet. These competencies can be found in the appendix of this document.

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.

<p>For teacher candidates...</p> <p><i>Academic:</i></p> <ul style="list-style-type: none"> <li>● Maintain a minimum GPA of 2.5 in your undergraduate courses and your undergraduate ELED BIS courses</li> <li>● Communicate in writing at a professional level of proficiency (see Communication Rubric, Appendix)</li> </ul> <p><i>Behavioral:</i></p> <ul style="list-style-type: none"> <li>● Adhere to the JMU Honor Code</li> <li>● Be punctual</li> <li>● Be prepared</li> <li>● Work collaboratively when expected</li> <li>● Think critically</li> <li>● Seek opportunities for professional growth</li> <li>● Follow ELED BIS policies (see Nitty-Gritty section of handbook)</li> </ul> <p><i>Dispositional:</i></p> <ul style="list-style-type: none"> <li>● Show enthusiasm</li> <li>● Take initiative</li> <li>● Reflect critically</li> <li>● Respect various cultures and social contexts</li> <li>● Exude confidence</li> <li>● Pride yourself on excellence</li> <li>● Present a professional persona while in the public eye</li> </ul>	<p>For faculty...</p> <p><i>Academic:</i></p> <ul style="list-style-type: none"> <li>● Provide rigorous, current, and relevant information</li> <li>● Provide opportunities for reflection</li> <li>● Model what we espouse</li> <li>● Create opportunities to engage in learning</li> <li>● Scaffold learning for success in the program</li> </ul> <p><i>Behavioral:</i></p> <ul style="list-style-type: none"> <li>● Be ethical and fair</li> <li>● Give timely constructive feedback</li> <li>● Be punctual</li> <li>● Be prepared</li> <li>● Think critically</li> <li>● Seek opportunities for professional growth</li> <li>● Follow ELED BIS policies</li> </ul> <p><i>Dispositional:</i></p> <ul style="list-style-type: none"> <li>● Show enthusiasm</li> <li>● Be supportive and encouraging</li> <li>● Reflect critically</li> <li>● Respect various cultures and social contexts</li> <li>● Exude confidence</li> <li>● Pride yourself on excellence</li> </ul> <p>(Some of the behavioral &amp; dispositional items came from Helterbran, V.R (2008). Professionalism: Teachers taking the reins. The Clearing House. January/February. 123-126.</p>
--	---

## Resources

**Kristi Peery (ELED BIS Advisor/Coordinator):** As Coordinator of the ELED BIS program, my role is to support you as you apply and progress through the ELED BIS program. I will guide you in completing required assessments and applying to Teacher Education. I will also serve as your academic advisor primarily focusing on all matters related to elementary education requirements.

**Virginia Trovato (ADP Academic Advisor):** My responsibilities are to assist all ADP students in formulating meaningful and comprehensive academic program plans based on their interests and goals, providing accurate guidance on the General Education curriculum, major and degree requirements, and academic opportunities within the context of BIS majors. I also send advising announcements regularly through ADP Advising in Canvas. For ECED students, I'm the secondary advisor so you will more often meet with Prof. Kristi Peery, but you can contact me for questions relating to MyMadison, scheduling, General Education requirements and graduation. I will likely refer you back to the College of Education for questions on licensure and career planning.

**Cyrus Webb (ADP Program Coordinator):** Within the Adult Degree Program, I primarily help students navigate the admissions process, evaluating all student transcripts and working alongside the registrar to complete credit evaluation reports. With ELED students, I also keep track of VCLA and Praxis test scores, working with Dara Hall, Kristi Peery, and the College of Education to make sure test scores are correctly reported.

**Success Coaches:** Success coaches are available for support with assessments. More info will be provided from your ELED BIS Coordinator.

### 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, 7th 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, changes have now allowed students to major in education in the Commonwealth of Virginia. The typical ELED BIS sequence of courses is listed below. Full descriptions of the courses can be found in the JMU Catalog ([www.jmu.edu/catalog](http://www.jmu.edu/catalog)).

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. A practicum is defined as a field placement where you are out in educational settings for the full semester. The time in practicum and responsibilities will increase as you move through the program. During the practicum, you will assist the classroom teacher wherever she/he needs help. In addition, you will have assignments from your 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 catalog.

As you participate in these courses, you will also 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. Finally, you will revisit the theories, philosophies, and beliefs from previous courses and strengthen your own understanding of how these affect instructional decisions.

### ***Semester One: (Summer)***

- ELED 272: Intro to Early and Elementary Education (3)
- ELED 310: Diversity, Equity, and Justice in ELED (3)
- WRTC 103, PSYC 160, EDUC 200 (if needed)

### ***Semester Two:***

- LED 300: Reading Instruction and Assistance for Diverse Learners PK-6 (3)
- ELED 333: Children and Mathematics I (3)
- EXED 490: Special Studies in Special Education (3)
- ELED 321: Practicum: Focus on Learners and Learning (1)

### ***Semester Three:***

- ELED 332: Children and Science (3)
- ELED 343: Children and Mathematics II (3)

- ELED 322: Practicum: Focus on Curriculum Instruction and Guided Behavior (1)

***Semester Four: (Summer)***

- ELED 334: Children and Social Studies (3)
- LED 350: Writing Instruction and Assistance for Diverse Learners PK-6 (3)

***Semester Five:***

- ELED 450: Planning Instruction and Assistance (3)
- LED 462: Literacy Across the Curriculum (3)
- ELED 400: Final Practicum (1)

***Semester Six:***

- ELED 485: Guiding Student Behavior (3)
- ELED 455: Home, School, Communities (3)
- ELED 479: Seminar on Special Topics (4)
- ELED 480: Student Teaching in Elementary Education (5)

***Semester Seven: (Summer)***

- IS 498: Senior Research Project (3)
- Elective course (if needed)

\*Note: The majority of courses will be taught synchronously. Practicum and student teaching are semester-long.

## From beginning to end – Events to complete for a successful program

<i>Year</i>	<i>Events to Complete</i>
<b>Semester One</b>	<p>Meet with your ELED BIS advisor to plan your ELED BIS program and learn about the requirements for Teacher Education</p> <p>Prior to the ELED BIS Orientation, complete the ADP 101 modules. These can be found on the ADP 101 Advising Canvas page.</p> <p><i>Applying to Teacher Education-</i></p> <ul style="list-style-type: none"> <li>● Before classes begin, begin completing the Application to Teacher Education (<a href="http://www.jmu.edu/coe/esc">www.jmu.edu/coe/esc</a> Admission &amp; Licensure, Applying to Teacher Education)</li> <li>● .By mid-August, complete standardized math (Praxis Core Math), reading and writing assessments (VCLA). <ul style="list-style-type: none"> <li>● VCLA Reading and Writing (composite score of 470), AND</li> <li>● Praxis Core Math (score of 150) or one of the following substitute tests: <ul style="list-style-type: none"> <li>○ ACT Math Score of 22</li> <li>○ SAT Math Score of 560 (if taken on or after 3/1/16) or SAT Math Score of 530 (if taken between 4/1/95-2/29/16)</li> <li>○ The SAT or ACT score report must be submitted from the testing agency to JMU and the Office of Admissions will enter the test results in MyMadison so we can access them.</li> </ul> </li> </ul> </li> </ul>
<b>Semester Two</b>	<p>Take the ELED BIS sequence of classes as directed by your ELED advisor</p> <p>Maintain a GPA of 2.5 or better</p> <p><i>Applying to Teacher Education (next steps)-</i></p> <ul style="list-style-type: none"> <li>● References: Two professional references must be submitted using this link to an electronic form. References must know the candidate for at least 6 months in a professional capacity. No letter is required. (Do not complete the reference step until you have submitted your Application Form to the ESC.)  <a href="https://welcome.coe.jmu.edu/esc/reference-new/?_ga=1.229025119.2140431244.1433957852">https://welcome.coe.jmu.edu/esc/reference-new/?_ga=1.229025119.2140431244.1433957852</a></li> <li>● Trainings: Complete the required trainings and accompanying quizzes. Bring your CPR/First Aid/AED cards and your child abuse prevention training certificate to the Education Support Center and we will make copies, or email them to <a href="mailto:teacher-ed@jmu.edu">teacher-ed@jmu.edu</a>.</li> </ul>

	<ul style="list-style-type: none"> <li>○ CPR, First Aid, and AED (Training is offered at UREC or you can take other in-person training (such as through your school system) as long as it is based on current national evidence-based guidelines, such as a program developed by the American Heart Association or the American Red Cross).</li> <li>○ Child Abuse Prevention Awareness Training: Upon completion, download the certificate as a PDF. <a href="https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html">https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html</a></li> </ul> <ul style="list-style-type: none"> <li>● Tk20 &amp; Pre-professional self-assessment: Tk20 is the data management system used for admission, field experiences, and student teaching. You will receive a free, 6 month temporary account according to the schedule below. At the end of your free temporary account, you must subscribe to Tk20 for continuation in teacher education.</li> </ul> <p>Once you can access Tk20, complete the pre-professional self-assessment in Tk20: Login to Tk20 using your MyMadison username &amp; password.</p> <ol style="list-style-type: none"> <li>1. Click on the "Applications" tab</li> <li>2. Click on "Create New Application"</li> <li>3. Select the "Pre-Professional Self-Assessment" from the drop down box</li> <li>4. Complete the assessment and click "save."</li> <li>5. Read the statement at the bottom of the screen, and click "Submit."</li> </ol>
<b>Semester Five</b>	<p>Take and pass all four subtests of the Praxis Subject Assessment, Multiple Subjects, Elementary Education</p> <p>Take and pass the RVE</p> <p>Be sure to submit your scores to JMU for our records.</p>
<b>Semester Seven</b>	<p>Apply for graduation (see <a href="http://www.jmu.edu/commencement">www.jmu.edu/commencement</a> for forms and deadlines)</p> <p>Apply for your Virginia Teaching License by working with the Education Support Center</p>

## Assessment Process

Updated July 2021

Once you begin the Elementary Education BIS 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)
- 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. It must be an overall GPA of 2.5 or better. 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. If the issue is not resolved through a private conversation, then the ELED BIS Coordinator works with the student and faculty to develop an action plan to remedy the situation. A formal intervention plan is created which outlines the problem, the criteria for resolving the problem, and the consequences should the problem remain.

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 and Communication Rubric to assess each student (see Appendix). 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 BIS Coordinator notifies the student that a faculty member (or members) has (have) concerns about the student. The student meets with the ELED BIS 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. The Disposition Rubric allows faculty members and supervisors to comment on your involvement in your university classes and practicum.

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.

### **Assessments for Licensure**

The Commonwealth of Virginia has three tests that must be passed prior to obtaining your teaching license. (The Praxis Core Math or SAT/ACT scores is a requirement of

Teacher Education, not a requirement for licensure.) The Virginia Communication and Literacy Assessment (**VCLA**) assesses your ability to read and write. We recommend that you take this test prior to registering for your junior year. The Praxis Subject Assessment, Multiple Subjects, Elementary Education is the second VDOE assessment for licensure. It has four sub-tests: English, Mathematics, Social Studies, and Science. The third test for licensure is the Reading for Virginia Educators (**RVE**); it measures your knowledge of how to teach reading and is offered through ETS. More information about these assessments can be found on the Education Support Center website (<http://coe.jmu.edu/esc>). Refer to the table on Page 9 for passing deadlines.

## Nitty-Gritty Logistical Information

### *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.

## EERE Practicum Policies

### **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.

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 supervisor 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

*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 Academic Unit Head 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* – 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 supervisor and cooperating teacher.

**Processing the practicum experience**

You will debrief with your supervisor during their visits to their classroom and/or virtually on a regular basis.

## Financing Your Education

The JMU web site has updated information about tuition. In addition, you will incur expenses related to earning your license. These include:

	Entry to Teacher Education	During program	Completion of program
Data management	Software for managing your progress: TK20 (see ESC)		
Testing	Praxis Core (see ETS) <b>or exempt through</b> SAT or ACT scores (see ESC Applying to Teacher Education)  Virginia Communication and Literacy Assessment – VCLA (see Virginia DOE)	Praxis Subject Assessment: Multiple Subjects Elementary Education (see ETS)  Reading for Virginia Educators - RVE (see ETS)	
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 practicum, 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. Scholarships are offered by the College of Education (CoE) and by the Early, Elementary, and Reading Department (EERE). 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, both CoE and EERE scholarships. The scholarships are available in mid- to late-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 in the summer. Information can be found at:

<https://www.jmu.edu/coe/currentstudents.shtml>

## Important Links

ELED BIS Program Website: <https://www.jmu.edu/coe/eere/eled-bis/index.shtml>

ELED BIS Canvas Page: <https://canvas.jmu.edu/courses/1821432>

Adult Degree Program Student Handbook:

<https://www.jmu.edu/pce/programs/all/adultdegree/ADP-Student-Handbook.pdf>

Education Support Center (ESC) – [www.jmu.edu/coe/esc](http://www.jmu.edu/coe/esc)

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

Early, Elementary, and Reading (EERE) Department Web site

<https://www.jmu.edu/coe/eere/>

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

Virginia Department of Education (VDOE) – [www.doe.virginia.gov](http://www.doe.virginia.gov)

Surrounding school divisions

- Harrisonburg City – [www.harrisonburg.k12.va.us](http://www.harrisonburg.k12.va.us)
- Rockingham County – <http://www.rockingham.k12.va.us/>
- Augusta County – [www.augusta.k12.va.us](http://www.augusta.k12.va.us)
- Waynesboro City – [www.waynesboro.k12.va.us](http://www.waynesboro.k12.va.us)
- Staunton City – [www.staunton.k12.va.us](http://www.staunton.k12.va.us)
- Shenandoah County – [www.shenandoah.k12.va.us](http://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](http://www.doe.virginia.gov/Div/#Schl)

Professional organizations

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

Content organizations

Updated July 2021

- National Council for the Social Studies – [www.ncss.org](http://www.ncss.org)
- National Science Teachers Association – [www.nsta.org](http://www.nsta.org)
- National Council of Teachers of Mathematics – [www.nctm.org](http://www.nctm.org)
- National Council of Teachers of English – [www.ncte.org](http://www.ncte.org)
- International Literacy Association – [www.reading.org](http://www.reading.org)

#### Anti-bias and anti-racist education sites

- Raising Race Conscious Children: <http://www.raceconscious.org>
- Teaching for Change: <https://www.teachingforchange.org>
- Embrace Race: <https://www.embracerace.org>
- Anti-racism in Action JMU Libraries:  
<https://guides.lib.jmu.edu/bookdisplays/antiracism?fbclid=IwAR2C96LAPxVYqjGjfN0IhtkaMVvOVmh8m7aRO8ttru8txRPhI5NB020U1q0>
- Woke Kindergarten; and Facebook page:  
<https://www.wokekindergarten.org> and  
<https://www.facebook.com/WokeKindergarten/>
- Teaching on Days After: Dialogue & Resources for Educating Toward Justice:  
[https://www.facebook.com/groups/teachingondaysafter/?multi\\_permalink=569181974032993%2C568729677411556&notif\\_id=1590979266969712&notif\\_t=group\\_activity](https://www.facebook.com/groups/teachingondaysafter/?multi_permalink=569181974032993%2C568729677411556&notif_id=1590979266969712&notif_t=group_activity)
- BLM Instructional Library: Kid Lit:  
[https://docs.google.com/presentation/d/18pOK3roiwPQ9WF7D2wA0o7Ktr8KwAJeZfn-o6O8T\\_Y/mobilepresent?fbclid=IwAR0xdhfTOy3-BWpZdw-rqjMHzhJ87hpWTV7jVyzlwWlnYAvZXVjqeMafV-0%23slide=id.p&slide=id.p](https://docs.google.com/presentation/d/18pOK3roiwPQ9WF7D2wA0o7Ktr8KwAJeZfn-o6O8T_Y/mobilepresent?fbclid=IwAR0xdhfTOy3-BWpZdw-rqjMHzhJ87hpWTV7jVyzlwWlnYAvZXVjqeMafV-0%23slide=id.p&slide=id.p)
- Teaching Tolerance: <https://www.tolerance.org/topics>

#### Parent/families organizations

- National Parent-Teachers Association – [www.pta.org](http://www.pta.org)
- Fathers in education:  
[http://fatherhood.about.com/od/education1/Fathers\\_and\\_Education.htm](http://fatherhood.about.com/od/education1/Fathers_and_Education.htm)
- Materials on teaching tolerance: <https://www.tolerance.org/>

#### Sites with ESL info

- [http://www.educationworld.com/foreign\\_lang/classroom/esl.shtml](http://www.educationworld.com/foreign_lang/classroom/esl.shtml)

#### Sites with exceptional education info

- Attention deficit disorder
  - Attention Deficit Disorder Association – [www.add.org](http://www.add.org)
  - Children and Adults with Attention Deficit – [www.chadd.org](http://www.chadd.org)
- Learning disabilities
  - Learning disabilities Association of America - [www.ldanatl.org](http://www.ldanatl.org)
  - National Center for Learning Disabilities - [www.nclld.org](http://www.nclld.org)
- Autism
  - Autism Society of America - [www.Autism-Society.org](http://www.Autism-Society.org)
  - National Autism Association -  
[www.NationalAutismAssociation.org](http://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>

Good teacher sites

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

## FAQs

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

This is a good option to explore with your ELED BIS 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.

*When do I take Praxis Core Math, Praxis Subject Assessment, 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:

- VCLA – Virginia Communication and Literacy Assessment – This tests your basic reading and writing proficiency. It is a requirement of the program and licensure. You must pass this test by Mid-August of Semester 1.
- Praxis Core Math: This test must be passed by Mid-August of Semester 1 (if you need to take it).
- Praxis II – This tests your content knowledge in social studies, science, mathematics, and English. You must pass all four sub-tests before you student teach in Semester 6.
- RVE – Reading for Virginia Educators – This tests your knowledge of teaching students to read. It is a requirement for licensure. It must be passed before you student teach during Semester 6.

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

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

*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?*

JMU hosts job fairs specific to teaching in the spring. Several school divisions offer their own job fairs, typically combining neighboring school divisions at one location. Again the Career and Academic Planning Office keeps students fully informed. 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. 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.

### **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 ELED BIS courses are very different from many GenEd 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

Virginia Department of Education Competencies: Professional Competencies and Elementary Education

Rubric for disposition in a university classroom setting

Practicum evaluation form

## VDOE Professional Studies Competencies

Professional studies requirements for early/primary education, elementary education, and middle education:

1. Human development and learning (birth through adolescence).

a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse, and neglect and other adverse childhood experiences; and family disruptions.

2. Curriculum and instruction.

a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction.

(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities; and appropriate for the level of endorsement (preK-3 or preK-6) sought shall be included.

(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.

(5) Study in (i) methods of improving communication between schools and families, (ii) communicating with families regarding social and instructional needs of children, (iii) ways of increasing family engagement in student learning at home and in school, (iv) the Virginia Standards of Learning, and (v) Virginia Foundation Blocks for Early

Learning: Comprehensive Standards for Four-Year-Olds prepared by the department's Office of Humanities and Early Childhood shall be included.

(6) Early childhood educators must understand the role of families in child development and in relation to teaching educational skills.

(7) Early childhood educators must understand the role of the informal and play mediated settings for promoting students' skills and development and must demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive

Standards for Four-Year-Olds.

(8) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators must be included.

(9) Pre-student teaching experiences (field experiences) should be evident within these skills.

3. Classroom and behavior management. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.

4. Assessment of and for learning.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.

c. Skills also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices; the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment; and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal setting as related to teacher evaluation and determining student academic progress must be included.

<p>e. Knowledge of legal and ethical aspects, and skills for developing familiarity with assessments used in preK-12 education (including diagnostic, college admission exams, industry certifications, placement assessments).</p>
<p>5. Foundations of education and the teaching profession.</p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p>
<p>b. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities, shall be included.</p>
<p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p>
<p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>

<p>6. Language and Literacy.</p> <p>a. Early/primary education preK-3 and elementary education preK-6 language acquisition and reading and writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p> <p>(1) Language acquisition: Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.</p>
---

(2) Reading and writing: Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development, and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading.

7. Supervised clinical experiences. The supervised clinical experiences shall be continuous and systematic and consist of early field experiences with a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in any public school or accredited nonpublic school may be accepted in lieu of the supervised student teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.

## 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 tasks and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

<p><b>2. Knowledge and skills.</b></p> <p>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.</p>
<p>1) Assessment and diagnostic teaching. The individual shall:</p> <p>(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</p>
<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>
<p>(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;</p>
<p>(b) Be proficient in developing students' phonological awareness skills;</p>
<p>(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;</p>
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>
<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>
<p>(3) Reading and literature. The individual shall:</p> <p>(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;</p>

(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

<p>(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.</p>
<p>(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.</p>
<p>b. Mathematics.</p> <p>(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:</p> <p>(a) Number systems and their structure, basic operations, and properties;</p>
<p>(b) Elementary number theory, ratio, proportion, and percent;</p>
<p>(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;</p>
<p>(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</p>
<p>(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.</p>
<p>(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.</p>
<p>(3) Understanding of the multiple representations of mathematical concepts and procedures.</p>

<p>(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.</p>
<p>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</p>
<p>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</p>
<p>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</p>
<p>c. History and social sciences.</p> <p>(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:</p> <p>(a) History.</p> <p>(i) The contributions of ancient civilizations to modern social and political institutions;</p>
<p>(ii) Major events in Virginia history from 1607 to the present;</p>
<p>(iii) Key individuals, documents, and events in United States history; and</p>
<p>(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.</p>
<p>(b) Geography.</p> <p>(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;</p>
<p>(ii) The relationship between human activity and the physical environment in the community and the world; and</p>
<p>(iii) Physical processes that shape the surface of the earth.</p>

<p>(c) Civics.</p> <p>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</p>
<p>(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;</p>
<p>(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</p>
<p>(iv) Local government and civics instruction specific to Virginia.</p>
<p>(d) Economics.</p> <p>(i) The basic economic principles that underlie the United States market economy;</p>
<p>(ii) The role of the individual and how economic decisions are made in the marketplace; and</p>
<p>(iii) The role of government in the structure of the United States economy.</p>
<p>(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:</p> <p>(a) Using artifacts and primary and secondary sources to understand events in history;</p>
<p>(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;</p>
<p>(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;</p>
<p>(d) Asking appropriate questions and summarizing points to answer a question;</p>
<p>(e) Comparing and contrasting people, places, and events in history;</p>

(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.

<p>(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:</p> <p>(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;</p>
<p>(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;</p>
<p>(c) Conduct research projects and experiments, including applications of the design process and technology;</p>
<p>(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;</p>
<p>(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;</p>
<p>(f) Design instruction to meet the needs of diverse learners using a variety of techniques;</p>
<p>(g) Evaluate instructional materials, technologies, and teaching practices;</p>
<p>(h) Conduct formative and summative assessments of student learning;</p>
<p>(i) Incorporate instructional technology to enhance student performance in science; and</p>
<p>(j) Ensure student competence in science.</p>
<p>(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.</p>
<p>(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:</p> <p>(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;</p>

(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.

## EERE Dispositions and Professional Behaviors

Dimensions	Target	Acceptable	Needs improvement
Ethical action and communication – the extent to which you act ethically in your behaviors and your voice	<ul style="list-style-type: none"> <li>● Prioritizes the well-being of students/children at all times</li> <li>● Speaks honestly and acts with integrity</li> <li>● Knows when information is confidential and respects students’/children’s privacy.</li> <li>● Shares information with appropriate parties when necessary to protect students’/children’s well-being and to comply with regulations.</li> <li>● Meets the JMU Student Standards of Conduct (see <a href="https://www.jmu.edu/osarp/handbook/OSARP/standardsandpolicies.shtml">https://www.jmu.edu/osarp/handbook/OSARP/standardsandpolicies.shtml</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● Attempts to keep the well-being of children in mind, yet occasionally personal agendas take priority</li> <li>● Speaks as honestly as they believe is possible</li> <li>● Checks with professors/teachers to see what information is confidential before sharing</li> <li>● Shares information with appropriate parties when necessary to protect students’/children’s well-being and to comply with regulations (same as Target)</li> <li>● Aware of the JMU Student Standards of Conduct and attempts to follow the standards</li> </ul>	<ul style="list-style-type: none"> <li>● Is focused solely on one’s self</li> <li>● Voices what they believe others want to hear</li> <li>● Shares information without thinking of confidentiality issues</li> <li>● Fails to comply with regulations about issues of children’s well-being</li> <li>● Is unaware of and, therefore, does not follow the JMU Student Standards of Conduct</li> </ul>

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

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

<p>Professional communication – the extent to which you portray yourself as a professional in your interactions with others</p>	<ul style="list-style-type: none"> <li>● Replies to colleagues, professors, and supervisors in a timely and respectful manner</li> <li>● Uses social media in a manner that reflects a professional demeanor</li> <li>● Proactively seeks necessary information as needed (in person, email, Zoom, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Replies to colleagues, professors, and supervisors in a timely fashion, yet is unaware of how the message is perceived as unprofessional</li> <li>● Uses social media in a way in which some communications may be misinterpreted as unprofessional</li> <li>● Seeks necessary information, but not always in a timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>● Ignores communication from colleagues, professors, and supervisors or responds very disrespectfully</li> <li>● Uses social media in ways that are inappropriate for a professional</li> <li>● Fails to ask for information and blames others for not knowing the information</li> </ul>
<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"> <li>● Uses new and varied data to analyze, evaluate, and enhance performance</li> <li>● Welcomes feedback and incorporates it in subsequent opportunities</li> <li>● Identified and acknowledges strengths and areas for growth</li> <li>● Considers ways that past situations inform future practice</li> <li>● Sees self as a learner and actively seeks opportunities for growth</li> </ul>	<ul style="list-style-type: none"> <li>● Tries to use data to inform performance, yet needs help analyzing and interpreting the data</li> <li>● Accepts feedback without being defensive</li> <li>● Easily identifies areas for growth, yet struggles to name strengths</li> <li>● Considers ways that past situations inform future practice (same as Target)</li> <li>● Sees self as a learner</li> </ul>	<ul style="list-style-type: none"> <li>● Continues performance without any consideration of data</li> <li>● Seeks no feedback and/or when given disregards it</li> <li>● Continues with current behavior without considering their strengths or areas for growth</li> <li>● Sees no reason to use the past to influence the future</li> <li>● Sees self as a student who just needs to “get through this”</li> </ul>

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



Elementary Education **BIS** Practicum Evaluation

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Practicum:** ELED ( )321 ( )322 ( )400

**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: \_\_\_\_\_



**Elementary Education BIS Practicum Evaluation**

Student: \_\_\_\_\_ Supervisor/CT: \_\_\_\_\_

Grade/School: \_\_\_\_\_ Practicum: ELED 321( ) ELED 322( ) ELED 400 ( )

Observation Date: \_\_\_\_\_ Modality of the lesson and observation: \_\_\_\_\_

CT and Supervisor received lesson plans one week prior to implementation: Yes( ) No( )

*\*Directions: Circle or highlight the descriptors (GLOWS/GROWS) that best describe your practicum student's performance.*

<b>Area of Observation</b>	1.Not acceptable 2.Developing competency 3.Meets/Exceeds needs	Comments:    GLOWS                    /                    GROWS
<b>Preparation for Instruction</b>  -Designs a developmentally appropriate, on task lesson -Provides a well-prepared learning environment -Designs assessment aligning with objectives		GLOWS                    /                    GROWS
<b>Lesson Implementation</b>  -Makes procedures/outcomes clear to students -uses questioning strategies to gauge understanding throughout lesson -actively engages students		GLOWS                    /                    GROWS

<p><b>Classroom Management</b></p> <ul style="list-style-type: none"> <li>-Manages classroom procedures</li> <li>-Uses appropriate guidance/interventions to assist children in directions, activities, etc.</li> <li>-Shows initiative in supporting children’s needs</li> </ul>		<p>GLOWS / GROWS</p>
<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>-responsible, dependable, decision maker, enthusiastic, models professional, ethical behavior, shows initiative, shows compassion, dresses appropriately, arrives/leaves on-time</li> </ul>		<p>GLOWS / GROWS</p>
<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>-Describe/talk about strengths/weaknesses of teaching skills</li> <li>-Set appropriate goals for future instruction</li> </ul>		<p>SUGGESTIONS FOR PROFESSIONAL DEVELOPMENT</p>

**By signing this form, we agree that this lesson observation has been discussed.**

Practicum Student: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_