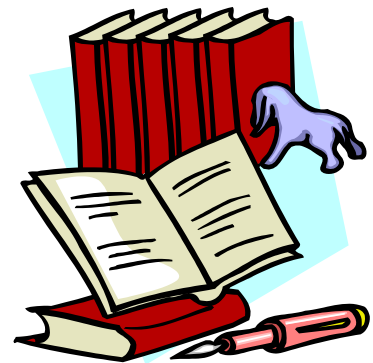
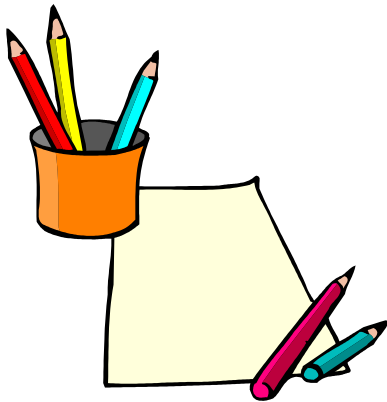

Program Handbook

Major in Elementary Education



Elementary Education Handbook

Table of contents

- Welcome and overview page 3
- Expectations and responsibilities page 5
- Sequence of courses page 6
- Calendar of steps in your program..... page 9
- 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 17
- Appendices page 21
 - 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 (ELED) program and we know you are excited to begin. This handbook will provide you with many important details of the ELED program. Hang on to this document. As you progress through the program, it should be the first place you look when questions arise. Many of the answers you require can be found in the handbook. It also gives you the “big picture” regarding the program.

The ELED program begins in your sophomore year and culminates in the spring of your senior year. In your sophomore year, one semester will be dedicated to your General Education (GenEd) classes. The opposite semester will be a combination of GenEd classes and ELED classes. Because of the size of the ELED program, we need to have half the sophomores begin in the fall semester and half begin in the spring semester. However, when you start has no bearing on when you finish the ELED program and your degree. Everyone will end their ELED program with student teaching in their senior year. You graduate with a B.S. in ELED with a minor in Liberal Studies. At the conclusion of your senior year, you will have earned a Bachelor of Science. 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 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 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.*

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 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">▪ Maintain a minimum GPA of 2.5 in your undergraduate courses and your undergraduate ELED courses▪ Communicate in writing at a professional level of proficiency (see Communication Rubric, Appendix) <p><i>Behavioral:</i></p> <ul style="list-style-type: none">▪ 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) <p><i>Dispositional:</i></p> <ul style="list-style-type: none">▪ 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	<p>For faculty...</p> <p><i>Academic:</i></p> <ul style="list-style-type: none">▪ 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 <p><i>Behavioral:</i></p> <ul style="list-style-type: none">▪ Be ethical and fair▪ Give timely constructive feedback▪ Be punctual▪ Be prepared▪ Think critically▪ Seek opportunities for professional growth▪ Follow ELED policies <p><i>Dispositional:</i></p> <ul style="list-style-type: none">▪ Show enthusiasm▪ Be supportive and encouraging▪ Reflect critically▪ Respect various cultures and social contexts▪ Exude confidence▪ Pride yourself on excellence <p>(Some of the behavioral & dispositional items came from Helderbrant, V.R (2008). <i>Professionalism: Teachers taking the reins</i>. The Clearing House. January/February. 123-126.</p>
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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. To earn a degree in ELED, you must fulfill requirements related to the ELED program, GenEd coursework, the Liberal Studies minor, and JMU degree requirements. The typical ELED sequence of courses is listed below. Full descriptions of the courses can be found in the JMU Catalogue (www.jmu.edu/catalog).

Freshman Year

Your freshman year, fall and spring, will be devoted to taking GenEd classes from the five Clusters required of all majors. However, not all courses listed within the Clusters will meet a requirement for the ELED major. It is also possible that you will take EDUC 300 and/or EXED 200. These are courses required by the Department of Education, but are not part of the ELED major. You will need these classes for licensure. Your first-year advisor will help you decide which classes are appropriate for the ELED major.

Sophomore Year

You will start your ELED coursework during your sophomore year. One semester you will take courses required for GenEd or licensure; the other semester you will take a combination of ELED courses and GenEd courses. It does not matter which semester you take the ELED classes because everyone will eventually complete the whole program. We have to split ELED students into a fall or spring start to accommodate the large numbers of interested students. You will work with your ELED advisor to determine which semester you will begin. During your ELED semester, you will take:

ELED 208 – Child development: birth to adolescence (3 credits)

ELED 271 – Practicum in Early Childhood and Elementary Education (1 credit)

ELED 272 – Introduction to Early and Elementary Education (3 credits)

ELED 310 – Diversity with service-learning practicum (3 credits)

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. That will be the content of ELED 208, 272, and 310. ELED 271 is a field experience or 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.

Junior Year

During your junior year, fall and spring, you will take a combination of ELED classes and GenEd or Liberal Studies classes. The ELED classes are designed to teach you instructional approaches to teaching social studies, science, mathematics, reading, and writing. In your fall semester, you will take what should be your last GenEd class and a Liberal Studies minor class. In the spring, you will take two Liberal studies minor classes along with your ELED classes to finish your Liberal Studies minor. The ELED classes will include a one-day practicum each semester. The ELES classes are cluster as follows:

Fall or Spring

- ***ELED 334.Children and Social Studies*** (3 credits) and ***LED 300. Reading Instruction and Assessment for Diverse Learners PK-6*** (3 credits)
- ***ELED 332.Science and Children*** (3 credits) and ***LED 350. Writing Instruction and Assessment for Diverse Learners PK-6*** (3 credits)

Fall Only, in addition to the content courses above

- ELED 321. Practicum (1 credit)
- ELED 333. Children and Math I (3 credits)

Spring Only, in addition to the content courses above

- ELED 322. Practicum (1 credit)
- ELED 343. Children and Math II (3 credits)

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.

Senior Year

Your senior year will be a culmination of all your hard work. Throughout the senior year you will be placed in an internship where you will implement all that you have learned as well as continuing to learn knowledge and skills to develop as a teacher. The internship

will include two semester-long placements, one in a lower elementary classroom and one in an upper elementary classroom. In addition, over the course of the year, you will take your final four ELED classes. The classes are clustered as follows:

Fall or Spring

- ***ELED 450.Planning Instruction and Assessment*** (3 credits) and ***LED 462.Literacy across the Curriculum*** (3 credits)
- ***ELED 455.Home, School, Communities*** (3 credits) and ***EXED 485.Systematic Behavioral Support and Interventions*** (3 credits)

Fall and Spring

ELED 480. Internship in Elementary Education

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

<i>Year</i>	<i>Events to Complete</i>
Freshman	<p>Meet with your ELED advisor once you are assigned one (mid-February) to plan your ELED program and learn about the requirements for Teacher Education</p> <p>Complete the Application to Teacher Education (www.jmu.edu/coe/esc Admission & Licensure, Applying to Teacher Education)</p>
Sophomore	<p>Take the ELED sequence of classes either fall or spring as directed by your ELED advisor</p> <p>Continue to complete your GenEd, EDUC 300, and EXED 200 classes</p> <p>Maintain a GPA of 2.5 or better</p> <p>Meet with your Liberal Studies minor advisor to get guidance of what Liberal Studies courses you need in your junior year</p> <p>Work on getting fully accepted into Teacher Education by completing the requirements (must be fully accepted by registration for your junior year)</p> <p>Take and pass the VCLA and Praxis Core Math (or exempt by your SAT or ACT math scores) prior to registering for your fall classes</p>
Junior	<p>Take the required ELED program courses in the fall and spring</p> <p>In the fall, finish your GenEd classes</p> <p>Take and pass by March 1 of your junior year all four sub-tests of the Praxis Subject Assessment, Multiple Subjects, Elementary Education</p> <p>By the end of spring, finish your Liberal Studies minor</p>
Senior	<p>Take and pass the Reading for Virginia Educators (RVE) exam by October 15 of your senior year</p> <p>Apply for undergraduate graduation (<i>see www.jmu.edu/commencement for forms and deadlines</i>)</p> <p>Apply for your Virginia Teaching License by working with the Education Support Center</p>

Assessment Process

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

- A minimum GPA of 2.5 overall and 2.5 in your education courses (strictly enforced)
- 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 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 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. The Disposition Rubric allows faculty members and supervisors to comment on your involvement in your university classes and practica.

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

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. Each sub-test must be passed by March 1 of your junior year. 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. We recommend you take this assessment by October 15 of your senior year. More information about these assessments can be found on the Education Support Center web site (<http://coe.jmu.edu/esc>).

Nitty-Gritty Logistical Information

Practicum 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 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 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 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 – 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 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 (<i>see ESC</i>)		
Testing	Praxis Core (<i>see ETS</i>) or exempt through SAT or ACT scores (<i>see ESC Applying to Teacher Education</i>) Virginia Communication and Literacy Assessment – VCLA (<i>see Virginia DOE</i>)	Praxis Subject Assessment: Multiple Subjects Elementary Education (<i>see ETS</i>) Reading for Virginia Educators - RVE (<i>see ETS</i>)	
License			<i>Check with the ESC for these fees</i>

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

Scholarships

A variety of scholarships are available to education students. 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>

Student Workers

A small number of student workers are hired each year. Student workers perform clerical and routine functions for faculty members and support personnel. Stop by Memorial Hall 3100, the Early Childhood, Elementary, and Literacy Office and talk with the support staff there for more information about these positions.

Important Links and Resources

Education Support Center (ESC) – 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

Surrounding school divisions

- Harrisonburg City – www.harrisonburg.k12.va.us
- Rockingham County – <http://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 – <https://www.pagek12.org/>
- Charlottesville City – <http://charlottesvilleschools.org/>
- Greene County – <https://www.greenecountyschools.com/>
- Madison County – <https://www2.madisonschools.k12.va.us/>
- Albemarle County – <https://www.k12albemarle.org/Pages/default.aspx>
- Listing of all school divisions in Virginia – www.doe.virginia.gov/Div/#Schl

Professional organizations

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

Content organizations

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

Anti-bias and anti-racist education sites

- [Raising Race Conscious Children](#)
- [Teaching for Change](#)
- [Embrace Race](#)
- [Anti-racism in Action JMU Libraries](#)

- [Woke Kindergarten](#); and [Facebook page](#)
- [Teaching on Days After: Dialogue & Resources for Educating Toward Justice](#)
- [BLM Instructional Library: Kid Lit](#)
- [Teaching Tolerance](#)

Parent/families organizations

- National Parent-Teachers Association – www.pta.org
- Fathers in education:
http://fatherhood.about.com/od/educatio1/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

Sites with exceptional education info

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

Good teacher sites

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

FAQs

Why do I have an ELED advisor and a Liberal Studies advisor? When do I talk to which one?

These two people fulfill very different jobs. Your ELED advisor can help you map out your sequence of completing the ELED classes, GenEd classes, and degree requirements. They can answer your questions regarding the elementary education program and the expectations. 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.

Your Liberal studies (LS) advisor is knowledgeable about the LS minor and the content of many courses that fulfill the minor. Seek out this person when you are wondering what LS courses to take in your junior year.

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 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 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:

- Praxis II – This tests your content knowledge in social studies, science, mathematics, and English. You must pass all four sub-tests by March 1 of your junior year.
- RVE – Reading for Virginia Educators – This tests your knowledge of teaching students to read. It is a requirement for licensure. It must be passed by October 15 of your senior year.
- 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 prior to registering for your fall junior classes.

Can I study abroad? When?

Yes, you can study abroad! However, it does take careful planning. You want to be sure that the credit you earn abroad will count toward required GenEd or Liberal Studies courses. Check with the Center for Global Engagement to get specific information about the programs and courses associated with them.

<https://www.jmu.edu/global/abroad/index.shtml>

Work with your ELED and Liberal Studies advisors to plan a course of study that will enable you to complete all the requirements for graduation. This includes your General ELED major courses, Liberal Studies 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.

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 Logistics 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.

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 and Academic Planning Office has a wealth of information for students (<http://www.jmu.edu/cap>). Many publications exist geared to helping teacher candidates secure jobs in many different states in the US and in many countries abroad.

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

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

Planning Office. This one-on-one help can really polish your resume and interviewing skills.

When should I start applying for jobs?

Some people begin this process during the winter break of their senior year. 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 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 forms

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.

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).

5. Foundations of education and the teaching profession.

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.

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.

c. Professionalism and ethical standards, as well as personal integrity shall be addressed.

d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.

6. Language and Literacy.

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.

(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.

(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 comprised 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 clock 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 task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

2. Knowledge and skills.

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

1) Assessment and diagnostic teaching. The individual shall:

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

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

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

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

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

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

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

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

(3) Reading and literature. The individual shall:

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

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

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

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

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

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

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

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

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

Disposition rubric

<i>Elementary Education Performance Task – Scoring Rubric</i> <i>Disposition in the University Classroom</i> <i>Sophomore</i> <input type="checkbox"/> <i>Junior Fall</i> <input type="checkbox"/> <i>Junior Spring</i> <input type="checkbox"/>					
Candidate name _____			Date _____		
	Not acceptable 1	Needs improvement 2	Acceptable 3	Exemplary 4	Points
Attendance	Unexcused absences, arrives late, leaves early.	Occasionally arrives late or leaves early, no unexcused absences.	No unexcused absences or tardiness, Make up work, if required, is done as requested by the instructor.	No absences or tardiness.	
Preparation	Arrives to class without needed materials and supplies, has not done readings or other preparation.	Brings required materials and supplies, usually is prepared to participate in discussions and activities.	Brings required materials and supplies and is prepared to contribute to class discussion by having done required readings or other preparation.	Brings required materials and supplies and has read required readings. Has reflected on the content and how it relates to other experiences such as the practicum setting.	
Participation	Does not participate in class activities and discussions.	Participates minimally, contributing only when called upon to respond.	Contributes to class discussions by volunteering to share opinions and suggestions, does planned activities.	Takes initiative to ask relevant questions, offers suggestions, actively participates in planned activities.	
Receptivity	Does not respond to suggestions or questions posed by instructor or classmates. Does not follow directions for activities.	Follows directions for activities most of the time, occasionally Incorporates suggestions made by others.	Follows directions for class activities. Incorporates instructor's suggestions for improvement.	Follows directions for class activities. Incorporates ideas from classmates, instructors and other professionals.	
Scorer /Instructor _____					Final Score _____



Elementary Education **Major** Practicum Evaluation

Student _____ Teacher _____ Practicum: **ELED 271**

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

Directions: Circle or highlight the descriptors that best describe your practicum

student's performance.

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
- Follows school policies and procedures ___Yes ___No
- Submits lesson plans one week in advance to CT ___Yes ___No
- Assumes responsibility for materials used prior, during, and after teaching ___Yes ___No
- Supports the teacher in carrying out classroom activities and routines. ___Yes ___No

Interactions with Children

Disposition	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)
Initiative	Avoids interacting with children.	Interacts with children only when asked.	Shows initiative in interacting with children to support children’s learning.	Offers to assume additional responsibilities to support children’s needs.
Respect	Interacts with children in inappropriate or culturally biased ways	Interacts with some children in appropriate and culturally sensitive ways	Interacts with all children differences in appropriate and sensitive ways, respecting their cultural.	Responds to children’s needs with great interest and sensitivity.
Inclusiveness	Neither plans nor implements learning experiences with children.	Implements learning experiences designed by others for selected students.	Plans and implements learning experiences to meet the needs of all children.	Plans & implements learning experiences that exude deep value for diversity.
Interventions	Intervenes inappropriately in ways that undermine classroom expectations.	Intervenes appropriately to ensure that classroom rules are upheld and honored.	Uses appropriate guidance to assist children in following directions & meeting expectations.	Assists children in resolving problems or conflicts by facilitating their independent resolutions.

Interactions with Cooperating Teacher

Disposition	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)
Acceptance	Resists constructive criticism and ignores important suggestions	Accepts suggestions and feedback with some follow through.	Accepts suggestions graciously and follows through on suggestions.	Actively seeks, and consistently follows through on suggestions and feedback.
Questioning	Asks few questions and demonstrates little interest in professional growth.	Expresses some interest in understanding more deeply the program and the children.	Asks questions to tap teachers’ expertise, gain advice, and learn about the children.	Demonstrates enthusiasm for growth as a professional educator.

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 **Major** Revised Practicum Evaluation

Student: _____ **Teacher:** _____ **Practicum: ELED** ()321 ()322

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 plans inappropriate methods and activities to meet the learning outcomes	appropriate and measurable learning outcomes can be implied from the lesson plan, but are not explicitly stated plans appropriate methods and activities to meet the learning outcomes	sets appropriate and measurable learning outcomes and states these clearly on the lesson plan plans appropriate and varied methods and activities to meet the learning outcomes	sets appropriate and measurable learning outcomes and states these clearly on the lesson plan indicating assessments aligned to the 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	attempts to assess some students' learning at the very end of the lesson, and provides limited	uses a variety of assessment strategies throughout the lesson and as closure with feedback to students	uses a variety of assessment strategies throughout the lesson and as closure with feedback to students during the lesson and uses those

feedback	feedback	during the lesson	data to inform subsequent instruction
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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: _____