



Teacher Education Program Handbook

College of Education
Teacher Education Program
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FOREWORD

The University of Mary Washington offers a state-approved Teacher Education Program that is also approved by the National Association of State Directors of Teacher Education and Certification. In 1998, following the adoption of the new Standards of Learning for all students in Virginia, the Virginia Board of Education published new “Licensure Regulations for School Personnel.” The University of Mary Washington College of Education is aligning the Teacher Education Program with new state regulations and requirements.

We, the faculty of the University of Mary Washington’s College of Education, are proud of the program we offer and the reputation, across the Commonwealth, of the teachers we prepare. We want to add you to that impressive list of alumni. However, preparing to teach is not the easy task that some people would have you believe. This *Handbook* contains policies and advice that you must follow in order to complete the University's state-approved Teacher Education Program. Information in this *Handbook* assumes that you have received individual or group advice from the College and have taken, or are presently taking, EDUC 203 or EDUC 204. That is, this book is not intended for someone “just thinking about teaching.” (Other documents of the University that you should study include the *Academic Catalogue*, the *Dictionary of Academic Regulations*, the *Student Handbook*, and the *BLS Student Guide* for Bachelor of Liberal Studies students.) Knowledge of the content of this *Handbook*, however, should not replace cohort or individual advising sessions with your education advisor to update your file and make certain you are “on track.”

The days of “anybody can teach” are gone; admission and retention in any program leading to a teaching license is, at present, highly selective. The faculty of the College of Education encourages your diligence and cooperativeness, applauds your decision to teach, and wishes you the successful completion of this initial, required step to a teaching career.

TABLE OF CONTENTS

	<u>Page</u>
The UMW Teacher Education Program	
Faculty and Staff	4
Overview.....	5
Program Goals	5
Conceptual Framework.....	6
Program Admission and Retention.....	8
General Provisions	8
M.S. in Elementary Education	9
Secondary and PreK-12	12
Supervised Teaching and Internship	14
Professional Courses for Elementary Program	15
Professional Courses for Secondary and PreK-12 Programs.....	17
Advice to Students in the Bachelor of Liberal Studies (BLS) Program.....	21
Student Responsibilities in Completing the UMW Teacher Education Program	22
Typical Chronology for Completing the UMW Teacher Education Program	23
Departmental Policy on the Management of Documents Concerning Students	25
Field Experiences and Supervised Teaching	26
Departmental Expectations for Your Field Experiences	27
Evaluation of Field Experiences	28
Transportation to Field Experiences Sites	29
Education Scholarships	29
Outstanding Education Student Award	30
Education Organizations	31
International Programs and Service Learning	31
Appendices	32
Appendix A: Program Goals aligned with INTASC Standards and Conceptual Framework.....	33
Appendix B: Teacher Education Program Quick facts	34
Appendix C: Minimum Performance Standards.....	36
Appendix D: A Record of Your Progress in the Program.....	37
Appendix E: Program Logs.....	38

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Overview of the Teacher Education Program

The University of Mary Washington is a state-supported, liberal arts university offering endorsement programs in 19 major areas of teacher preparation at the four-year, undergraduate level. In addition, the University offers a five-year Master of Science in Elementary Education for all students pursuing preK-6 licensure. The 12 secondary endorsements span grades 6-12. The University also offers PreK-12 programs in art, foreign language (French, German, Latin, and Spanish), and music (instrumental and vocal/choral). All students seeking teaching endorsements through UMW's state-approved Teacher Education Program must complete three components: general studies requirements, academic major requirements, and professional studies requirements. Those completing the M.S. in Elementary Education must complete one year of graduate professional studies coursework and an internship beyond the four-year undergraduate program. All teaching endorsements of the UMW Teacher Education Program are gained through a Bachelor of Arts, Bachelor of Sciences, or a Bachelor of Liberal Studies degree in an academic major. Since 1948, Mary Washington has offered teacher preparation only as a complement to a degree, including a full general studies requirement and a full academic major area. In keeping with the UMW mission statement, the Teacher Education Program immerses students in the liberal education environment and engages them in the conceptual and methodological rigors of the liberal arts and sciences disciplines.

Admission to the Program is by formal application to the College of Education. Stringent criteria are set for entrance into and retention in the Program. Students must attain and maintain a 2.5 grade-point average (GPA) in the general studies and academic major and a 3.0 GPA in the professional studies area. Furthermore, they must maintain satisfactory practicum evaluations in order to maintain good standing in the Program.

Secondary and PreK-12 Programs: Upon successful completion of the undergraduate degree program (including the general studies and academic major components), the professional studies component, and the state-required Praxis tests, and the Virginia Communication and Literacy Assessment, the College will endorse and submit the prospective teacher's application for license to the Virginia Department of Education.

M.S. in Elementary Education: Upon successful completion of the undergraduate degree program (including the general studies and academic major components), the undergraduate and graduate courses of the professional studies component, the state-required Praxis tests, the Virginia Reading Assessment, and the Virginia Communication and Literacy Assessment, the College will endorse and submit the prospective teacher's application for license to the Virginia Department of Education.

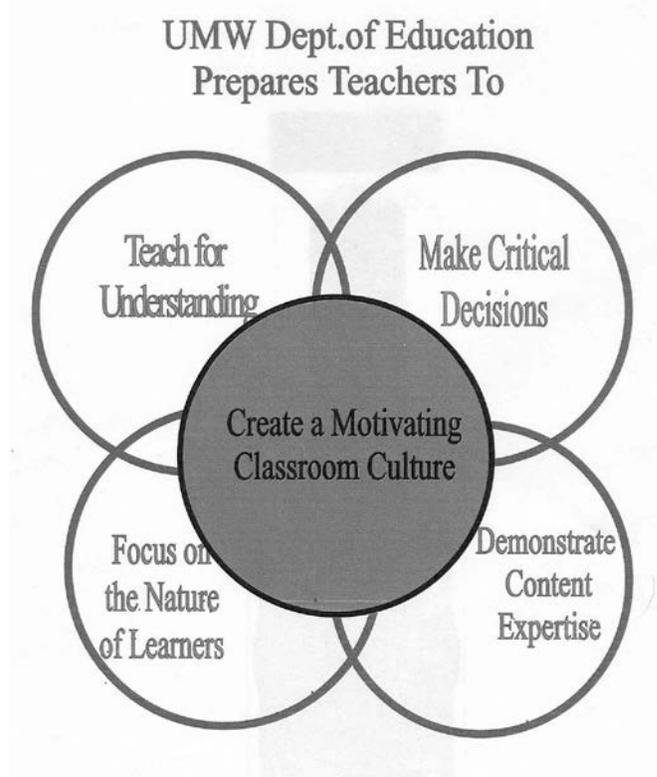
Goals of the Teacher Education Program

The goal of the University of Mary Washington's Teacher Education Program is to prepare teachers who are highly qualified. We set our standard for a highly qualified teacher by virtue of intellectual and academic expertise, knowledge of human learning, skill at creating a thriving classroom culture and the ability to make critical decisions in a demanding and supremely important profession. Toward that end, the Program focuses on content expertise, current research on human development and pedagogy, and critical practice and reflection in the classroom. We have used the Virginia Standards of Learning as the basis for our professional courses and courses in the cognate fields and we have used the INTASC standards as another basis for our goals. Our conceptual framework is a unique product of an education faculty who acknowledge that the skills, knowledge, and attitudes we want to foster in our teacher candidates overlap and are supported by each other, thus the overlapping

circles in our logo. Therefore, the five areas of Teaching for Understanding, Demonstrating Content Expertise, Making Critical Decisions, Focusing on the Nature of Learners, and Creating a Motivating Culture are taught in all of our courses. Appendix A is an overview of how the goals of the teacher education program, are aligned with the INTASC standards and our conceptual framework.

Conceptual Framework of the Teacher Education Program

The faculty of the College of Education at the University of Mary Washington continually strive to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The professional studies component begins with an introduction to basic educational concepts and current teaching practices through coursework and field experience. After the initial introduction to teaching and learning, teacher candidates take courses that enable them to understand the theories and applications of developmental and constructivist approaches, to plan and provide instruction and to establish a learning environment that encourages student learning. All courses, except EDUC 384, EDUC 386, EDUC 387, and EDUC 420, require students to become involved in classrooms, gaining experiences in planning lessons, teaching lessons to small groups and the whole class, and managing student behavior. The College of Education uses the Interstate New Teacher Assessment and Support Consortium (INTASC) standards as a basis for the preparation of candidates and as the reference point for culminating evaluations of field experiences. The Teacher Education Program requires students to monitor their professional growth through research, reflection, and practical problem solving.



The professional studies component of the University of Mary Washington Teacher Education Program attempts to identify and to balance the relationships among the nature of learners, the qualities of effective teachers, and the bodies of knowledge represented by the academic disciplines. The five components of our conceptual framework reflect these priorities. They are 1) Teach and Plan for Understanding; 2) Focus on the Nature of Learners; 3) Make Critical Decisions; 4) Master Content Expertise and 5) Create a Motivating Environment. The attributes of each aspect of these components follow:

Teach for Understanding: Students learn and practice constructivist learning principles throughout the program. They learn that knowledge is not simply acquired by learners, but constructed into coherent, robust frameworks called knowledge structures, or schema. Learners build these structures based on their experience in the world (Piaget, 1972, 1990). One of the teacher's main roles becomes to encourage this learning and reflection process. Students are exposed to other instructional strategies

that research has shown to work particularly well with students with special needs, but are also strategies that work well with all students. These strategies are therefore excellent choices for an inclusive classroom. Some of these strategies include Curriculum Based Measurement, Peer Assisted Learning, and Instructional Differentiation.

Focus on the Nature of the Learner: Another focal point of our program is the human growth and development of the learner. This area includes developmental characteristics of the learner from the perspectives of cognition, affective, social and emotional development, special education, learning styles, multiple intelligences, and multiculturalism. Students study the development theories of Piaget, Vygotsky, Bruner, Erikson, and Gardner. Throughout the program students learn about multiple cultures in our society and techniques for addressing the diverse needs of students in their teaching. Students learn the tenets of brain-based learning because the function of the brain has a significant impact on what kinds of learning activities are most effective.

Make Critical Decisions: Students learn and practice the principles of reflective practice and critical thinking. The Department believes that “The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.” (INTASC standard # 9). The Department defines critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” (Derived from Michael Scriven & Richard Paul for the National Council for Excellence in Critical Thinking Instruction).

Master Content Expertise: All teaching endorsements of UMW’s approved program are gained through a Bachelor of Arts (B.A.) or Bachelor of Sciences (B.S.) degree in an academic major or through a liberal arts and sciences core of coursework for students meeting the requirements to earn a Bachelor of Liberal Studies (B.L.S.) degree. Throughout their tenure in the Teacher Education Program students in the Elementary, the Secondary, and the PreK-12 programs must demonstrate competency in teaching the Virginia Standards of Learning. In all courses students are required to use the Standards of Learning to inform their instruction and their assessment of student learning.

Create a Motivating Classroom Culture: The College of Education positions a caring, motivating and challenging classroom culture at the heart of the Teacher Education Program. Students learn to be mindful of students’ diverse experiences and backgrounds and work to create a productive, reciprocal relationship with families and the community. Teacher candidates learn to “use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.” (INTASC Standard #5). They learn that discipline is a dimension of instruction and assessment (Wormelli, 2001). Teacher candidates learn to build rapport with students and parents, to establish and enforce rules, and to create a positive emotional environment (Brandt, 1998; Kaufman, et al., 2002). Teacher candidates also learn to use reactive discipline techniques when necessary to ensure a safe, orderly and fair classroom.

PROGRAM ADMISSION AND RETENTION

General Provisions

- A. Admission into the Teacher Education Program at the University of Mary Washington is by application (available in the Department of Curriculum and Instruction office) and with the

consent of the faculty of the College of Education. Admission and retention decisions are based on academic standing and on the professional judgment of the faculty as to how the candidate matches the goals of the Teacher Education Program and whether or not the candidate can successfully demonstrate the “Minimum Performance Standards” (Appendix B, p. 34). Upon entry into the Program, students should review these goals and performance standards since continuation in the Program will depend upon students meeting the expectations set forth in these goals and standards.

- B. Students enrolled in the University apply for admission into EDUC 203, *Introduction to Learning and Teaching: Elementary*, or EDUC 204, *Introduction to Learning and Teaching: Secondary and PreK-12*. If students are admitted into EDUC 203 or EDUC 204, they are provisionally accepted into the Teacher Education Program and are assigned to a Masters Cohort or Student Teaching Cohort. Upon successful completion of six professional education credits including EDUC 203/4, a student must apply for formal admission. Passing scores on Praxis I are required for formal admission to the Program. Formal Program admission applications are due on the last day of classes during the first semester you are enrolled in any education class beyond EDUC 203/4.
- C. Education Program: Students must maintain an overall GPA of 2.5 to remain in good standing in the program. Students may not take more than 3 education courses per semester and courses with field experience should be limited to two per semester, except with special permission.
- D. All licensure candidates are expected to complete their professional education courses at Mary Washington. Education courses from other institutions may be substituted, through formal departmental approval.
- E. Conditions for licensure: Please read the following statements, which are Conditions for Licensure (taken from “Licensure Regulations for School Personnel,” Virginia Department of Education, July 1998). Applicants must:
1. Be at least 18 years of age;
 2. Pay the appropriate fees as determined by the Virginia Department of Education and complete the application process;
 3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from an accredited institution of higher education with a Virginia Department of Education approved teacher education program; and
 4. Possess good moral character (free of conditions outlined in Part VII.A (8VAC 20-21-660. Revocation). A license may be revoked for the following reasons:
 - Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
 - Falsification of school records, documents, statistics, or reports;
 - Conviction of any felony;
 - Conviction of any misdemeanor involving moral turpitude;
 - Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;
 - Misapplication of a failure to account for school funds or other school properties with which the licensee has been entrusted; or
 - Other good and just cause of a similar nature.

Specific Admission and Retention Policy for the M.S. in Elementary Education.

Admission, continuation, and exit requirements are defined within the context of a four-stage procedure:

A. Provisional Admission: Initial Entry.

Students apply for admission into the introductory course normally during the second semester of their first year or first semester of their second year after matriculation as University of Mary Washington degree-seeking undergraduates. The first professional education course is an introduction to the field and is a prerequisite for the other courses.

Minimum criteria for acceptance. Students must:

1. Gain admission into the University as a B.A., B.S., or B.L.S. degree-seeking student and be in good standing;
2. Achieve a GPA of 2.5 on at least 12 University of Mary Washington credits; and
3. Express their agreement with the goals of the Program after **attending a required Group Information Session** during which the mission of the Teacher Education Program is described.

Note: If the number of qualified students exceeds the available staffing for student teaching supervision for a particular cohort, students will be ranked, and the Department will select the top from among the applicants to keep within the numerical limits.

B. Formal Admission into the Master's of Science in Elementary Education Program.

The application for Formal Admission is due on the last day of classes during the first semester you are enrolled in any education class beyond EDUC 203. If you fail to apply, you will not be permitted to enroll in any additional education courses. This would typically take place during the second undergraduate year.

Minimum criteria for acceptance. Students must:

1. Be in good academic standing, including 2.0 in major courses, and 3.0 in a minimum of six credits in professional education courses at the undergraduate level;
2. Meet expectations of the Teacher Education Program Goals (see Appendix A, p.33);
3. Demonstrate the ability to meet Minimum Performance Standards (see Appendix B, p. 34). Students who have disabilities that might require reasonable accommodations in order to perform these actions and skills should submit a request to the College. The College fully supports the Americans with Disabilities Act;
4. Demonstrate teaching potential in coursework according to recommendations by course instructors and practica teachers;
5. **Attend all mandatory cohort advising meetings;**
6. Submit passing scores for Praxis I (or SAT waiver documentation) as required by the Virginia Department of Education.
7. Submit passing scores (according to the Virginia Department of Education regulations) for Virginia Communication and Literacy Assessment and the Virginia Reading Assessment..

Note: **Students not accepted into the Program should remember the 12-credit limit on education coursework that can be applied toward the degree.** (Please see the *Dictionary of Academic Regulations*, p. 10 and *BLS Student Guide*) You will not be

permitted to enroll in any additional education coursework if you have not been accepted into the Program.

- **To remain in the Program, students must maintain satisfactory performance in both course work and field experiences. Review Minimum Performance Standards in Appendix C.**

C. Final Admission to the Graduate Level of the Program

Students must apply during their fourth year of undergraduate study. The application is due the first Friday of the spring semester. (Appendix I.) To be eligible to apply, the students must show how they will complete both the undergraduate degree requirements and the required undergraduate professional education courses *before* beginning the graduate component. To ensure that students will be able to do this, students will receive an Education Program Checksheet in August before their senior year. Students must bring the completed Checksheet to their education department advisor on or before the first Wednesday of the fall semester.

A general condition for admission is that students must have demonstrated that they have the capacity for continual learning in the academic subjects, the art of teaching, and the professional predispositions. Specifically, in order to be admitted to the graduate level of the program students must:

1. Continue to meet the criteria listed for formal admission;
 2. Receive a bachelor's degree from the University of Mary Washington.
 3. Demonstrate subject matter competence by maintaining a minimum grade-point average (GPA) of 2.5,
 4. Demonstrate competence in the required undergraduate professional education courses by achieving a minimum GPA of 3.0;
 5. Achieve passing scores (according to the Virginia Department of Education guidelines) on Praxis II;
 6. Achieve passing scores (according to the Virginia Department of Education guidelines) on the Virginia Communications and Literacy Assessment, and the Virginia Reading Assessment;
 7. Demonstrate the following qualities: academic capacity for continual learning; interpersonal competence; ethical foundations associated with a pluralistic, democratic society; and the subject matter and teaching competencies required for state licensure as identified in *Licensure Regulations for School Personnel*, Division of Teacher Education and Licensure, Virginia Department of Education, Richmond, VA, July 1998;
 8. Receive recommendations from the faculty of the UMW College of Education and the local school divisions providing the field experience sites.
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D. Requirements for Successful Completion of the Fifth Year and Exit Criteria for Award of the Master's Degree

To successfully complete the fifth year and to be awarded the master's degree and to be recommended for licensure, the students must:

1. Complete 15 hours per week of field experience for the fall semester of the graduate year. In compliance with the state mandate, successful completion of the field experience is an absolute prerequisite for passing all three graduate courses –EDUC 510, 514, 521, and the Specialization Section of EDUC 521 (522-529);
2. Earn a grade of “B” (3.0) or better in each of the graduate courses (EDUC 510, 514, 521 and 522-529) in order to continue in the program. If a student does not meet this requirement, the student will not be allowed to complete the spring internship;
3. Receive approval of their research proposal from the following people: the instructor of EDUC 521, their specialization advisor, their spring internship cooperating teacher, and two other education faculty members who observe the final proposal presentation at the end of the semester;
4. Earn a grade of “B” or better for their performance in EDUC 540, Teaching Internship and EDUC 539, Graduate Seminar;
5. Complete a curriculum specialist emphasis, through successful completing of their research project and internship, and by earning a grade of "B" or better in EDUC 513;
6. Receive recommendations from their University supervisor, cooperating teacher, and the faculty of the UMW College of Education.

Specific Admission and Retention Policy for Secondary and PreK-12.

Admission, continuation and exit requirements are defined within the context of a four-stage procedure:

A. Provisional Admission: Initial Entry.

Students apply for admission into the introductory course normally during the second semester of their first year or first semester of their second year after matriculation as University of Mary Washington degree-seeking undergraduates. The first professional education course is an introduction to the field and is a prerequisite for the other courses.

Minimum criteria for acceptance. Students must:

1. Gain admission into the University as a B.A., B.S., or B.L.S. degree-seeking student and be in good standing;
2. Achieve a GPA of 2.5 on at least 12 University of Mary Washington credits; and
3. Express their agreement with the goals of the Program after **attending a required Group Information Session** during which the mission of the Teacher Education Program is described.

Note: If the number of qualified students exceeds the available staffing for student teaching supervision for a particular cohort, students will be ranked, and the College will select the top from among the applicants to keep within the numerical limits.

B. Formal Admission into the Licensure Program.

The application for Formal Admission is due on the last day of classes during the first semester you are enrolled in any education class beyond EDUC 204. If you fail to apply, you will not be permitted to enroll in any additional education courses. This would typically take place during the third undergraduate year.

Minimum criteria for acceptance. Students must:

1. Be in good academic standing, including 2.0 in major courses, and 3.0 in a minimum of six credits in professional education courses at the undergraduate level;
2. Meet expectations of the Teacher Education Program Goals (see Appendix A, p. 33);
3. Demonstrate the ability to meet Minimum Performance Standards (see Appendix B, p. 34). Students who have disabilities that might require reasonable accommodations in order to perform these actions and skills should submit a request to the Department. The Department fully supports the Americans with Disabilities Act;
4. Demonstrate teaching potential in coursework according to recommendations by course instructors and practica teachers;
5. Attend all mandatory cohort advising meetings;
6. Submit passing scores for Praxis I (or SAT waiver documentation), as required by the Virginia Department of Education. Students who have not met the cut-off scores are still eligible for admission into the Program.
7. Submit passing scores (according to the Virginia Department of Education regulations) for Virginia Communication and Literacy Assessment.

Note: **Students not accepted into the Program should remember the 12-credit limit on education coursework that can be applied toward the degree.** (Please see the *Dictionary of Academic Regulations*, p. 10 and *BLS Student Guide*) You will not be permitted to enroll in any additional education coursework if you have not been accepted into the Program.

- **To remain in the Program, students must maintain satisfactory performance in both coursework and field experiences.**

C. Final Admission to the Student Teaching Semester.

Students must apply for final admission the semester before they plan to student teach. A general condition for admission is that students must have demonstrated that they have capacity for continual learning in the academic subjects, the art of teaching, and the professional predispositions. Specifically, students must:

1. Continue to meet the criteria listed for formal admission;
2. Successfully complete required math, science, and writing courses (GPA of 2.0 or better);
3. Demonstrate academic capacity for continual learning; interpersonal competence; ethical foundations associated with a pluralistic, democratic society; and the subject matter and teaching competencies required for state licensure as identified in *Licensure Regulations for School Personnel*, Division of Teacher Education and Licensure, Virginia Department of Education, Richmond, VA, July 1998;
4. Achieve minimum GPAs of 2.5 in overall, 2.0 in the major program, and a 3.0 in the professional education course sequence;
5. Receive the recommendations of UMW College of Education and the local school divisions providing the field experience sites.

D. Recommendation for Licensure.

To be recommended for licensure, the students must:

1. Achieve a minimum GPA of 2.5 in overall, 2.0 in the major program, and a 3.0 in the professional education course sequence;
2. Complete all degree requirements;
3. Complete student teaching successfully with a grade of “C” or better;

Student teaching grading scale:

A = Clearly and consistently superior performance

B = Consistently and solidly above average performance

C = Completion of minimum acceptable standards

A grade below “C” does not qualify one for recommendation for licensure. Students performing at lower levels are typically counseled out of the program.

4. Successfully complete all Approved Program course requirements set forth on the checksheets for the individual teaching areas/endorsements;
5. Achieve passing scores on Praxis II as established by the Virginia Department of Education;
6. Possess good moral character (see *Licensure Regulations for School Personnel*, Virginia Department of Education, July 1998).

Supervised Teaching or Internship

Supervised teaching/internship, is the capstone experience of the Program. It is an apprenticeship with expert classroom teachers. (Elementary Program: The internship is completed during the fifth year or graduate year of the Program. Secondary/PreK-12 Programs: Must obtain approval of education advisor for course(s) to be taken with EDUC 440 and must attend a seminar concomitant to student teaching.) Stated policies of the College concerning the student teaching/internship experience are as follows:

- A. Applications for student teaching (secondary and preK-12) or for the graduate year (elementary only), will be accepted only from qualified students (see “Admission and Retention Policy,” pp. 8-13) who have been formally admitted into the University of Mary Washington Teacher Education Program. No transfer students from licensure programs at other institutions will be admitted into EDUC 440, *Supervised Teaching*.
- B. Student teachers will be placed for the student teaching experience in Fredericksburg area public schools. The College will work assiduously to place all qualified students, but placement for student teaching ultimately depends upon the availability of host teachers (for specific licensure endorsements) in the local schools.
- C. Secondary and PreK-12 only: EDUC 440, *Supervised Teaching*, is offered during both fall and spring semesters each academic year. It is not offered during summer sessions. A student seeking admission to student teaching for the fall semester must submit an application to the College for admission to student teaching by February 1 of the preceding spring semester. Students applying to student teach during the spring semester must make application to the College for admission to student teaching by October 1 of the preceding fall semester.
- D. Student teachers will be required to provide their own transportation.
- E. Specific student teaching assignments (school, teacher, level or subject) will be made at the discretion of the Director of Field Experiences and the area school divisions.
- F. The Director of Field Experiences reserves the right to withdraw a student teacher from EDUC 440 or should this action be deemed necessary by the UMW Education College Faculty or requested by the placement school or the school division.
- G. Further guidelines and explanations are outlined in the UMW *Student Teaching Handbook* (August 2010) distributed to prospective student teachers at the mandatory cohort meeting during the semester prior to student teaching.

MASTER OF SCIENCE IN ELEMENTARY EDUCATION

Undergraduate Program

EDUC 203, *Introduction to Learning and Teaching.* (3 credits)

Lecture and practicum on reflective teaching, constructivist-developmental learning, and professional issues related to teaching as a career. Field experience required: 20 hours.

MATH 204, *Mathematical Concepts and Methods I.* (4 credits)

Mathematical concepts and methods of teaching for the elementary school. Topics include the real number system and its properties, problem solving, patterns, functions, and topics in number theory. Field experience required: 30 hours.

BIOL 203, *Science in Perspective.* (3 credits)

This course is designed to fulfill the need for non-science major to have a clear understanding and appreciation of natural and scientific phenomenon. Emphasis will be placed on reading and understanding current scientific literature.

EDUC 303, *Scientific Inquiry.* (3 credits)

Study of the basic concepts and processes of science taught in the elementary school and how to construct learning experiences appropriate to the developmental stages of the learners. Field experience required: 20 hours

EDUC 305, *Mathematical Concepts and Methods II.* (2 credits)

Mathematical concepts and methods of teaching for the elementary school. Topics include geometry, measurement, probability and statistics. Field experience required: 20 hours.

EDUC 311, *Literature and the Arts in the Elementary Classroom.* (3 credits)

Educational approaches that encourage children's expressive development through literature, the arts and media, including computer-based applications. Field experience required: 20 hours.

EDUC 371, *Language Development and Literacy Instruction: Primary.* (3 credits)

Learner-sensitive approaches to early childhood literacy, instruction for emerging readers, and assessment of learning. Field experience required: 20 hours.

EDUC 373, *Language Development and Literacy Instruction: Intermediate.* (3 credits)

Learner-sensitive approaches to intermediate childhood literacy, reading in the content areas, and assessment of learning. Field experience required: 20 hours.

EDUC 386, *Elementary Social Studies Methods.* (3 credits)

Teacher candidates will learn the major orientations to the social studies and their corresponding methods. Emphasis is on researching, writing, and implementing lessons that teach for understanding and inspire critical thinking.

EDUC 387, *Introduction to Special Education: Elementary.* (2 credits)

The characteristics of learners with disabilities in elementary classrooms and their educational implications are examined, as well as the cultural, familial, and ethical issues involved. The course also presents an overview of the regulatory and legal requirements related to special education.

EDUC 388, *Managing the Elementary Classroom.* (2 credits)

Teacher candidates will learn a variety of approaches to elementary classroom management. Emphasis is on establishing a classroom community, working with difficult children, and communicating with parents. Field experience required: 20 hours.

EDUC 420, *The Professional Teacher & Critical Issues in Education.* (3 credits)

The study of the historical, social, ethical and legal foundations of schooling and how the professional educator makes curricular decisions.

GRADUATE PROGRAM:

First Semester: A professional block comprising lecture hours and 15 hours/week practicum experiences.

EDUC 510, *The Inclusive Classroom.* (4 credits)

Study of instructional methods differentiate the curriculum and academic environment for learners with and without special needs. Field experience required.

EDUC 514, *Constructivist and Developmental Teaching in the Elementary School.* (4 credits)

Relates the theories of development and learning, brain research, and multiple intelligences to planning and instruction in the elementary classroom. Field experience required.

EDUC 521, *Educational Research Methods.* 2 credits.

Study of research techniques, and methodology as preparation to conduct classroom-based teacher research. Field experience required.

EDUC 522-29, *Teaching Specializations.*

Study of advanced content area teaching methods and current research in each specialization area. Taken concurrently with EDUC 521.

EDUC 522, *Arts Specialization* 4 credits

EDUC 523, *Foreign Language Specialization* 4 credits

EDUC 524, *Instructional Technology Specialization* 4 credits

EDUC 525, *Literacy Specialization* 4 credits

EDUC 526, *Mathematics Specialization* 4 credits

EDUC 527, *Science Specialization* 4 credits

EDUC 528, *Social Studies Specialization* 4 credits

EDUC 529, *Special Education Specialization* 4 credits

Second Semester: A professional block comprising an extensive internship and a research seminar.

EDUC 530, *Masters Research.* (3 credits)

Implementation of action research project in an elementary school classroom and final preparation of M.S. research project. Field experience required.

EDUC 539, *Graduate Internship Seminar.* (1 credit)

Students meet to discuss internship classroom work and experiences, hear from guest speakers including public school personnel and graduates from the M.S. in Elementary Education now working as teachers, review and update internship assignments and expectations, and develop portfolios based on the internship.

EDUC 540, *Teaching Internship.* (12 credits)

Orientation to teaching under the direction of cooperating teachers in the public schools. Implementation of action research project in a public school classroom.

**SECONDARY PROGRAMS:
TEACHING THE DISCIPLINES, SECONDARY GRADES, 6-12**

EDUC 204, *Introduction to Learning and Teaching*. (3 credits)

Lecture and practicum on reflective teaching, constructivist-developmental learning and teaching, and professional issues related to teaching as a career. Field experience required: 20 hours.

Students select one course from the following four courses.

(Students will select the appropriate discipline-specific course. This series of "teaching of" courses (a) reviews the instructional and managerial techniques to teaching explored in EDUC 204; (b) focuses on the curriculum objectives and instructional methods of the particular content area; and (c) introduces the examined content area-specific developmental approaches to teaching in the secondary schools):

EDUC 321, *The Teaching of Mathematics and Computer Science*. (4 credits)

Relates the diagnostic-prescriptive approach to the teaching of mathematics and computer science and introduces the developmental approaches to teaching. Field experience required: 30 hours

EDUC 322, *The Teaching of Social Sciences*. (4 credits)

Relates the diagnostic-prescriptive approach to the teaching of social sciences and introduces the developmental approaches to teaching. Field experience required: 30 hours.

EDUC 323, *The Teaching of Sciences*. (4 credits)

Relates the diagnostic-prescriptive approach to the teaching of sciences and introduces the developmental approaches to teaching. Field experience required: 30 hours.

EDUC 324, *The Teaching of English (including Drama, Speech and Journalism)*. (4 credits)

Relates the diagnostic-prescriptive approach to the teaching of English and introduces the developmental approaches to teaching. Field experience required: 30 hours.

EDUC 351, *Constructivist Teaching in the Secondary School*. (4 credits)

Relates the theories of development, constructivism and learning, and brain research to planning and instruction in the secondary classroom. Reading and writing in the content areas is stressed. Field experience required: 30 hours.

EDUC 384, *Introduction to Special Education*. (3 credits)

The characteristics of learners with disabilities in secondary classrooms and their educational implications are examined, as well as the cultural, familial, and ethical issues involved. The course also presents an overview of the regulatory and legal requirements related to special education, including the individual education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools.

EDUC 385, *Managing the Secondary Classroom*. (2 credits)

Teacher candidates will learn a variety of approaches to secondary classroom management. Emphasis is on establishing a classroom community, working with difficult adolescents, and communicating with parents. Field experience required: 20 hours.

EDUC 420, *The Professional Teacher and Critical Issues in Education.* (3 credits)

The study of the historical, social, ethical and legal foundations of schooling, and how the professional educator makes curricular decisions.

EDUC 440, *Supervised Teaching.* (9 credits)

Orientation to teaching under the direction of cooperating teachers in the public schools.

Secondary and preK-12 Student Teaching Seminar.

A no-credit seminar taken concurrently with EDUC 440, *Supervised Teaching*, wherein student teachers reflect, share, and respond to the academic, managerial, and clerical responsibilities involved in secondary student teaching.

ART, FOREIGN LANGUAGE AND MUSIC PROGRAMS: PREK-12

ART

EDUC 204, *Introduction to Learning and Teaching.* (3 credits)

Lecture and practicum on reflective teaching, constructivist-developmental learning and teaching, and professional issues related to teaching as a career. Field experience required: 20 hours.

EDUC 311, *Literature and the Arts in the Elementary Classroom.* (3 credits)

Educational approaches that encourage children's expressive development through literature, the arts and media, including computer-based applications. Field experience required: 20 hours.

EDUC 320, *The Teaching of Art.* (4 credits)

Relates the diagnostic-prescriptive approach to the teaching of art and introduces the developmental approaches to teaching. Field experience required: 30 hours.

EDUC 351, *Constructivist Teaching in the Secondary School.* (4 credits)

Relates the theories of development, constructivism and learning, and brain research to planning and instruction in the secondary classroom. Reading and writing in the content areas is stressed. Field experience required: 30 hours.

EDUC 384, *Introduction to Special Education.* (3 credits)

The characteristics of learners with disabilities in secondary classrooms and their educational implications are examined, as well as the cultural, familial, and ethical issues involved. The course also presents an overview of the regulatory and legal requirements related to special education, including the individual education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools.

EDUC 385, *Managing the Secondary Classroom.* (2 credits)

Teacher candidates will learn a variety of approaches to secondary classroom management. Emphasis is on establishing a classroom community, working with difficult adolescents, and communicating with parents. Field experience required: 20 hours.

EDUC 420, *The Professional Teacher and Critical Issues in Education.* (3 credits)

The study of the historical, social, ethical and legal foundations of schooling, and how the professional educator makes curricular decisions.

EDUC 440, *Supervised Teaching*. (9 credits)

Orientation to teaching under the direction of cooperating teachers in the public schools.

Secondary and preK-12 Student Teaching Seminar.

A no-credit seminar taken concurrently with EDUC 440, *Supervised Teaching*, wherein student teachers reflect, share, and respond to the academic, managerial, and clerical responsibilities involved in secondary student teaching.

FOREIGN LANGUAGE

EDUC 204, *Introduction to Learning and Teaching*. (3 credits)

Lecture and practicum on reflective teaching, constructivist-developmental learning and teaching, and professional issues related to teaching as a career. Field experience required: 20 hours.

EDUC 319, *The Teaching of Foreign Language*. (4 credits)

Relates the diagnostic-prescriptive approach to the teaching of foreign language and introduces the developmental approaches to teaching. Field experience required: 30 hours.

EDUC 351, *Constructivist Teaching in the Secondary School*. (4 credits)

Relates the theories of development, constructivism and learning, and brain research to planning and instruction in the secondary classroom. Reading and writing in the content areas is stressed. Field experience required: 30 hours.

EDUC 384, *Introduction to Special Education*. (3 credits)

The characteristics of learners with disabilities in secondary classrooms and their educational implications are examined, as well as the cultural, familial, and ethical issues involved. The course also presents an overview of the regulatory and legal requirements related to special education, including the individual education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools.

EDUC 385, *Managing the Secondary Classroom*. (2 credits)

Teacher candidates will learn a variety of approaches to secondary classroom management. Emphasis is on establishing a classroom community, working with difficult adolescents, and communicating with parents. Field experience required: 20 hours.

EDUC 420, *The Professional Teacher and Critical Issues in Education*. (3 credits)

The study of the historical, social, ethical and legal foundations of schooling, and how the professional educator makes curricular decisions.

EDUC 440, *Supervised Teaching*. (9 credits)

Orientation to teaching under the direction of cooperating teachers in the public schools.

Secondary and preK-12 Student Teaching Seminar.

A no-credit seminar taken concurrently with EDUC 440, *Supervised Teaching*, wherein student teachers reflect, share, and respond to the academic, managerial, and clerical responsibilities involved in secondary student teaching.

MUSIC

EDUC 204, *Introduction to Learning and Teaching*. (3 credits)

Lecture and practicum on reflective teaching, constructivist-developmental learning and teaching, and professional issues related to teaching as a career. Field experience required: 20 hours.

MUED 100, *Introduction to Music Education*. (3 credits)

Explore the application of musical knowledge in diverse educational environments.

EDUC 318, *The Teaching of Music*. (4 credits)

Relates the diagnostic-prescriptive approach to the teaching of music and introduces developmental approaches to teaching. Field experience required: 30 hours.

EDUC 384, *Introduction to Special Education*. (3 credits)

The characteristics of learners with disabilities in secondary classrooms and their educational implications are examined, as well as the cultural, familial, and ethical issues involved. The course also presents an overview of the regulatory and legal requirements related to special education, including the individual education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools.

EDUC 385, *Managing the Secondary Classroom*. (2 credits)

Teacher candidates will learn a variety of approaches to secondary classroom management. Emphasis is on establishing a classroom community, working with difficult adolescents, and communicating with parents. Field experience required: 20 hours.

MUED 491A, *Independent Study in Music Education*. (2 credits)

Individual Study under the direction of a Music Department faculty member. Project required. Field experience required.

EDUC 420, *The Professional Teacher and Critical Issues in Education*. (3 credits)

The study of the historical, social, ethical and legal foundations of schooling, and how the professional educator makes curricular decisions.

EDUC 440, *Supervised Teaching*. (9 credits)

Orientation to teaching under the direction of cooperating teachers in the public schools.

MUED 491B, *Independent Study in Direct Application of Music Teaching*. (2 credits)

Individual Study under the direction of a Music Department faculty member. Project required. **Taken concurrently with EDUC 440, *Supervised Teaching*.**

Secondary and preK-12 Student Teaching Seminar.

A no-credit seminar taken concurrently with EDUC 440, *Supervised Teaching*, wherein student teachers reflect, share, and respond to the academic, managerial, and clerical responsibilities involved in secondary student teaching.

ADVICE TO STUDENTS IN THE BACHELOR OF LIBERAL STUDIES (BLS) PROGRAM

If you are a BLS student seeking admission into the Teacher Education Program, please note the following:

1. **Admission into the BLS Program does not assure admission into the Teacher Education Program.** The College of Education establishes criteria for admission and selects candidates for the Teacher Education Program. (See “Admission and Retention Policy,” pp. 8-13.)
2. You should arrange to take EDUC 203 or EDUC 204, *Introduction to Learning and Teaching*, as soon as possible after you have completed 12 credits of UMW coursework with at least a GPA of 2.5. The State-required Praxis I tests, should be taken immediately following EDUC 203/204. These scores are required for formal admission into the Program.
3. **Reminder: Students not accepted into the Program should remember the 12-credit limit on education coursework that can be applied toward the degree.** (Please see the *Dictionary of Academic Regulations*, p. 10 and *BLS Student Guide*.) You will not be permitted to enroll in any additional education coursework if you have not been accepted into the Program.
4. You are expected to complete your professional education courses at the University of Mary Washington. The number of hours will vary depending on the endorsement area pursued. Due to the College's high professional expectations and the developmental nature of the Program, portfolio and/or transfer credit is discouraged for required education hours.
5. You should note that you have been assigned a mentor in an academic discipline. The Virginia Department of Education requires a major in a liberal arts and sciences discipline. Your professional courses in the Teacher Education Program are taken in addition to those in your academic major. Upon provisional acceptance into the Teacher Education Program, you will be assigned an education advisor who will provide a cohort group advising session each semester, **which you are required to attend**. You may also make individual appointments with your advisor when necessary.

Your BLS major is your specialty. You define and plan it in discussions with your mentor, and it must be approved by the BLS Committee. It can be any traditional liberal arts discipline or an interdisciplinary topic that draws on courses from several departments. The BLS Committee will insist that your major be a coherent package compatible with the aims of the BLS degree. To assure you of real competence in your major, at least half the credits must be in upper-level courses or their equivalent.

Students seeking a secondary or preK-12 endorsement need to complete a major compatible with an UMW major or as outlined on the endorsement checksheet (available from the College).

Students in the elementary program may complete a major compatible with a liberal arts or sciences major or structure an interdisciplinary major.

STUDENT RESPONSIBILITIES IN COMPLETING THE UMW TEACHER EDUCATION PROGRAM

Obtaining and Maintaining Good Standing in the Program

- A. Stay informed of requirements by:
1. Reading the University *Catalogue*;
 2. Reading and understanding the *Teacher Education Program Handbook*;
 3. Keeping a Program checksheet and academic record in your personal file;
 4. Establishing a folder in the Education Department by completing a “Management of Documents” form, completed in EDUC 203 or EDUC 204;
 5. Attending the appropriate mandatory cohort meeting each semester.
- B. Apply for formal admission to the Teacher Education Program after completing six professional education credits including EDUC 203/4. For minimum requirements for acceptance, please see “Admission and Retention Policy,” pp. 8-13.
- C. Maintain good standing for retention in the Teacher Education Program once accepted. “Good Standing” is defined as follows:
1. Maintaining a minimum 2.5 GPA overall and in the major and a 3.0 GPA in education courses;
 2. Receiving favorable field experience evaluations;
 3. Demonstrating a commitment to the completion of the Program;
 4. Maintaining steady progress in taking education courses;
 5. Maintaining an advising record through cohort group advising and College of Education advisor meetings;
 6. Participating in required cohort meetings. (**Unexcused absences can result in expulsion from the cohort.**)
 7. Taking the required Praxis I and Praxis II test(s) as determined by the Virginia Department of Education.
 8. Taking the required Virginia Communication and Literacy Assessment and the Virginia Reading Assessment (elementary only) as determined by the Virginia Department of Education.
- D. Elementary Program: Apply for graduate year.
Secondary and PreK-12 Program: Apply for *Supervised Teaching*. Please see minimum requirements in the “Admission and Retention Policy,” pp. 8-13.

Developing Effective Teaching Competency

- A. Develop an Instructional Resource File by collecting and organizing activities, lessons, units, projects, articles, etc.
- B. Create a folio as instructed by the professors of education coursework, which may include:
1. The self-monitoring of your professional growth and the development of your critical philosophy of education;
 2. Ideas/strategies you have developed to empower the learners in your classroom;
 3. Ideas/strategies to enhance your decision making as a teacher and to demonstrate your professional growth;
 4. Field experience records and summaries.

- C. Upon successful completion of the Teacher Education Program, degree requirements, and state-required Praxis tests, apply to the state for licensure through the UMW College of Education.

TYPICAL CHRONOLOGY FOR COMPLETING THE UMW TEACHER EDUCATION PROGRAM

All students interested in the Teacher Education Program must attend a Group Information Session as one of the requirements for acceptance into the introductory course. If further advising is desired after attending a Group Information Session, a student may make an appointment to meet with an education advisor on an individual basis. Students seeking to complete the Teacher Education Program must complete coursework in professional education including required field experiences, in addition to meeting the general studies and major requirements of the University. Students must plan carefully their undergraduate course of study to ensure that general education courses and major courses appropriate to both degree requirements and Teacher Education Program requirements are pursued. Only by such careful planning can students be assured that they can complete both degree/major requirements and Teacher Education Program requirements.

Typical Chronology:

1. **Attend a Group Information Session and obtain a copy of the “Minimum Performance Standards” and an advising checksheet for the endorsement you seek** [e.g., Elementary (PreK-6), English (6-12), History and the Social Sciences (6-12), Art (PreK-12)].
2. Take courses that are part of the general education requirements for the University and the Teacher Education Program. (For the most part, general education requirements for the program are subsumed within--but not equal to--the University's basic degree requirements. Please see the General Education Requirements on the advising checksheet for the endorsement you seek.)
3. Apply for EDUC 203 or EDUC 204, *Introduction to Learning and Teaching*, during the second semester of the first year or upon completion of at least 12 hours of UMW coursework. Students should have an overall UMW GPA of at least 2.5 in order to be considered for acceptance into EDUC 203 or EDUC 204.
4. After acceptance into EDUC 203 or EDUC 204, students will be assigned an education advisor and master's cohort or student teaching cohort.
5. Establish a file with the College of Education. Opening a file is typically done when students are accepted into EDUC 203 or EDUC 204 and when they sign a “Management of Documents” statement (see p. 25). **A file that has been inactive for over one academic year will be purged from the College files. If you do not plan to continue in the Program, please inform the Department of Curriculum and Instruction Chair in writing.**
6. Build a file of work in professional education courses. This file will consist of documents from professional education coursework that will be shaped into a portfolio prior to or during the student teaching semester. Maintaining this file allows students to monitor their own development as a teacher and to be better prepared for the student teaching semester and first year of teaching. It assists us in making decisions about retention in the Program.

7. Take Praxis I tests as required by the Virginia Department of Education. Passing scores on Praxis I tests (or SAT substitutes) are required for Formal Admission into the Teacher Education Program.
8. Continue taking required and elected general education courses and major courses required by the University and the Teacher Education Program.
9. Upon successful completion of EDUC 203 or EDUC 204, continue taking professional education courses.
10. **Attend mandatory cohort group advising sessions** each semester to update checksheets and to stay current on requirements for completing the Program. **Without prior permission from the Department Chair or your education advisor, a missed cohort meeting could result in expulsion from the cohort.** Students may also make individual appointments with their education advisors if concerns were not addressed at the cohort meeting.
11. Keep a personal record of progress in the Program (Appendix D, p. 37). Keep a log of practicum placements (school, grade level/subject) and total hours accumulated for each placement (Appendix E, p. 38).
12. Apply for formal admission to the Teacher Education Program on the last day of classes during the first semester you are enrolled in any education class beyond EDUC 204. If you fail to apply, you will not be permitted to enroll in any additional education courses. **Praxis I scores must be submitted with application for Formal Admission.**
13. Take remaining professional education courses. Maintain a professional education file.
14. **Elementary Program:** Apply for the graduate year during the final semester of the senior year – one semester before beginning the fifth year (see “Admission and Retention Policy,” pp. 8-13). **Application deadline is the first Friday of the spring semester. Passing scores on Praxis II, the Virginia Reading Assessment, and the Virginia Communication and Literacy Assessment are required for final admission to the graduate year.**
15. **Secondary and PreK-12 Programs:** Apply for EDUC 440, *Supervised Teaching*, the semester before you plan to student teach (see “Admission and Retention Policy,” p. 14. **Application deadlines are the first Monday of October for spring semester student teaching and the first Monday of February for fall semester student teaching.** Obtain approval from the Director of Field Experiences to take courses, if any, along with EDUC 440.
16. Take remaining required courses for the major and for completion of the degree.
17. Take and achieve passing scores on Praxis I (or SAT substitute), Praxis II, the Virginia Communication and Literacy Assessment, the Virginia Reading Assessment, and Child Abuse Recognition and Intervention Training.
18. Upon completion of degree and licensure requirements, submit “Application for a Virginia License” to the UMW College of Education.

DEPARTMENTAL POLICY ON THE MANAGEMENT OF DOCUMENTS CONCERNING STUDENTS

The University of Mary Washington College of Education has established the following policy concerning the handling of the various academic documents maintained in student's Department files:

1. Scores from standardized tests (e.g., SAT, Praxis I and II, Virginia Reading Assessment and Virginia Communication and Literacy Assessment) will not be disclosed to any individual, school division, or governmental agency except as required as part of (a) licensure procedures established by governmental education agencies to which the student has applied, and (b) reports to state agencies of the Commonwealth of Virginia which the University of Mary Washington College of Education is mandated to furnish.
2. All Final Practicum Evaluations become the property of the University of Mary Washington College of Education and will be used to (a) assess the field experience component of a specific course; (b) provide data for the College's ongoing self-evaluation process; and (c) assess the student's progress through the College's Teacher Education Program.
3. All Final Student Teaching Evaluations become the property of the University of Mary Washington College of Education and will be used to (a) assess the student teaching experience, and (b) provide data for the College's ongoing self-evaluation process.
4. Questions concerning maintenance of and review procedures for documents and materials maintained by the University of Mary Washington College of Education should be directed to the Department Chairperson.

You will be asked to read and sign a copy of this policy statement, which will remain in your departmental file. Your signature on this document indicates that you understand how documents in your file will be kept and used by the College. Field experience and student teaching evaluations will be confidential or non-confidential as indicated by your signature on the waiver statement of each form (see "Evaluation of Field Experiences," p. 28).

If your file has been inactive for over two semesters of a regular academic year, it will be purged from the College files, and you will need to reapply to the College. If at anytime you decide not to continue in the Teacher Education Program, please inform the Department Chair in writing.

FIELD EXPERIENCES AND SUPERVISED TEACHING

Field experiences/practica are an integral part of the teacher preparation program at UMW. All required professional studies courses (except EDUC 384, EDUC 386, EDUC 387 and EDUC 420), include a field experience component. Hours for practica cannot be reduced when two or more courses requiring field experiences are taken the same semester unless approved by the instructors and the Director of Field experience. Field experiences provide opportunities for students to apply knowledge and skills studied and discussed in professional education courses. Students begin in the practicum experiences by observing the day-to-day activities in classrooms. Then they begin to participate in a variety of ways including designing and executing, with the guidance of cooperating teachers, lessons with small groups and with the whole class. Experiences and observations in practica provide the foundation for discussions in class and are an integral part of the coursework. Regular attendance, professional demeanor, and appropriate dress are essential to a successful practicum experience. The practicum cooperating teachers will complete a mid-semester and final evaluation, but the instructor for the course will assign the “practicum grade.”

IN COMPLIANCE WITH THE STATE MANDATE FOR PRACTICUM EXPERIENCE/HOURS, SUCCESSFUL COMPLETION OF THE PRACTICUM IS AN ABSOLUTE REQUIREMENT FOR PASSING A COURSE. SHOULD YOU FAIL TO MEET THE OBLIGATIONS OF A PRACTICUM OR YOUR STUDENT TEACHING ASSIGNMENT, THE SCHOOL AND YOUR INSTRUCTOR MAY, AT THEIR DISCRETION, WITHDRAW YOU FROM YOUR SCHOOL ASSIGNMENT; AND YOU WILL BE ASSIGNED A FAILING GRADE FOR THE COURSE.

Student participation in the practicum classroom increases with each course and as the student becomes more comfortable assuming some of the roles of a classroom teacher. The practicum experience for EDUC 203/204 provides the students with exposure to the school day, classroom routines and standard teaching procedures. Although the initial emphasis is on careful observation of the cooperating teacher and the students in the classroom setting, the education student will begin to participate in the classroom in a variety of ways as deemed appropriate by the course instructors and the classroom teachers. The College of Education faculty believe that it is important for students to first see clearly and analytically what works in classrooms – how to plan lessons, what types of activities involve students, how to evaluate students’ performance, what types of records to keep, how to manage your classroom and discipline students, how each grade level or subject “fits” within the larger scope and sequence of student learning, how to attend to students with special needs, how to group students for different instructional activities, and all of the other numerous activities that make a classroom run smoothly and allows for effective instruction.

The coursework for EDUC 203/204 provides an overview of schooling and all of the influences that affect schools in today's society. Students are introduced to the constructivist approach to learning and teaching and a variety of teaching strategies that involve students in their learning. They gain practice in writing lesson objectives and lesson plans. Students will plan at least one lesson that they will teach in their practicum classroom either to a small group or to the whole class. In addition, students in EDUC 203/204 are encouraged to work with small groups of students or to help the cooperating teacher in ways that he/she deems appropriate.

Courses that follow the introductory course focus on providing students with an in-depth understanding of developmental and constructivist teaching concepts and to apply these ideas to classroom management and instruction. Students will be learning about the developmental needs of

students and teaching techniques useful in identifying and attending to the developmental differences evident in any classroom. Emphasis will be placed not only on the cognitive development of students but also on social-emotional development and how it informs sensible professional decision-making. Students will learn a variety of classroom management and instructional techniques and how curriculum informs instructional choice.

Field experiences throughout the Program will help students become familiar with State curricular guidelines and specific lesson planning techniques. Students will be required to design and, if convenient for the cooperating teacher, to implement lessons. Students will assist in assessing student progress by reviewing evaluation procedures, helping grade papers or average grades, and perhaps designing a quiz or test for the students in the classroom. As they design lessons, students will be required to accommodate for cultural, linguistic, and developmental differences of students. Course instructors will require students to become conscious of a variety of classroom management/discipline techniques. Students will be encouraged to define not only what they are doing (in terms of content) but also how and why in an attempt to develop the critical, professional skills of self-reflection and self-evaluation that are essential to good teaching. Students must allow sufficient time to prepare these lessons and sufficient time for the cooperating teacher to review the written lesson plans and to revise/approve these plans. Students should be open to and accept constructive criticism that the cooperating teachers give on lessons that have been planned and implemented. Students should reflect on the feedback provided and incorporate the ideas into the next lessons and activities that they plan and teach.

Throughout the Program, a major emphasis is placed on helping future teachers hone their professional decision-making skills. To facilitate this development, students will be observing several teachers in order to see a variety of teaching styles. Students are encouraged to take advantage of any opportunity they might have to observe different teachers in different settings.

The student teaching/internship experience is the capstone of the Program. During this experience, students will be challenged to apply all their personal and educational experiences and the knowledge they have gained from coursework and previous field experience as they assume many of the roles of a classroom teacher. The student teaching/internship experience is invaluable to the development of the future teacher. Student teachers work with cooperating teachers, who model best practices and mentor the student throughout the semester.

Departmental Expectations for Your Field Experiences

The UMW students are guests in the school classrooms, and they are to observe and to assist the cooperating teacher in any way he/she deems appropriate. Education courses bearing a field experience requirement carry professional obligations that we take most seriously; and, beyond a student's academic abilities, certain personal characteristics that demonstrate maturity and a sense of responsibility are absolutely essential. Should a student fail to meet any of these general expectations, his/her retention in the Program could be jeopardized.

For field experiences students are expected to:

- attend their practicum assignments regularly and on time;
- inform the practicum teachers of any impending absences in a timely manner;

- be knowledgeable of the course requirements and be able to communicate these requirements to the cooperating teachers;
- dress appropriately for the professional assignment;
- become knowledgeable of and abide by all rules and regulations of the host school (dress codes to smoke-free/drug-free zones, etc.);
- act in a professional manner in all interactions with cooperating teachers, other faculty and staff, and students;
- be professionally tactful in asking questions and commenting;
- respect the privacy rights of students' records and teachers' comments;
- keep the cooperating teacher(s) and University instructor(s) informed of your activities;
- ensure that practicum record keeping (cooperating teacher's evaluations, practicum log, journals, notes from University instructors, etc.) is complete and up-to-date.

For additional details, refer to “Minimum Performance Standards,” Appendix C, p. 36.

Evaluation of Field Experiences

A good teacher needs to demonstrate not only subject competence but also a myriad of other personal and professional characteristics to succeed in this profession. We ask cooperating teachers for all field experiences and student teaching to share with us in assessing the suitability of a student for the rigors of the teaching profession. These field experience evaluations will be retained by the College as part of a student’s records (see “College Policy on the Management of Documents Concerning Students,” p. 25). Students will have access to them if they opt for a non-confidential evaluation; they will relinquish access to them if they opt for a confidential evaluation. No evaluation will be retained if it does not include a signature on the waiver option. Absence of evaluation documents could jeopardize continuation in the education program. A student’s choice will be made evident from the waiver statement on each evaluation form, as follows:

Note to Student: I hereby authorize the release of a candid Practicum Evaluation to assist in the teacher licensure process. I understand that this evaluation will be kept confidential both from me and the public, and I waive any right of access to it that I might have by law. I understand that the University of Mary Washington College of Education does not require me to execute this waiver and is willing to review this evaluation with or without such a waiver.

_____	_____
Signature of Student	Date
(OR)	

I authorize the release of a candid Practicum Evaluation, but I choose not to waive my right to examine this Evaluation.

_____	_____
Signature of Student	Date

Note to Evaluator: The University of Mary Washington College of Education appreciates the time, effort and expertise you bring to this evaluation process. The student has indicated above a preference for a confidential or non-confidential evaluation. Practicum evaluations will be used to assess the student's achievement in his/her teacher education courses. Should you have any questions or concerns about completing this evaluation, please feel free to contact the course instructor or the Director

of Field Experiences. Again, we appreciate your willingness to assist us in this difficult but essential task. **PLEASE DO NOT COMPLETE THIS FORM UNTIL THE STUDENT HAS SIGNED THE ABOVE WAIVER.**

Transportation to Field Experience Sites

Transportation to and from elementary and secondary schools for both pre-student teaching experiences and supervised teaching is the responsibility of the student. The Director of Field Experiences will make efforts with practica placements to enable students without transportation to be placed with students with transportation in order that car pools may be formed. However, the College is not in a position to provide transportation to and from field experience sites. Students must provide their own transportation for student teaching.

EDUCATION SCHOLARSHIPS

Scholarships are available to students who have been provisionally or formally accepted into the Teacher Education Program. To apply for a scholarship, a student must submit a Scholarship Application (available in the Department) by April 1. Recipients will be selected by the faculty of the College of Education in consultation with the Associate Dean for Financial Aid. Notification of the recipients will be made by letter, and the scholarship awards will be credited to the students' accounts in the Office of Student Accounts. Please see the College's scholarship coordinator, for additional information. The following scholarships are available on an annual basis:

The Edward Alvey, Jr. Scholarship. Established by the class of 1936, the scholarship is awarded annually to the student most closely emulating the commitment to education and academic excellence exhibited by Dr. Alvey throughout his outstanding career at the University of Mary Washington. The recipient must be an undergraduate who has been formally accepted in the Teacher Education Program and has maintained at least a 3.0 cumulative GPA (CGPA).

Polly Updegraff Champ '61 Scholarship. This scholarship is for a student who has declared a major in theater, music, art or who will be earning teacher certification in secondary education. Recipient must have demonstrated financial need and be in good academic standing. Preference shall be given first to a student from Connecticut and then to other non-Virginia residents.

Beulah M. Hartmann Scholarship Fund. Recipient must be an undergraduate student who has been formally admitted into the Teacher Education Program. The recipient must have demonstrated financial need.

Josephine Griffith Kleiner Scholarship. This scholarship shall be awarded to an undergraduate student with demonstrated financial need who is working toward a teaching license in elementary education (preK-6). Applicants must have been provisionally or formally admitted into the Teacher Education Program. Preference will be given to a student from Virginia or Maryland. In the event that no applicant completely meets the above criteria, the scholarship will be awarded to the student most closely meeting the criteria.

Mary Jo Kleiner-Phillips Scholarship. This scholarship is for a junior or senior from Virginia or Maryland with a CGPA of 3.0 who has been provisionally or formally accepted in a teacher licensure program for elementary education (preK-6).

Dorothy Dougherty and William Benedict Ross Scholarship. This scholarship shall be awarded annually to a junior or senior provisionally or formally admitted into the Teacher Education Program who is in good academic standing. Preference shall be given to a female applicant from Virginia.

Anne Merritt Miner '55 Memorial Scholarship. This scholarship shall be awarded annually to a student enrolled in an approved program of study leading to certification as a teacher. Applicants must be a rising senior and must have a demonstrated financial need.

Matilda Stock Willson Scholarship. BA/BS or BLS students with at least a 3.0 GPA who are seeking a license to teach in the elementary school (preK-6) and have been provisionally or formally accepted into the Teacher Education Program may apply for this scholarship as a rising junior or a rising senior. Preference is given to female students from Virginia, and the recipient must have a demonstrated financial need.

Anne Ross Parks '46 and Douglas Ross '49 Scholarship. Elementary only. This scholarship shall be awarded annually to a student formally admitted into the Teacher Education Program with good academic standing and obtaining a master's degree in education. Preference is given to female students from Virginia.

The following scholarship is awarded to one student teacher each semester:

Lester D. Crow Scholarship for Student Teachers. This scholarship for undergraduate, degree-seeking students participating in student teaching provides assistance to help defray expenses while participating in the student teaching experience. Preference is given to students with demonstrated financial need, academic achievement, and extracurricular/leadership activities. One scholarship is awarded for each fall semester and one for each spring semester. Submit a letter stating your interest and qualifications to the Department by April 1st of the semester or year before the student teaching semester. Recipients will be selected by the faculty of the College of Education and the associate dean for financial aid. Notification of recipients will be made by letter, and the scholarship award will be credited to the student's account in the Office of Student Accounts.

OUTSTANDING EDUCATION STUDENT AWARD

The College of Education honors exceptional students who exemplify the standards and values exhibited by outstanding professional educators. The determination is based on the following in order of importance:

1. Performance in EDUC 440, *Supervised Teaching*;
2. Academic achievement; and
3. Participation and leadership in education associations, service learning projects, and other campus and community activities.

BARBARA BISHOP MANN '66 VIRGINIA EDUCATOR AWARD

Presented by Mrs. Barbara Bishop Mann, Mary Washington College class of 1966, this award is given to a student completing the M.S. in Elementary Education Program who has been continuously enrolled at the University since her or his freshman year.

Barbara Bishop Mann was an elementary classroom teacher for 35 years and has continued her commitment to education through distinguished service with the Virginia Education Association. She has always believed in the classroom teacher's ability to "touch the future" and wishes to establish this

award to recognize an outstanding Mary Washington graduate who has chosen to pursue a career in elementary education. Mrs. Mann feels strongly that growing up in a military family that lived all over the world enriched her ability to teach effectively, because it provided her a robust set of life experiences to bring into the classroom and enabled her to better relate with students from various backgrounds. She values her experience at Mary Washington and has established this award to honor students who show a passion for teaching and are pursuing their career goals as she did.

OUTSTANDING WOMAN SCHOLAR EDUCATION AWARD

Presented by Virginia Iota State Organization of Delta Kappa Gamma Society International. This award is given to a student completing the M.S. in Elementary Education Program.

EDUCATION ORGANIZATIONS

We strongly encourage you to join and become actively involved in the organizations on campus that support your professional goal to teach. They are described in the *UMW Student Handbook* as follows:

Student Education Association

Purpose: To interest capable young men and women in education as a lifelong career and to develop an understanding of the teaching profession.

Requirement: Open to all interested full-time undergraduate students of the University.

Advisor: Professor Dale Wright

Kappa Delta Pi, Nu Xi Chapter, an International Honor Society in Education

Purpose: To promote the discipline of education through recognition of honor students who plan to teach.

Requirement: Junior standing with a 3.0 average GPA, formally admitted to the Teacher Education Program.

Advisor: Professor Courtney Clayton

INTERNATIONAL PROGRAMS AND SERVICE LEARNING

The College encourages cross-cultural experiences. Students can pursue these experiences through the Office of International Academic Services and the Community Outreach and Resources (COAR). The Office of International Academic Services Office (http://www.umw.edu/publications/dictionary_ar_fburg/az/s/study_abroad.php) facilitates the development, support and implementation of study abroad programs and activities to help prepare students to better appreciate, understand and succeed in an increasingly complex global community. Students wishing to pursue a semester, year or summer study abroad work with the Office of IAS to achieve their goals, **plan their program, to seek advice while abroad, and to successfully transfer academic credits and integrate the experience abroad into the UMW academic community.**

The College encourages students to participate in service learning activities. Students can pursue these experiences through the Community Outreach and Resources (COAR) office at 654-1061.

APPENDICES

APPENDIX A
 University of Mary Washington
 Teacher Education Program Goals
 Aligned with INTASC Standards
 And Program Conceptual Framework

DOMAIN 1 PLANNING AND PREPARATION

Goals	INTASC Standards	Conceptual Framework	Usatisfactory	Basic	Proficient
1a: Demonstrating Knowledge of Content and Pedagogy	INTASC # 1	Content Expertise			
1b: Demonstrating Knowledge of Students	INTASC # 2	Focus on the Learner			
1c: Selecting Instructional Goals	INTASC # 8	Teach for Understanding			
1d: Demonstrating Knowledge of Resources	INTASC # 7	Teach for Understanding			
1e: Designing Coherent Instruction	INTASC # 7	Teach for Understanding			
1f: Assessing Student Learning	INTASC # 8	Teach for Understanding			

DOMAIN 2 THE CLASSROOM ENVIRONMENT

Goals	INTASC Standards	Conceptual Framework	Usatisfactory	Basic	Proficient
2a: Creating an Environment of Respect and Rapport	INTASC # 5	Create a Motivating Classroom Culture			
2b: Establishing a Culture for Learning	INTASC # 5	Create a Motivating Classroom Culture			
2c: Managing Classroom Procedures	INTASC # 5	Create a Motivating Classroom Culture			
2d: Managing Student Behavior	INTASC # 5	Create a Motivating Classroom Culture			
2e: Organizing Physical Space	INTASC # 5	Create a Motivating Classroom Culture			

DOMAIN 3 INSTRUCTION

Goals	INTASC Standards	Conceptual Framework	Usatisfactory	Basic	Proficient
3a: Communicating Clearly and Accurately	INTASC # 6	Teach for Understanding			
3b: Using Questioning and Discussion Techniques	INTASC # 4	Teach for Understanding			
3c: Engaging Students in Learning	INTASC # 5,3	Teach for Understanding			
3d: Providing Feedback to Students	INTASC # 8	Teach for Understanding			
3e: Demonstrating Flexibility and Responsiveness	INTASC # 3	Teach for Understanding			

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Goals	INTASC Standards	Conceptual Framework	Usatisfactory	Basic	Proficient
4a: Reflecting on Teaching	INTASC # 9	Make Critical Decisions			
4b: Maintaining Accurate Records	INTASC # 9	Make Critical Decisions			
4c: Communicating with Families	INTASC # 10	Create a Motivating Classroom Culture			
4d: Contributing to the School and District	INTASC # 10	Create a Motivating Classroom Culture			
4e: Growing and Developing Professionally	INTASC # 9	Make Critical Decisions			
4f: Showing Professionalism	INTASC #9,10	Make Critical Decisions			

APPENDIX B
TEACHER EDUCATION PROGRAM QUICKFACTS
M.S. ELEMENTARY EDUCATION (PreK-6)

Praxis I: Required to be taken and passed prior to Formal Admission if you are not using your SAT scores as a substitute (SAT taken after April 1, 1995 - score must be **1100** with at least **530** on verbal and **530** on math. ACT taken after April 1, 1995 – a composite score of **24** with at least **22** on math and at least **46** on English plus reading). Also, VCLA passing scores for reading and writing plus Praxis I Math or SAT or ACT Math may be substituted for Praxis I. Students who need to take Praxis I should do so before or while taking EDUC 203.

Praxis II: Required to be taken and passed before admittance to the Graduate Program. We suggest that you take this test in April of your junior year or at the latest in the summer following your junior year.

Virginia Reading Assessment: All students are required to submit passing scores prior to enrollment in the 5th year program. **Beginning July, 2011 the RVE: Elementary & Special Education test (5306) will replace the VRA.** This test should be taken after EDUC 371 and EDUC 373 have been completed. **EDUC 373 should be completed by fall semester of your senior year.**

Virginia Communication and Literacy Assessment (VCLA): All students are required to take and pass the VCLA by the end of the fall semester of their junior year.

Course Details:

- MATH 204 offered only in the Fall to be followed by EDUC 305 only offered in the Spring.
- BIOL 203 offered only in the Spring. Prerequisite for this course is completion of the Natural Science requirement. If you are majoring in Biology, you are exempt from BIOL 203.
- EDUC 420 offered every semester and in the first summer session. This course has no practicum requirement.
- Students are only allowed to take a total of two practicum bearing courses during the summer sessions throughout their program requirements.

Across the Curriculum:

- EDUC 420 writing and speaking intensive.
- BIOL 203 is speaking intensive

Child Abuse Recognition and Intervention Training: This is a state requirement for Virginia licensure. The training module will be completed during your enrollment in EDUC 420.

Application Deadlines:

- Provisional Admission to EDUC 203. Due the first Monday of October or February for admission the following semester. Students must have a minimum GPA of 2.5 and 12 UMW credits.
- Formal Admission to the Teacher Education Program. Due the last day of classes during the first semester you are enrolled in any education class beyond EDUC 203. If you fail to apply, you will not be permitted to enroll in any additional education courses.
- Graduate Year Application. Due the first Friday in the spring semester of your senior year.

Major Program: Students may choose any of the majors offered at UMW. No pass/fail courses are allowed in the major and students must earn a minimum GPA of 2.0 in the major.

Education Program: Students must maintain an overall GPA of 2.5 to remain in good standing in the program. Students may not take more than 3 education courses per semester and courses with field experience should be limited to two per semester, except with special permission.

APPENDIX B

TEACHER EDUCATION PROGRAM QUICKFACTS SECONDARY AND PREK-12 EDUCATION

Praxis I: Required to be taken and passed prior to Formal Admission if you are not using your SAT scores as a substitute (SAT taken after April 1, 1995 - score must be **1100** with at least **530** on verbal and **530** on math. ACT taken after April 1, 1995 – a composite score of **24** with at least **22** on math and at least **46** on English plus reading). Also, VCLA passing scores for reading and writing plus Praxis I Math or SAT or ACT Math may be substituted for Praxis I. Students who need to take Praxis I should do so before or while taking EDUC 204.

Praxis II: Required to be taken and passed prior to recommendation for licensure. We suggest that you take this test the semester before you student teach. Math majors – take Praxis II your sophomore year or first semester junior year (during or right after you have completed your calculus classes).

Virginia Communication and Literacy Assessment (VCLA): All students are required to take and pass the VCLA by the semester before student teaching.

Course Details:

- Teaching of “....” courses are only offered once a year.
 - Offered only in the Fall Semester:
 - Teaching of Mathematics and Computer Science (EDUC 321)
 - Teaching of Sciences (EDUC 323)
 - Offered only in the Spring Semester:
 - Teaching of Music (EDUC 318)
 - Teaching of Foreign Language (EDUC 319)
 - Teaching of Art (EDUC 320)
 - Teaching of Social Sciences (EDUC 322)
 - Teaching of English (EDUC 324)
- EDUC 420 is taught every semester and there are always two sections. This course has no practicum requirement.

Across the Curriculum:

- All “Teaching of” Courses are writing intensive
- EDUC 420 is writing and speaking intensive
- EDUC 440 is speaking intensive

Child Abuse Recognition and Intervention Training: This is a state requirement for Virginia licensure. The training module will be completed during EDUC 420.

Application Deadlines:

- Provisional Admission to EDUC 204. Due the first Monday of October or February for admission the following semester. Students must have a minimum GPA of 2.5 and 12 UMW credits.
- Formal Admission to the Teacher Education Program. Due on the last day of classes during the first semester you are enrolled in any education class beyond EDUC 204. If you fail to apply, you will not be permitted to enroll in any additional education courses.
- Student Teaching Application. Due the first Monday of October for spring semester student teaching and the first Monday of February for fall semester student teaching.

Education Program: Students must maintain an overall GPA of 2.5 to remain in good standing in the program. Students may not take more than 3 education courses per semester and courses with field experience should be limited to two per semester, except with special permission.

APPENDIX C MINIMUM PERFORMANCE STANDARDS

for Students Enrolled in the University of Mary Washington's Teacher Education Program

Students admitted to the Teacher Education Program are expected to demonstrate potential to meet the standards set forth below and to maintain consistent achievement in them throughout the Program. Throughout the program, students must meet these standards to satisfy the minimum requirements for program retention. Since these are base-line competencies, in order to qualify for the teaching license, students must exceed them by fulfilling the complex capacities required for teaching in public schools.

Students who anticipate problems meeting these standards should seek assistance from the Chair of the Department of Curriculum and Instruction and the Director of Disabilities Services to identify the possibility of reasonable accommodations.

1. Communicate effectively in writing, with comprehensible organization of ideas, appropriate usage, spelling, and punctuation. Present a model of handwriting appropriate to grade level and subject.
2. Communicate effectively orally, with comprehensible organization of ideas, appropriate usage, pronunciation, vocabulary, clarity of articulation, and voice volume. Present a model of speech patterns and pronunciation appropriate to grade level and subject.
3. Identify the location of sounds and voices, comprehend standard and local non-standard dialects, and identify inappropriate speech patterns and pronunciation in students.
4. Prepare plans, grade student papers, keep a grade book and attendance records, and complete all paperwork correctly and in a timely manner.
5. Operate classroom equipment, such as overhead projectors, filmstrip and film projectors, slide projectors, opaque projectors, cassette players, computer technology, duplicating machines, DVD machines, etc.
6. Communicate appropriately, and establish sensitive professional relations with, individual students as well as colleagues, families, and community groups who display a range of social, emotional, intellectual, and cultural differences. Respond appropriately to non-verbal communication.
7. Organize and manage through observation and verbal control student behavior and classroom routines according to appropriate standards of behavior for the subject and grade level. Monitor students' comings and goings, movements within the classroom, and contacts with others.
8. Maintain consistent mental stability, physical self-control, personal hygiene, and appearance in order to accomplish satisfactory performance within the classroom environment and within the school as a whole; and to respond with appropriate flexibility to changes in individuals and the school environment.
9. Maintain satisfactory attendance and time schedules for arrival and departure to the school and classroom, and for meeting with students, school personnel, and other persons related to the educational program. Organize and maintain the time schedules required of students, and make adjustments to changes in schedules and organization when necessary.

APPENDIX D

A RECORD OF YOUR PROGRESS IN THE PROGRAM

You should maintain the information on this record sheet for your files. This record, along with your up-to-date copy of the advising checksheet for the license/endorsement you seek will do much to assure your successful completion of the UMW Teacher Education Program. It will also serve to verify your advising record with the College. You are required to keep a log of your practicum experiences for each course in the program on the forms found on pp. 38.

Grade Point Average: Minimum qualification for the Teacher Education Program is a 2.5 GPA Overall and 2.0 GPA in major, and a 3.0 GPA in education courses.

	<u>Date</u>	<u>Overall Major</u>	<u>Education Courses</u>
<u>Freshman Year</u>			
1 st Semester	_____	_____	_____
2 nd Semester	_____	_____	_____
<u>Sophomore Year</u>			
1 st Semester	_____	_____	_____
2 nd Semester	_____	_____	_____
<u>Junior Year</u>			
1 st Semester	_____	_____	_____
2 nd Semester	_____	_____	_____
<u>Senior Year</u>			
1 st Semester	_____	_____	_____
2 nd Semester	_____	_____	_____

Record of Professional Education Courses Taken:

<u>Course</u>	<u>Target Date/ Actual Date</u>	<u>Field Experiences (School/Grade Level/Hours)</u>	<u>Portfolio Requirement</u>	<u>Grade</u>

Admission Dates:

Date of attendance at Group Information Session _____

Date provisionally admitted into the Teacher Education Program _____

Date file initiated with College (Management of Documents) _____

Student teaching cohort group (semester/year) _____

Education Advisor _____

Date formally admitted into the Teacher Education Program _____

Admission to Supervised Teaching:

Date of application _____

Accepted Provisionally Accepted Waiting List Not Accepted

State-Required Praxis I, Praxis II, Virginia Communication and Literacy Assessment and Virginia Reading Assessment Tests and Child Abuse Intervention Training:

(Record all dates and scores – passing and not passing)

Dates and Notes from Advising Sessions (Cohort and/or Individual Sessions with College of Education Advisor):
