

**VIRGINIA DEPARTMENT OF EDUCATION
PROGRAM STATUS MATRIX REVIEW
2018 PROFESSIONAL STUDIES REQUIREMENTS for
Early/Primary Education, Elementary Education and Middle Education Endorsements.
8VAC20-543-90**

Endorsement Competencies	Courses and Experiences
<p>PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements.</p>	
<p>1. <u>Human development and learning (birth through adolescence)</u></p> <p>a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.</p>	<p>A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.</p> <p>a) In courses 5200 and 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual differences and how they impact ongoing planning and instruction. Mastery of the concepts are demonstrated through research, lesson planning and projects. To the extent possible these projects will use a Project-Based Learned approach.</p>

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<p>b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.</p>	<p>b) Course 5300 focuses on individual differences and their impact on students' ability to learn. Factors (including motivation, self-concept, intelligence, prior knowledge, environment, and personal interpretation) that contribute to learners' readiness to learn and recognize whether students are ready to learn are emphasized and assessed through an informal tool. Assessments are implemented in an ethical manner and minimize bias to enable all learners to display the full extent of their learning. The research by Carol Dweck and Jeff Cohen are provided for how to increase learning through a Growth Mindset and setting high standards for all students.</p> <p>In 5400, the teacher is led to understand and demonstrate the strengths and needs of individual learners. How to identify and select content-appropriate instructional strategies based on students' differences as well as planning differentiated instruction that is responsive to these strengths and needs is demonstrated in detailed unit and lesson planning.</p> <p>Course 5500, teachers learn how students' differences, including physical disabilities, mental illnesses, learning disabilities, low socioeconomic</p>

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	<p>status, attention deficit disorders, and giftedness collectively influence learning and impact the teacher’s responsibility to the individual student.</p> <p>As a secondary goal, this instruction is designed to help new teachers to meet the demands of executing the legal responsibility required to support students who receive services as defined in the Individuals with Disabilities Education Act (IDEA).</p> <p>5600, develops a deep understanding of Culturally and Linguistically Responsive Teaching and Learning. Teachers will appreciate the value and challenges of cultural differences in the classroom and learn how to build an inclusive community building relationships and fostering empathy for one another, as well as understand and know how to support equity in relationship building and how to best support LGBTQ students.</p>
<p><u>2. Curriculum and instruction</u></p> <p>a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research</p>	<p>The knowledge of human development is extended through the iteach course into the planning of the curriculum that is taught, and the instruction provided to students.</p> <p>a)</p> <p>1) In course 5300, the instruction will guide teachers to understand the importance of lesson planning; know common lesson planning models; differentiate between various instructional models and select the</p>

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<p>on unique, age-appropriate, and culturally relevant curriculum and pedagogy.</p>	<p>model best suited to the learning task; including appropriate technologies and media in writing their own learning objectives and lesson plans.</p> <p>Additionally, teachers will demonstrate an understanding of strengths and needs of individual learners and how to plan instruction that is age appropriate and responsive to their strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant literature and curriculum.</p> <p>Course 5200, engages all teachers in the importance of developing higher order learning through questioning skills (Bloom’s Taxonomy) and the metacognitive processes. Furthermore, instruction is planned to meet rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>In course 5400, teachers are introduced to the International Society for Technology Education (ISTE) as the essential role of technologies in the deeper learning experiences of Elementary and Middle School Students in content areas, as digital citizens prepared for a global world. Teachers also learn how to evaluate technology-based curriculum materials.</p>

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<p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.</p>	<p>2) The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience course, 5700. In study groups or in online venues, the teacher consistently displays the best practices associate with effective online learning.</p> <p>3)To ensure, the teacher demonstrates the competency of culturally and linguistically diverse learners, in 5200, the teacher understands and demonstrates learning theory, human development, cultural diversity, and individual differences and how they impact ongoing planning and learning.</p> <p>In course 5500, the teacher learns to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments they enable each learner to meet high standards. Including a focus on gifted education where the candidates will watch ways to engage high achievers on Teaching Channel and complete a project creating instructional modifications for gifted students. In addition, in 5600, teachers apply their understanding and research more to complete projects such as: ELL training assignment and completing a referral process with a focus on meeting ELLs needs.</p> <p>In course 6005, teachers examine their own culture</p>

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<p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional needs of children; (iii) ways of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; and (v) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</p>	<p>and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p> <p>4) In course 5300, the teacher is prepared for state testing such as, Virginia Standards of Learning, by using a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections to build skills to apply knowledge in meaningful ways. The aspect of their competency is demonstrated in discussions, unit, and lesson planning.</p> <p>5) Course 5400, focuses on the importance of family engagement in ways to promote children's language and literacy development. Current articles in <i>The Reading Teacher</i>, provide ideas in both literacy and technology to connect home and school in supporting the child's learning experiences and development. Elementary teachers see engagement in family literacy programs as effective for supporting literacy of both parents and children. Family guidance is taught to select quality technology and enhance learning.</p> <p>The importance of family communication is displayed through the Teaching Channel videos</p>

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<p>(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p>	<p>that deepen collaborative engagement with colleagues, learners, and learners’ families. Written communication projects throughout courses displays a deeper understanding.</p> <p>Early childhood development iteach curriculum focuses on 1. Approaches to Play and Learning, (5100) 2. Social and Emotional development, (5100 & 5200) 3. Communication, Language and Literacy Development, (5400, 5500, 5600 & 6004) 4. Physical development (5200, 5500, & 5600) and 5. Cognitive development (5200, 5300, 5500 & 5600).</p> <p>In course 5200, the teacher is introduced to normal physical, cognitive, and social/emotional development if school aged children beginning at age four.</p> <p>6) In course 5100, teachers learn the importance of positive students and parent relationships and establishing communication from the start of the year. One of their assignments is writing a welcome letter. As well they learn the importance of the FERPA law and the importance of privacy and confidentiality. In literacy courses 5400 and 6004, the teacher examines best practices for</p>

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<p>(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Old's.</p> <p>(8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p>	<p>literacy development at home and implements these procedures into their teaching assignment.</p> <p>7) Early childhood development curriculum focuses on the Virginia Early Learning and Development topics are developed in the following iteach courses:</p> <ol style="list-style-type: none"> 1. Approaches to Play and Learning, (5100, 5200, 5300, 5400, 5500, 5600 & 6004)) 2. Social and Emotional development, (5100 & 5200) 3. Communication, Language and Literacy Development, (5400, 5500, 5600 & 6004) 4. Physical development (5200, 5500, & 5600) and 5. Cognitive development (5200, 5300, 5500 & 5600). <p>8) Course 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ul style="list-style-type: none"> • Child Abuse and Recognition Training • Emergency First Aid, CPR & AED • Dyslexia Awareness Training Module

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<p>b. Middle education 6-8 curriculum and instruction</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and evaluation of pupil performance.</p>	<ul style="list-style-type: none"> • Behavior Intervention and Support Training <p>b.</p> <p>1) In 5300, instruction will guide teachers to understand the importance of lesson planning; know common lesson planning models; differentiate between various instructional models and select the model best suited to the learning task; including appropriate technologies and media in writing their own learning objectives and lesson plans. The international Society for Technology Education (ISTE) are emphasized as the essential role of technologies in the deeper learning experiences of students in content areas, as digital citizens prepared for a global world.</p> <p>Additionally, teachers will demonstrate an understanding of strengths and needs of individual learners and how to plan instruction that is responsive to the strengths and needs of middle school students. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum including literature.</p> <p>Course 5200 engages all learners in the importance of developing higher order learning through questioning skills (Bloom’s Taxonomy) and the metacognitive processes. Furthermore, instruction is planned to meet</p>

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<p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and shall be appropriate for the middle education endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p>	<p>rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>2) The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience course, 5700. In study groups or in online venues, the teacher consistently displays the best practices associate with effective online learning.</p> <p>3)To ensure, the teacher demonstrates the competency of culturally and linguistically diverse learners, in 5200, the teacher understands and demonstrates learning theory, human development, cultural diversity, and individual differences and how they impact ongoing planning and learning.</p> <p>Course 5600, course offers an in-depth focus on understanding diverse cultures and establishing middle school environments that enable each learner to meet high standards. Projects include how to serve the LGBTQ students and planning for accommodations for ELL students.</p> <p>4) In course 5300, the teacher is prepared for state testing such as, Virginia Standards of Learning, by using a variety of instructional strategies to encourage</p>

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<p>(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.</p> <p>(6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p>	<p>learners to develop a deep understanding of content areas and their connections to build skills to apply knowledge in meaningful ways. The aspect of their competency is demonstrated in discussions, unit, and lesson planning.</p> <p>5) In course 5100, the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way is a key understanding.</p> <p>The importance of communication is displayed through the Teaching Channel videos that deepen collaborative engagement with colleagues, learners, and learners' families. Written communication projects display a deeper understanding.</p> <p>6) Course 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ul style="list-style-type: none"> • Child Abuse and Recognition Training • Emergency First Aid, CPR & AED • Dyslexia Awareness Training Module • Behavior Intervention and Support Training

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<p>3. <u>Classroom and behavior management</u></p> <p>a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.</p> <p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.</p>	<p>a) If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.</p> <p>Course 5100, teachers engage with the factors contributing to an education environment that is positive, collaborative, active, safe, and motivating. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures as well as preparing for the first day of school are also a key part of the instruction.</p> <p>Through an understanding of “Community Engagement,” the teacher becomes committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>b) While studying “Family Engagement”, the teacher develops an understanding of how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may have bias behaviors and interactions with others.</p> <p>Course 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive</p>

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<p>c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self-discipline.</p> <p>d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included.</p>	<p>learning environments that enable each learner to meet high standards.</p> <p>Course 5600 requires students to read, Hollie’s <i>Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Students Success</i>. Teachers will understand and actively implement culturally and responsive teaching and learning strategies.</p> <p>c) Course 5100 provides in-depth instruction to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. The teacher will manage the learning environment to engage learners actively. The “CASEL” framework is taught as a key strategy to cultivate equitable learning environments that support students’ social, emotional, and academic development.</p> <p>d) In course 5100, the teachers engage in designing a safe and collaborative classroom based on research.</p>

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<p>e. The link between classroom management and students' ages shall be understood and demonstrated in techniques used in the classroom.</p>	<p>e) Teachers compare different classroom management protocols based on ages and thus, know and are able to express their philosophies of classroom management as they complete a project design of their classroom plan.</p>
<p>4. <u>Assessment of and for learning</u></p> <p>a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.</p> <p>b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand</p>	<p>a) iteach promotes that instruction must be assessed to ensure that learning has occurred. The assessment system must be valid and reliable without bias. These concepts are introduced and explored in course 5400.</p> <p>As well, the teacher is equipped to understand the role and limitations of assessment, including how to make use of formative and summative assessment, fairness and validity and interpretation of assessment results to support, verify, guide and document instruction.</p> <p>In course 6004, teachers select, and use appropriate assessments to gather evidence on upper elementary and middle school students' language acquisition, content knowledge, literacy development and literacy processes for instructional and accountability purposes.</p> <p>b) The teacher understands and uses multiple methods of assessment to engage learners in their own growth,</p>

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<p>and help students understand their own progress and growth shall be included.</p> <p>c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.</p>	<p>to monitor learner progress, and to guide the teacher’s and learner’s decision making. The teacher uses assessment feedback to engage learners in their own growth and goal setting.</p> <p>c) Course 5300 offers a through introduction to analysis skills focusing on class trends, item analysis, group analysis and individual analysis for both quantitative and qualitative data. This data is then used for teaching and learning: change instructional objectives, group students for additional instruction, evaluate quality of assessment and collaborate with colleagues in designing further assessments.</p> <p>The thorough knowledge of assessment is demonstrated in the Cumulative Course Project in 5600 in which a Lesson plan is designed that includes a section on modifications specifically for English Language Learners. Include technology, assessment, laws, needs of ELL will show level of assessment knowledge and understanding.</p> <p>In the Field Experience course, 5700, each teacher must prepare an “Impact on Student Learning Reflection.” In this assignment instruction and assessment are reviewed, analyzed and instruction changed based on the data derived from the analysis. The teacher must provide an analysis and feedback based on demographics and ethnicity of students.</p>

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<p>d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.</p> <p>e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education, such as diagnostic, college admission exams, industry certifications, and placement assessment shall be included.</p>	<p>d) 5300 and 5400 courses require the teacher to work independently and collaboratively to examine state assessments as they relate to accountability system and other performance data to understand each learner’s progress and to guide planning.</p> <p>e) Course 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
<p>5. <u>Foundations of education and the teaching profession</u></p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local,</p>	<p>a) iteach holds that every classroom teacher should be versed in the history of the American education system.</p> <p>In 5200, various American educational philosophies introduced include: Ed Hirsch: Cultural Literacy, BF Skinner’s: Behaviorism, Pavlov’s: Classical Conditioning, Slavin’s: Direct Instruction, and John Dewey’s: The Progressivist which remains the most common in American schools.</p> <p>b) Course 5500 teaches the requirements of federal law for accommodating students with disabilities and learning differences in</p>

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<p>state, and federal governance of schools, including the roles of teachers and schools in communities, shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards</p>	<p>schools.</p> <p>Teachers will recognize the characteristics of various types of physical disabilities, learning disabilities, and mental illness in the classroom; understand the referral process for students who may need an IEP and will understand options for accommodating learners who have an IEP in place based on the law.</p> <p>Additionally, in 5600 the teacher will conduct research on the legal landscape and determine the legal ramifications of the teaching profession.</p> <p>c) 5100, introduces legal ethical issues, including able to distinguish between rules and procedures and write developmentally appropriate classroom rules and procedures that comply with the Family Educational Rights and Privacy Act (FERPA); Teaching Channel videos provide examples of Ethical teacher expectations.</p> <p>In an assignment in 5600, the teacher demonstrates that he/she understands the expectations of the teaching profession including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>d) In the Introductory course, 5000, mastery</p>

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<p>and Evaluation Criteria for Teachers shall be included.</p> <p>6. <u>Language and literacy</u></p> <p>a. Early/primary preK-3 and elementary education preK-6 - language acquisition and reading and writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p> <p>(1) Language acquisition. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.</p> <p>(2) Reading and writing. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of</p>	<p>knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p> <p>Iteach is committed to the belief that every child can become an able reader and a critical thinker for a lifetime of learning.</p> <p>a) (1) In course 5400, the teacher is taught research-based best practices in literacy that align with the Virginia English Standards of Learning. A focus includes how children learn to read based on the Science of Reading along with reading comprehension skills and the importance of developing fluent readers. A deep explanation on various aspects of language acquisition is also taught, including phonemic awareness, oral language, semantics, phonology, syntax, and word study. Teachers are taught linguistic pre-skills assessments to determine students' developmental needs.</p> <p>(2) 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept of print, comprehension, oral reading accusation, word recognition, vocabulary, comprehension, and fluency.</p>

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<p>spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.</p>	<p>Through reading educational articles and watching Teaching Channel videos, teachers will learn essential methods of engagement and differentiation to best leverage the learning environment to maximize achievement for all students.</p> <p>6005, introduces teachers to Virginia Standards of Learning and assignments requiring analysis to better understand standards that are crucial to teach and reinforce across the school year. Additional, assignments require lesson planning for reading that align with state standard skills and use of texts that are appropriate for specific teaching points. Teachers apply knowledge of learner development and learning differences to create a positive, literacy-rich environment where students select and read a variety of fiction and nonfiction books of choice to improve comprehension and develop a love of reading.</p> <p>6005 further develops research-based writing instruction in the literacy classroom. In rich literature classroom students are surrounded by mentor texts for good writing. Teachers review articles and watch Teaching Channel “Writing Process” model lessons in all grade levels Pre-K -12. Teachers are introduced to a Rubric to establish learning targets for individual students based on their developmental needs in the areas of conventions, usage, voice, and mechanics domains. In early Pre-K and primary years writing is often seen as interactive and playful as students draw and share their stories. The teachers will understand</p>

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<p>b. Middle education - language acquisition and reading development</p> <p>(1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.</p> <p>(2) Literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers.</p>	<p>the "Writing Process" by observing writing workshop in the primary grades with Teaching Channel videos.</p> <p>b) (1) Course 5500, teaches various aspects of language acquisition; recognizing students must receive high quality, research-based instruction, including linguistic skills required to read such as phonemic awareness, vocabulary development, and comprehension strategies.</p> <p>In course 6005, teachers develop a deeper understanding of the research-based literacy instructional practices used to teach reading and writing in the middle grades. As well, teachers will further develop methods for word study and vocabulary instruction as well as plan lessons using vocabulary from an appropriate text.</p> <p>(2) Course 5400, the teacher moves from the basic knowledge of literacy instruction with a focus on vocabulary development and reading comprehension appropriate in the content area such as English, mathematics, science, social science, and history.</p> <p>Additionally, in course 6005, the teacher understands the central concepts of critical reading in the content area, tools of inquiry, ability to summarize in both oral and written form and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline</p>

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	<p>accessible and meaningful for learners to assure mastery of the content.</p> <p>Teachers apply knowledge of adolescent students to create a positive, literacy-rich environment where they select and read a variety of fiction and nonfiction books of choice to improve comprehension and develop a love of reading.</p>
<p><u>Supervised clinical experiences.</u></p> <p>Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.</p>	<p>All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters.</p> <p>The teacher will work closely with a Field Supervisor who will complete three classroom observation during the two-semester placement.</p>

8VAC20-543-120. Elementary education preK-6.

The iteach VIRGINIA program in elementary education preK-6 requires that the candidate demonstrate competency in the follow areas:

1. Methods.	
a. Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;	Courses 5100 – 5600
b. Understanding of current research on the brain, its role in learning, and implications for instruction;	Courses 5100 – 5600
c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;	Courses 5100 – 5600
d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;	Courses 5100 – 5600
e. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;	Courses 5100 – 5600
f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;	Courses 5100 – 5600
g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;	Courses 5100 – 5600
h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;	Courses 5100 – 5600
i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;	Courses 5100 – 5600
j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and	Courses 5100 – 5600
k. Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication; and	Courses 5100 – 5600
l. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.	Courses 5100 – 5600
2. Knowledge and skills.	

<p>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure.</p>	<p>Teaching Elementary Literacy Course</p>
<p>(1) Assessment and diagnostic teaching. The individual shall:</p>	
<p>(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and</p>	
<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	
<p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p>	
<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p>	
<p>(b) Be proficient in developing students' phonological awareness skills;</p>	
<p>(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;</p>	
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	
<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>	
<p>(3) Reading and literature. The individual shall:</p>	
<p>(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;</p>	
<p>(b) Be proficient in strategies to increase vocabulary and concept development;</p>	
<p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p>	
<p>(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;</p>	
<p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p>	
<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	
<p>(g) Demonstrate the ability to foster appreciation of a variety of literature;</p>	
<p>(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and</p>	

(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.	
(4) Writing. The individual shall:	
(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;	
(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";	
(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and	
(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.	
(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.	
b. Mathematics.	Elementary Math Methods Course
(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:	
(a) Number systems and their structure, basic operations, and properties;	
(b) Elementary number theory, ratio, proportion, and percent;	
(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;	
(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and	

surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and	
(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.	
(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.	
(3) Understanding of the multiple representations of mathematical concepts and procedures.	
(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.	
(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.	
(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.	
(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.	
c. History and social sciences.	Elementary Social Studies Methods Course
(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:	
(a) History.	
(i) The contributions of ancient civilizations to modern social and political institutions;	
(ii) Major events in Virginia history from 1607 to the present;	
(iii) Key individuals, documents, and events in United States history; and	
(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.	
(b) Geography.	
(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;	
(ii) The relationship between human activity and the physical environment in the community and the world; and	

(iii) Physical processes that shape the surface of the earth.	
(c) Civics.	
(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;	
(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;	
(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and	
(iv) Local government and civics instruction specific to Virginia.	
(d) Economics.	
(i) The basic economic principles that underlie the United States market economy;	
(ii) The role of the individual and how economic decisions are made in the market place; and	
(iii) The role of government in the structure of the United States economy.	
(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:	
(a) Using artifacts and primary and secondary sources to understand events in history;	
(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;	
(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;	
(d) Asking appropriate questions and summarizing points to answer a question;	
(e) Comparing and contrasting people, places, and events in history;	
(f) Recognizing direct cause and effect relationships in history;	
(g) Explaining connections across time and place;	
(h) Using a decision-making model to identify costs and benefits of a specific choice made;	
(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and	
(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.	
d. Science.	Elementary Methods of Science Course
(1) Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics as defined	

in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.	
(2) Understanding of the nature of science and scientific inquiry, including the following:	
(a) Function of research design and experimentation;	
(b) Role and nature of the theory in explaining and predicting events and phenomena;	
(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;	
(d) Reliability of scientific knowledge and its constant scrutiny and refinement;	
(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and	
(f) Assumptions, influencing conditions, and limits of empirical knowledge.	
(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:	
(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;	
(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;	
(c) Conduct research projects and experiments, including applications of the design process and technology;	
(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;	
(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;	
(f) Design instruction to meet the needs of diverse learners using a variety of techniques;	
(g) Evaluate instructional materials, technologies, and teaching practices;	
(h) Conduct formative and summative assessments of student learning;	
(i) Incorporate instructional technology to enhance student performance in science; and	
(j) Ensure student competence in science.	
(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.	
(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:	

(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;	
(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;	
(c) The application of key science principles to solve practical problems; and	
(d) A "systems" understanding of the natural world.	
(6) Understanding of the contributions and significance of science including:	
(a) Its social, cultural, and economic significance;	
(b) The relationship of science to mathematics, the design process, and technology; and	
(c) The historical development of scientific concepts and scientific reasoning.	

VIRGINIA DEPARTMENT OF EDUCATION
PROGRAM STATUS MATRIX REVIEW
2018 PROFESSIONAL STUDIES REQUIREMENTS for
PREK-12 ENDORSEMENTS,
SECONDARY GRADES 6-12 ENDORSEMENTS
8VAC20-543-140

Endorsement Competencies	Courses and Experiences The response must be written. References to course numbers is not accepted for the only response.
<p>1. <u>Human development and learning (birth through adolescence):</u></p> <p>a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.</p> <p>b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse</p>	<p>A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.</p> <p>a) In courses 5200 and 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual differences and how they impact ongoing planning and instruction. Mastery of the concepts are demonstrated through research, lesson planning and projects. To the extent possible these projects will use a Project-Based Learned approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design.</p> <p>b) Course 5300, focuses on individual differences and their impact on student ability to learn. Factors (including motivation, self-concept, intelligence, prior knowledge, environment, and personal interpretation) that contribute to learners’ readiness to learn and recognize whether students are ready to learn are emphasized and assessed through an informal tool.</p>

childhood experiences; and family disruptions.

Assessments are implemented in an ethical manner and minimize bias to enable all learners to display the full extent of their learning. The research by Carol Dweck and Jeff Cohen are provided as way to increase learning through a Growth Mindset and setting high standards for all students.

In 5400, the teacher is led to understand and demonstrate the strengths and needs of individual learners. How to identify and select content-appropriate instructional strategies based on students' differences as well as planning instruction that is responsive to these strengths and needs is demonstrated in detailed unit and lesson planning.

Course 5500, teachers learn how students' differences, including physical disabilities, mental illnesses, learning disabilities, low socioeconomic status, attention deficit disorders, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.

As a secondary goal, this instruction is designed to help new teachers to meet the demands of executing the legal responsibility required to support students who receive services as defined in the Individuals with Disabilities Education Act (IDEA).

5600, develops a deep understanding of Culturally and Linguistically Responsive Teaching and Learning. Teachers will appreciate the value and challenges of cultural differences in the classroom, as well as understand and know how to support simultaneous language acquisition and content learning for Els, how to best support LGBTQ and the support local districts provide for services.

2. Curriculum and instruction:

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

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

The knowledge of human development is extended through the iteach course into the planning of the curriculum that is taught, and the instruction provided to students.

a) In 5300, instruction will guide teachers to understand the importance of lesson planning; know common lesson planning models; differentiate between various instructional models and select the model best suited to the learning task; including appropriate technologies and media in writing their own learning objectives and lesson plans. The international Society for Technology Education (ISTE) are emphasized as the essential role of technologies in the deeper learning experiences of students in content areas, as digital citizens prepared for a global world.

Additionally, teachers will demonstrate an understanding of strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.

Course 5200, engages all teachers in the importance of developing higher order learning through questioning skills (Bloom's Taxonomy) and the metacognitive processes. Furthermore, instruction is planned to meet rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

b) The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience course, 5700. In study groups or in online venues, the teachers consistently display the best practices associated with

	effective online learning.
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<p>c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought shall be included.</p> <p>d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.</p> <p>f. Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p>	<p>c) To ensure, the teacher demonstrates the competency of culturally and linguistically diverse learners, in 5200, the teacher understands and demonstrates learning theory, human development, cultural diversity, and individual differences and how they impact ongoing planning and learning.</p> <p>d) In course 5300, the teacher is prepared for state testing such as, Virginia Standards of Learning, by using a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections to build skills to apply knowledge in meaningful ways. The aspects of their competency is demonstrated in discussions, unit, and lesson planning.</p> <p>e) The importance of communication is displayed through the Teaching Channel videos that deepen collaborative engagement with colleagues, learners, and learners' families. Written communication projects display a deeper understanding.</p> <p>f) Course 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ul style="list-style-type: none"> • Child Abuse and Recognition Training • Emergency First Aid, CPR & AED
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g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

- Dyslexia Awareness Training Module
- Behavior Intervention and Support Training

g) Courses 5400 and 6005 curriculum and instruction are addressed for middle school and secondary grades. 5400, offers Literacy and content courses specific to grades K-6 building blocks of literacy distinguishing between a various approach to instruction (phonics, comprehension, fluency, and writing).

Additionally, course 6005, secondary (6-12) include, central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. As well, the teacher connects concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.

h) Assignments throughout the itech courses prepare students to apply their understanding and knowledge into their teaching assignment. The instruction for these grade bands will also be seen and employed in band appropriate pre teaching experiences.

3. Assessment of and for learning:

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

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

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

a) iteach holds to the tannate that instruction must be assessed to ensure that learning has occurred. The assessment system must be valid and reliable without bias. These concepts are introduced and explored in course 5400.

As well, the teacher is equipped to understand the role and limitations of assessment, including how to make use of formative and summative assessment, fairness and validity and interpretation of assessment results to support, verify, guide and document instruction.

Course 6004, teachers select, and use appropriate assessments to gather evidence on upper elementary and middle school students' language acquisition, content knowledge, literacy development and literacy processes for instructional and accountability purposes.

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

c) Course 5300 offers a through introduction to analysis skills focusing on class trends, item analysis, group analysis and individual analysis for both quantitative and qualitative data. This data is then used for teaching and learning: change instructional objectives, group students for additional instruction, evaluate quality of assessment and collaborate with colleagues in designing further assessments.

The thorough knowledge of assessment is demonstrated in the Cumulative Course Project in 5600 in which a Lesson plan is designed that includes a section on modifications specifically for English Language Learners. Include technology, assessment, laws, needs of

	<p>ELL will show level of assessment knowledge and understanding.</p> <p>In the Field Experience course, 5700, each teacher must prepare an “Impact on Student Learning Reflection.” In this assignment instruction and assessment are reviewed, analyzed and instruction changed based on the data derived from the analysis. The teacher must provide an analysis and feedback based on demographics and ethnicity of students.</p>
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<p>d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.</p> <p>e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.</p>	<p>d) 5300 and 5400 courses require the teacher to work independently and collaboratively to examine state assessments as they relate to accountability system and other performance data to understand each learner’s progress and to guide goal setting specific to student’s needs.</p> <p>e) Course 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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4. Foundations of education and the teaching profession:

a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.

b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.

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

a) iteach holds that every classroom teacher should be versed in the history of the American education system.

In 5200, various American educational philosophies introduced include: Ed Hirsch: Cultural Literacy, BF Skinner's: Behaviorism, Pavlov's: Classical Conditioning, Slavin's: Direct Instruction, and John Dewey's: The Progressivist which is most common in American schools today.

b) Course 5500 teaches the requirements of federal law for accommodating students with disabilities and learning differences in schools. Teachers will recognize the characteristics of various types of physical disabilities, learning disabilities, and mental illness in the classroom; understand the referral process for students who may need an IEP and will understand options for accommodating learners who have an IEP in place based on the law.

Additionally, in 5600 the candidate will conduct research on the legal landscape and determine the legal ramifications of the teaching profession.

c) 5100, introduces legal ethical issues, including able to distinguish between rules and procedures and write developmentally appropriate classroom rules and procedures that comply with the Family Educational Rights and Privacy Act (FERPA); Teaching Channel videos provide Ethical teacher expectations.

In an assignment in 5600, the teacher demonstrates that he/she understands the expectations of the teaching profession including codes of ethics, professional standards of practice, and relevant law and policy.

<p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>d) In the Introductory course, 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
<p>5. <u>Classroom and behavior management:</u></p> <p>a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.</p> <p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.</p>	<p>a) If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.</p> <p>Course 5100, teachers engage with the factors contributing to an education environment that is positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures as well as preparing for the first day of school.</p> <p>Through an understanding of “Community Engagement,” the teacher becomes committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>b) While studying “Family Engagement”, the teacher develops an understanding of how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may have bias behaviors and interactions with others.</p> <p>Course 5500 introduces the key concept that teachers use understanding of individual differences and diverse</p>

<p>c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.</p> <p>d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.</p>	<p>cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Course 5600 requires students to read, Hollie's <i>Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Students Success</i>. Teachers will understand and actively implement culturally and responsive teaching and learning strategies.</p> <p>c) Course 5100 provides in-depth instruction to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. The teacher will manage the learning environment to engage learners actively. The "CASEL" framework is taught as a key strategy to cultivate equitable learning environments that support students' social, emotional, and academic development.</p> <p>d) In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare different classroom management protocols based on ages and thus, know and can express their philosophies of classroom management as they complete a project design of their classroom plan.</p>
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6. **Language and literacy**

a. Adult education, preK-12, and secondary grades 6-12 literacy in the content areas: Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social sciences, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

b. Special education - language acquisition and reading and writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program.

Iteach is committed to the premise that all students can learn to read and have the right to research based instruction.

a) Course 5400, the teacher moves from the basic knowledge of literacy instruction in Pre-K -12 and secondary grades (6-12) with a focus on vocabulary development and reading comprehension appropriate in the content area. Additionally, the teacher understands the central concepts, tools of inquiry, ability to summarize in both oral and written form and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

In course 6005, teachers develop a deep understanding of the research-based literacy instructional practices used to teach reading and writing in the intermediate, middle grades and secondary classrooms. As well, teachers will further develop methods for personalizing word study and vocabulary instruction and plan lessons using vocabulary from an appropriate text. Teachers apply knowledge of learner development and learning differences to create a positive, literacy-rich environment where students select and read a variety of fiction and nonfiction books of choice to improve comprehension and develop a love of reading.

b)
(1) In course 5500, the teacher is exposed to the unique needs of the special needs students

Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

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

and various aspects of language acquisition; recognizing students with disabilities must receive the same high quality, research-based instruction, and instructional materials as peers in general education.

Teachers are taught the importance of how to assess linguistic pre-skills to determine students' developmental needs in the areas of phonemic awareness, oral language, receptive vocabulary, and syntax. Teachers are shown the importance of early intervention and the significance of reading as the gateway to all learning.

(2) 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept of print, comprehension, oral reading accusation, word recognition, comprehension, and fluency. Through reading professional articles and watching Teaching Channel videos teachers will learn essential methods of engagement and differentiation to best leverage the learning environment to maximize achievement for all students.

6005, introduces teachers to Virginia Standards of Learning and assignments requiring analysis to better understand standards that are crucial to teach and reinforce across the school year. Additional, assignments require lesson planning for reading that align with state standard skills and use of texts that are appropriate for specific teaching points. Teachers apply knowledge of learner development and learning differences to create a positive,

	<p>literacy-rich environment where students select and read a variety of fiction and nonfiction books of choice to improve comprehension and develop a love of reading.</p> <p>6005 further develops research-based writing instruction in the literacy classroom. In rich literature classroom students are surrounded by mentor texts for good writing. Teachers review articles and watch Teaching Channel “Writing Process” model lessons in all grade levels Pre-K -12. Teachers are introduced to a Rubric to establish learning targets for individual students based on their developmental needs in the areas of conventions, usage, voice, and mechanics domains.</p>
<p>7. <u>Supervised clinical experience.</u> Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.</p> <p>If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which the</p>	<p>All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters.</p> <p>The teacher will work closely with a Field Supervisor who will complete at least three classroom observation during the two-semester placement.</p> <p>Teachers will teach in the area (Elementary, Secondary, Special Ed) of the endorsement for which they are seeking. Currently, teach does not offer a Library Media License.</p>

endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route