

**Superintendents Memo #291-19
Attachment A**

VIRGINIA BOARD OF EDUCATION

***PROPOSED GUIDELINES FOR ALTERNATE
ROUTES TO LICENSURE IN RESPONSE TO HOUSE BILL 2486 OF
THE 2019 VIRGINIA GENERAL ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Accomack County Public Schools• Clara Chandler• PO Box 330, Accomac, VA 23301• 757-787-5754• Clara.chandler@accomack.k12.va.us <p>Signature of School Superintendent</p> 	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official  <p>Andrew Rozell</p>

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program's parent organization, successfully piloted in Texas more than two decades ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring, and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by the district are:

Visual Art	PreK–12
Science – Biology	6-12
Business Education	6-12
Science – Chemistry	6-12
Computer Science	6-12
Science – Earth and Space	6–12
Elementary	PreK–6
English	5-12
English as a Second English	PreK–12
Foreign Language – French	PreK–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6–12
Marketing	6–12
Mathematics	6–12
Middle School Math	6–8
Middle School Science	6–8
Middle School English	6–8
Middle School History/Social Studies	6–8
Music – Instrumental	PreK–12
Music – Vocal	PreK–12
Physical Education and Health	PreK–12
Science – Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K–12
Technology Education	6–12
Theatre	PreK–12
Trades and Industry	9–12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of

program costs (\$2,800) interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3,050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video Library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with Teaching Channel. Candidates are enrolled in Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix C) has also been aligned to numerous videos from Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

Justify the need for the alternate route program.

Accomack County Public Schools (ACPS) hired 72 new teachers out of 424 total teachers at the beginning of the 2022-2023 school year. Thirteen positions remained vacant when school began. These positions were covered by paying secondary teachers to instruct during an additional block or by using long-term substitutes, many who do not hold a teaching license. Our division borders Worcester County Public Schools in Maryland who offer a much higher salary. For example, a teacher without any experience in ACPS earned \$44,788 in 2022 as opposed to a new teacher in our neighboring division who began at \$47,795. The discrepancy grows as teachers become more experienced. Last year, a teacher with 10 years of experience in ACPS's earned \$49,744 contrasting with Worcester County wherein a teacher with the same experience was paid \$54,744. In addition, Worcester County pays their teachers to obtain a Master's Degree. ACPS only pays for two classes every five years. Given these discrepancies,

retaining staff when a 15-minute drive over the Virginia border to Worcester County, Maryland is very challenging. It has been particularly difficult to retain teachers in critical shortage areas due to the salary differential.

At present, the division is seeking to replace 61 (14.45%) of our teachers for the 2023 – 2024 school term. It is anticipated that ACPS will start the year with vacancies as we still have 20 openings in spite of advertising on the radio, on television, in the newspaper and on social media as well as websites such as Indeed and Glass Door. Our division was also represented at 18 job fairs. Due to this turnover, fifty-one of our 424 teachers currently hold a provisional license thus are not considered highly qualified.

The Eastern Shore of Virginia is located in a rural area wherein online classes are more accessible for our teachers. In fact, the closest Virginia college campus is Old Dominion University, which is 81 miles one way and requires the employee to pay a \$20.00 bridge toll round trip making an online program such as Iteach very desirable and affordable.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase the Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix D.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to

become teachers, which bolsters teacher retention and provides a teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components.

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.

Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.

Accomack County Public Schools will evaluate the iteach program using multiple measures including teacher evaluation, iteach program completion (within a one year) and the retention of staff who completed the iteach program. Division mentors will provide informal data to the Human Resource and Instructional Department (required visits, anecdotal records, feedback to principals) regarding the participant's transition to the classroom. Questions specifically regarding iteach program satisfaction will be added to the New Teacher End of the Year survey. The school board will receive a report annually on the effectiveness of iteach.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate & Satisfaction

Both participant completion and satisfaction will be considered in the evaluation of the program. Surveys of both participants and school administrators will be conducted to determine the satisfaction with the program. Participants will be surveyed on their satisfaction with the overall logistics of the program, the learning expectations, their success with the learning outcomes, and their overall beliefs about their preparedness through the program. The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program participants is set as the minimum.

Division Level Satisfaction

School level administrators will be surveyed to determine their satisfaction with the growth and learning of the teachers who are participating in the program.

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for the program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review. The summary results, along with survey data and observational data, will be shared with the Superintendent. Additionally, data will be shared with the School Board each semester.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience
- TCVA 9002 – Teaching Elementary English Language Arts/Reading
- TCVA 9003 – Teaching Elementary Mathematics
- TCVA 9004 – Teaching Elementary Science
- TCVA 9005 – Teaching Elementary Social Studies

Additional courses will be offered in specific content areas for Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600 – Teaching Special Education
- TCVA 6601 – Special Education in the Community
- TCVA 6602 – Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603 – Transition Planning for Students with Disabilities

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge

- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix C).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix B.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students' views in order to understand their prior knowledge • **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom.

[Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

Describe the support provided to the teachers (mentors, coaches, induction programs, etc.). Section enhanced with District Input

Accomack County Public Schools offers a tiered-system of support to acclimate our iteach teachers new to teaching or the division. During the summer months as they prepare for their new role, our Division Mentor/Instructional Coach and teacher liaisons are in touch with each of the newly hired teachers answering questions and offering support. Voluntary paid Classroom Management and Classroom Instruction eCourses are offered to each teacher in preparation of their new role. A seven-day paid induction program in August; New Teacher Academy, is offered prior to their contracted start days. During this academy, new teachers complete on-boarding tasks and required modules for licensure, network with other new teachers and attend professional development from expert teachers in their content, subject or grade levels. Team building activities and exploration of social-economic situations are explored to familiarize teachers with our community and families they will teach.

Our tiered system of support continues as each school campus has a team of ambassadors that welcome the teachers and support with building information and questions. Mentor teachers are assigned to each iteach teacher and time will be allocated for them to meet, share ideas, plan instruction as well as examine and explore curriculum throughout the school year. The Division Mentor/Instructional Coach along with two Special Education Mentor/Instructional Coaches will visit each iteach teacher throughout the year and provide support and guidance as needed. Some teachers are involved in coaching cycles and specialized professional development to continue development in their roles. Monthly check-in meetings are held and professional learning communities tailored to support needs of teachers based on survey data. In addition, teachers are offered support from retired expert teachers in their fields as an additional layer of support. Release time from classrooms to visit other expert teachers to get a visual of strong management, procedures and routines, instructional delivery and classroom climate and engagement are also available to any teacher wishing to participate.

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial observation and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observation form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. Applicants must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I: Admission

- Bachelor's Degree from a regionally accredited institution

- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II: Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. Candidates will apply for a Provisional license through the VDOE as soon as they are eligible.

Transition Point III: Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Courses 5100-5200 • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

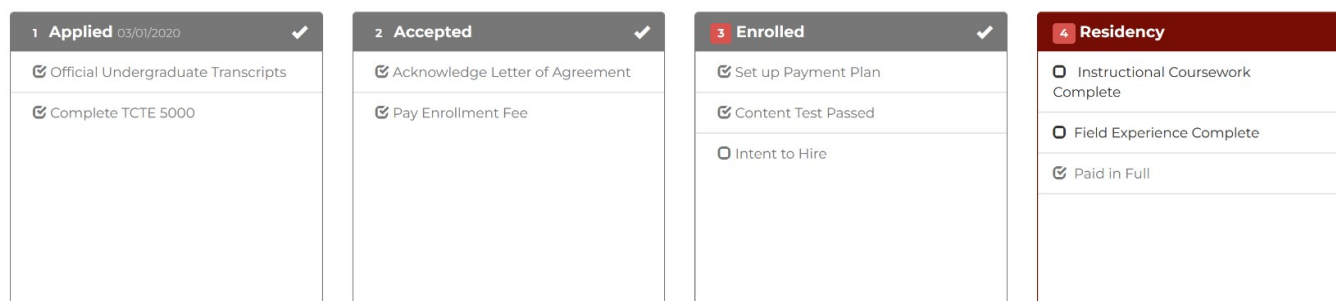
The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation

- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidate’s progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A, and CARE form, Appendix C.)

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in

the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000: Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course ideally, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1: Professional Knowledge Standard 7: Professionalism
TCVA 5100: Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development ideally completed prior to being eligible for initial licensure and employment.	Standard 5: Learning Environment
TCVA 5200: Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1: Professional Knowledge
TCVA 5300: Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2: Instructional Planning Standard 3: Instructional Delivery Standard 4: Assessment of and for Student Learning

TCVA 5400: Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5500: Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5600: Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice Standard 7: Professionalism
TCVA 5700: Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take Praxis II test as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix C).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form (CARE, Appendix C).

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, TCVA 5700; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the programs assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in TCVA 5300: Planning for Instruction and Assessment. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in TCVA 5300: Planning for Instruction and

Assessment and later becomes a required activity during the Residency, in TCVA 5700: Field Experience. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for TCVA 5700) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and

employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix H) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G), distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience, includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix G) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

Appendix

Appendix A	Master Syllabus
Appendix B	Curriculum Alignment
Appendix C	Classroom Appraisal and Report Evaluation (CARE)
Appendix D	Accreditation Letter
Appendix E	Intent to Hire form
Appendix F	Impact on Student Learning
Appendix G	Administrator Survey
Appendix H	Candidate Exit Survey



Master Syllabus

Purpose of Program Courses

The purpose of the iteach course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.

As a secondary purpose, this instruction is designed to help new teachers to develop needed competencies to succeed on state-mandated pedagogical exams.

Required Instructional Courses:

Course 5000	The Road to Certification - An Overview of Teaching
Course 5100	Learning Environments
Course 5200	Learner Development
Course 5300	Planning for Instruction and Assessment
Course 5400	Literacy, 21st Century Instruction, Pedagogical Content Knowledge
Course 5500	Learner Differences and Adaptations for Students with Disabilities
Course 5600	Diverse Populations, English Learners, Bilingual Learners

Required Additional Text

Learners in course 5600 are required to obtain and read one book:

- Hollie, S. (2011). Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Education.

Format

The program consists of self-paced, asynchronous online courses. There will be no face-to-face meetings during the courses.

Each course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- access to broadband Internet-enabled computer with
- either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for these courses); and
- the ability to play Flash video.

Guiding Learning Theory

The primary theory underlying the courses is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in the courses will strive to make knowledge that fits with the learning expectations for each course as described in this document.

Each course will also provide a series of projects designed to help the learner construct knowledge about the course content. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

The course sequence assumes little to no prior background knowledge about the field of teaching on the part of the learner, however, professional skills including graduate-level reading, writing, and analytical skills are expected, because completion of a bachelor’s degree is a prerequisite for program admission.

Grading Policy

Each course includes required reading and learning activities, assignments, and/or quizzes that allow the learner to demonstrate that he or she has mastered the content of that section. Quizzes are auto-graded. All quizzes, except the summative quiz in Course 5000, must be completed with a score of 80% or better. Because the material in Course 5000 is so critical to program success, each candidate must earn a score of 100% on that assessment before progressing to the next course, Course 5100.

Assignments: Emerging/Proficient demonstration of mastery is evident by a minimum score that varies by assignment. All assignment submissions are scored according to the assignment’s rubric and returned with instructor feedback and comments regardless of the score. Once an assignment is passed, resubmissions are not accepted. Rather, constructive feedback on how the assignment could have been improved may be generally applied to subsequent assignments.

Scores that represent less than the minimum criteria will be reviewed by the course instructor and returned with comments that should be addressed and implemented before submitting subsequent attempts for review. Three attempts to meet minimum criteria on assignments are auto-generated. Although likely less, instructors are permitted 3-4 days to grade and return assignments.

The learner must earn a course average score of “1.5” (representing Emerging+ competency) or better in order to progress into the next course. Because this is a competency-based program, the learner will not be able to move on to the next course until he or she successfully completes the course in which he or she is currently enrolled. Once a course is passed, progression into the next course updates overnight.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher’s role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher’s role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher’s role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).

0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher’s role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).
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Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the courses and improve subsequent course designs.

iteach Course 5100: Learning Environments

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the power of positive relationships to create a collaborative community of learners
- understand the relationship between high teacher expectations for student performance and scaffolding support.
- develop an understanding of characteristics of an exemplary teacher and personalize this development through the creation of a why and visionary statement, as well as a welcome letter;
- compare and contrast different classroom management protocols and thus, know and be able to express their philosophies of classroom management;
- be able to design a safe and collaborative classroom space plan;

- be 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); and
- recognize the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
3: The teacher will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	<ul style="list-style-type: none"> ● First Day Quiz ● Layout and Procedures Quiz ● Behavior Management Comparison & Class rules ● Classroom Management quiz ● FERPA Procedures ● Welcome letter
3(a) The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.	<ul style="list-style-type: none"> ● Why and Visionary Statement ● Behavior Management Comparison & Class rules ● Welcome letter ● Ethics Training
3(d) The teacher will manage the learning environment to engage learners actively.	<ul style="list-style-type: none"> ● First Day Quiz ● Behavior Management Comparison & Class rules ● FERPA Procedures

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	<ul style="list-style-type: none"> ● Welcome Letter ● Classroom Management Quiz ● Behavior Management Comparison & Class rules
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	<ul style="list-style-type: none"> ● Pre-planning quiz ● FERPA Procedures Assignment ● Ethics Training Quiz

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five modules:

- **Module 1: Pre-Planning**
- **Module 2: Classroom Management**
- **Module 3: Classroom Layout and Procedures**
- **Module 4: Preparing for the First Day**
- **Module 5: Legal and Ethical Issues**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 9 hours. The course sequence is:

Module	Assignments and Quizzes
1. Pre-Planning	<ul style="list-style-type: none"> ● Pre-Planning Quiz ● Teacher Why and Visionary Statement
2. Classroom Management	<ul style="list-style-type: none"> ● Classroom Management Quiz ● Behavior Management Comparison and Class Rules Assignment
3. Classroom Layout and Procedures	<ul style="list-style-type: none"> ● Layout and Procedures Quiz

4. Preparing for the First Day	<ul style="list-style-type: none"> ● First Day Quiz
5. Legal and Ethical Issues	<ul style="list-style-type: none"> ● Ethics Training Quiz ● FERPA Procedures Assignment
5. Cumulative Activity	<ul style="list-style-type: none"> ● Cumulative Assignment: Welcome Letter
5. End of Course	<ul style="list-style-type: none"> ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

In this course there are 5 auto-graded quizzes, 4 rubric graded assignments, and 1 survey.

Grading Policy

Assignment or Assessment	Grading Details
Pre-Planning Quiz	Must score 80% or better
Teacher Why and Visionary Statement	Must score 5 points or more
Classroom Management Quiz	Must score 80% or better
Behavior Management and Class Assignment	Must score 6 points or more
Layout and Procedures Quiz	Must score 80% or better
First Day Quiz	Must score 80% or better
Ethics Training Quiz	Must score 80% or better
FERPA Procedures Assignment	Must score 6 points or more
Cumulative Assignment: Letter to Parents	Must score 6 points or more
End of Course Survey	Completion. No score criteria.

iteach Course 5200: Learner Development

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- know and be able to describe the normal physical, cognitive, and social/emotional development of school-aged learners;
- know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism);
- understand the 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 through the creation an informal assessment tool for learning readiness;
- have developed a personal philosophy of teaching that incorporates major theories and demonstrates the value of the individual learner's development in the learning process, and
- distinguish the various levels of Bloom's taxonomy and be able to describe what learning looks like at each level.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	● Learner Development Quiz

<p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. The teacher will know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism).</p>	<ul style="list-style-type: none"> ● Educational Philosophy Quiz ● Culminating Course Project: Educational Theory & Philosophy
<p>1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.</p>	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into four sections:

- **Module 1: Stages of Learner Development**
- **Module 2: Educational Philosophy and Learning Theories**
- **Module 3: Factors Impacting Learning**
- **Module 4: Higher-Order Thinking and Bloom’s Taxonomy**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 11 and 12 hours. Therefore, the course timeline is as follows:

Module	Assignments and Quizzes
1. Stages of Learner Development	<ul style="list-style-type: none"> ● Learner Development Quiz
2. Educational Philosophy and Learning Theories	<ul style="list-style-type: none"> ● Educational Philosophy Quiz
3. Factors Impacting Learning	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
4. Higher-Order Thinking and Bloom's Taxonomy	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment ● Culminating Course Project: Educational Theory and Philosophy Essay ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Learner Development Quiz	13 out of 17 points
Educational Philosophy Quiz	6 out of 8 points
Factors Impacting Learning Quiz	5 out of 6 points
Learning Indicators Assignment	Minimum points: 5 points
Higher Order Thinking Quiz	Must score 80% or better
Bloom's Taxonomy Assignment	Must score 11 points or better
Culminating Course Project: Educational Theory and Philosophy End of Course Survey	Must score 6 points or better Completion. Unscored.

iteach Course 5300: Planning for Instruction and Assessment

Purpose of Course

The purpose of this instruction is to help pre-service and early service 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; and write their own learning objectives and lesson plans. This instruction will also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of

formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- write lesson objectives;
- design a lesson plan;
- recite research-based effective instructional practices;
- conduct a fair and helpful formative assessment;
- conduct a fair and valid summative assessment; and
- apply assessment results toward refinement and reteaching of lesson objectives.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>7.0 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>7.1 The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Formative & Summative Assessment Assignment ● Assessment and Data Analysis Quiz
<p>7.3 The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.0 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.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.1 The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.2 The teacher uses assessment to engage learners in their own growth.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into eight sections:

- **Module 1: Lesson Planning and Writing Objectives**
- **Module 2: Lesson Planning and the Lesson Cycle**
- **Module 3: Instructional Approaches**
- **Module 4: Overview of Assessment**
- **Module 5: Standardized Tests**
- **Module 6: Classroom Assessments (Formative and Summative)**
- **Module 7: Evaluation**
- **Module 8: Using Assessment Results-Planning, Feedback, and Reporting**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 5 and 6 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Overview of Lesson Planning and Writing Objectives	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment
2. Lesson Cycles	

3. Instructional Structures and Strategies	<ul style="list-style-type: none"> • High Yield Strategies Quiz • Planning Instruction Quiz • Lesson Plan Assignment
4. Overview of Assessment	
5. Standardized Testing	<ul style="list-style-type: none"> • Standardized Testing Assignment
6. Classroom Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Formative & Summative Assessment Assignment
7. Evaluation	<ul style="list-style-type: none"> • Evaluation Quiz
8. Using Assessment Results-Planning, Feedback, and Reporting	<ul style="list-style-type: none"> • Assessment and Data Analysis Quiz
8. Cumulative	<ul style="list-style-type: none"> • Summative Assignment: Lesson Plan & Assessment Plan • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Analyzing Objectives Learning Activity	Unscored

Writing Instructional Objectives Assignment	Minimum Score: 6 points
High Yield Strategies Quiz	3 out of 4 points
Planning Instruction Quiz	8 out of 11 points
Lesson Plan Assignment	Minimum Score: 11 points
Standardized Testing Assignment	Minimum Score: 5 points
Formative & Summative Assessment Assignment	Minimum Score: 5 points
Evaluation Quiz	4 out of 5 points

Assessment and Data Analysis Quiz	80%
Summative Assignment: Lesson Plan & Assessment Plan	Minimum Score: 9 points
End of Course Survey	Unscored

iteach Course 5400: Literacy, 21st Century Instruction, and Pedagogical Content Knowledge

Purpose

The purpose of this instruction is to help pre-service and early service teachers develop the 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems--that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the building blocks of literacy;
- distinguish between various approaches to literacy instruction (phonics and whole language);
- appreciate the critical role of literacy in each of the core content areas and know strategies to cultivate literacy in specific content areas and grade levels;
- understand the advantages and drawbacks of technology in the classroom and harness technology effectively to bolster instruction;
- describe the value of interdisciplinary instruction and recognize which disciplines integrate most closely with their content area of certification, and
- be able to identify and select content-appropriate instructional strategies.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>4.0 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● Selection of Class Technology Tool Assignment ● Engagement & Differentiation Quiz
<p>4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Literacy Instructional Strategies Assignment
<p>4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Pedagogical Content Knowledge Assignment ● Engagement & Differentiation Quiz
<p>5.0 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● ISTE Standards Reflection
<p>5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection

8.0 The teacher implements and engages learners in developing literacy and communication skills that support learning in the content area(s).	<ul style="list-style-type: none"> ● Building Blocks of Literacy Quiz ● Literacy Instructional Strategies Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

- **Module 1: Building Blocks of Literacy for K-6**
- **Module 2: Literacy in the 7-12 Classroom**
- **Module 3: Technology**
- **Module 4: Interdisciplinary Instruction**
- **Module 5: Pedagogical Content Knowledge**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Building Blocks of Literacy for K-6	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz
2. Literacy in the 7-12 Classroom	<ul style="list-style-type: none"> ● Literacy Instructional Strategies Assignment
3. Technology	<ul style="list-style-type: none"> ● Class Technology Tool Assignment ● ISTE Standards for Students: Reflection
4. Interdisciplinary Instruction	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment

5. Pedagogical Content Knowledge	<ul style="list-style-type: none"> • Engagement and Differentiation Quiz • Pedagogical Content Knowledge Assignment
Cumulative Assignment	<ul style="list-style-type: none"> • Cumulative Course Project: Class Technology Initiative Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Building Blocks of Literacy Quiz	Must score 80% or better
Literacy Instructional Strategies Assignment	Minimum Score: 6 points
Class Technology Tool Assignment	Minimum Score: 6 points
ISTE Standards for Students: Reflection	Minimum Score: 5 points
Interdisciplinary Lesson Plan Assignment	Minimum Score: 13 points
Engagement and Differentiation Quiz	Must score 80% or better
Pedagogical Content Knowledge Assignment	Minimum Score: 6 points
Cumulative Course Project: Class Technology Initiative Assignment	Minimum Score: 6 points
End of Course Survey	Unscored

iteach Course 5500: Learner Differences and Adaptation for Students with Disabilities

Purpose of this Course

The purpose of this instruction is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and

giftedness collectively influence learning and impact the teacher’s responsibility to the individual student.

As a secondary purpose, 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).

Learning Expectations

At the conclusion of this course, the standards of the Council for Exceptional Children (CEC) will have been addressed:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Practice
- Standard 7: Collaboration

Further, it is expected that learners will:

- describe the requirements of federal law for accommodating students with disabilities and learning differences in schools;
- 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 be in need of an IEP;
- understand options for accommodating learners who have an IEP in place; and
- recognize and serve the learning needs of gifted students in the mainstream classroom.
- create lesson plans that implement accommodations and modifications.
- complete Dyslexia Training

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● Preparing for the IEP Meeting Assignment ● Instructional Modifications & Accommodations Assignment ● Lesson Plan with Modifications/Accommodations
<p>1 The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Dyslexia Training & Certificate ● Instructional Modifications for Gifted Students Assignment
<p>Progressions 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Instructional Modifications for Gifted Students Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into six sections:

- Module 1: Special Education Laws and Protected Groups
- Module 2: Response to Intervention and the Individualized Education Program
- Module 3: Recognizing and Accommodating Students with a Range of Special Needs
- Module 4: Strategies Make a Difference in the Classroom
- Module 5: Professional Learning and Collaboration Module 6. Gifted Students

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 7 and 8 hours. Therefore, the course timeline is as follows:

Module	Quizzes and Assignments
1. Special Education Laws and Protected Groups	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Prevention Quiz
2. Response to Intervention and the Individualized Education Program	<ul style="list-style-type: none"> ● Preparing for an IEP Meeting Assignment
3. Recognizing and Accommodating Students with a Range of Special Needs	<ul style="list-style-type: none"> ● Instructional Modifications and Accommodations Assignment ● Dyslexia Training and Certificate
4. Strategies Make a Difference in the Classroom	(Cumulative)
5. Professional Learning and Collaboration	(Cumulative)
6. Gifted Students	<ul style="list-style-type: none"> ● Instructional Modifications for Gifted Students Assignment
6. Cumulative Assignment	<ul style="list-style-type: none"> ● Lesson Plan with Modifications/Accommodations Assignment ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> ● Special Education & Drug Abuse Prevention Quiz 	Must score 80% or better
<ul style="list-style-type: none"> ● Preparing for the IEP Meeting 	Minimum of 8 points
<ul style="list-style-type: none"> ● Instructional Modifications and Accommodations Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> ● Dyslexia Training and Certificate 	Certificate of Completion
<ul style="list-style-type: none"> ● Instructional Modifications for Gifted Students Assignment 	Minimum of 9 points

<ul style="list-style-type: none"> ● Lesson Plan with Modifications/Accommodations Assignment 	Minimum of 8 points
<ul style="list-style-type: none"> ● End of Course Survey 	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> ● Extraordinary initiative in completing the learning activity ● The work fully responds to all parts of the activity prompt. ● The work is thoughtful and shows exceptional insight into the teacher’s role in the learning process. ● The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> ● The work fully responds to all parts of the activity prompt. ● The work shows insight into the teacher’s role in the learning process. ● The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> ● The work responds to the activity prompt. ● The work gives consideration to the teacher’s role in the learning process. ● The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher’s role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5600: Diverse Student Populations, English Language Learners and Bilingual Students

Purpose of this Course

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).

Additional Required Materials

In addition to the technology required for all courses in the iteach program, this course requires additional outside reading material.

Candidates are required to obtain:

Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- Read and implement knowledge and strategies from the course text into assignments.
- appreciate the value and challenges of cultural differences in the classroom;
- understand and know how to implement Culturally and Linguistically Responsive Teaching and Learning in the classroom and in learning experiences
- understand the teacher's responsibility to ELs; and the supports local districts provide for services
- support simultaneous language acquisition and content learning for ELs.
- learn how best to support LGBTQ students

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

VIRGINIA DEPARTMENT OF EDUCATION

State Mandated Teacher Trainings

Virginia candidates are required to complete four state mandated trainings to seek initial licensure. The completion certificates for these trainings will be uploaded in an assignment in module 3, at the end of this course.

General information may be located here: <https://doe.virginia.gov/teaching/licensure/>

All trainings are included via the web addresses below except the Emergency First Aid, CPT & AED training. The Virginia DOE suggests using approved training provided by the American Heart Association or the American Red Cross to meet this requirement.

Child Abuse and Recognition Training

https://doe.virginia.gov/teaching/licensure/child_abuse_training.shtml

Emergency First Aid, CPR & AED

https://doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Dyslexia Awareness Training Module

<https://doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>

Behavior Intervention and Support Training <https://cieesodu.org/initiatives/restraint-and-seclusion/>

Cultural Competency Training (Effective July 1, 2023) [Cultural Competency Training](#)

At the end of this course:

Objectives	Evidence
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none">● CLR Quiz● CLR Lesson Plan● Book Report Assignment● Serving LGBTQ Students Assignment● Theory of Teaching Essay Assignment

<p>Progression for Standards 1 & 2: 1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Accommodations for ELLs Assignment ● ELL Training Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Serving LGBTQ Students Assignment ● Accommodations for ELLs Assignment ● Theory of Teaching Essay Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into three sections:

- **Module 1:** Culturally Responsive Teaching and Learning
- **Module 2:** Bilingual and ESL Program Models and Introduction to Teaching English Learners
- **Module 3:** Emerging Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 15 hours. In this course, there are 2 quizzes and 6 assignments. The course sequence is as follows:

Module	Quizzes and Assignments
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1. Culturally & Linguistically Responsive (CLR) Teaching and Learning	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● CLR Book Report & Reflection
2. Bilingual & ESL Program Models & Introduction to Teaching Strategies for Second Language Learners	<ul style="list-style-type: none"> ● ELL Training Assignment ● Referral Process and Meeting English Learner's Needs Assignment ● Teaching English Learners Quiz ● Accommodations for English Learners Assignment
3. Emerging Issues	<ul style="list-style-type: none"> ● Serving LGBTQ Students Assignment
Cumulative	<ul style="list-style-type: none"> ● Theory of Teaching Essay Assignment ● Trainings & End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Score Minimum Criteria
CLR Quiz	Minimum Criteria: At least 80%
CLR Lesson Plan	Minimum of 9 points
CLR Book Report & Reflection	Minimum of 8 points
ELL Training Assignment	Minimum of 5 points
Referral Process and Meeting English Learner's Needs	Minimum of 5 points
Teaching English Learners Quiz	Minimum Criteria: At least 80%
Accommodations for English Learners Assignment	Minimum of 8 points
Serving LGBTQ Students Assignment	Minimum of 8 points
Theory of Teaching Essay Assignment	Minimum of 9 points
Trainings & End of Course Survey	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> ● Extraordinary initiative in completing the learning activity ● The work fully responds to all parts of the activity prompt. ● The work is thoughtful and shows exceptional insight into the teacher’s role in the learning process. ● The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> ● The work fully responds to all parts of the activity prompt. ● The work shows insight into the teacher’s role in the learning process. ● The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> ● The work responds to the activity prompt. ● The work gives consideration to the teacher’s role in the learning process. ● The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher’s role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5700: Field Experience

Purpose of Course

The purpose of this course is for the teacher to apply knowledge and skills in a 4 semester credit hour (minimum of 560 classroom hours of field based experience) residency course. During this field based experience, theoretical approaches, screening/identification, educational placement considerations will be addressed.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate dispositions of highly effective teacher.
- reflect on their own strengths and growth opportunities with regard to these dispositions.
- demonstrate the highest standards of ethical behavior;
- work as an effective team member, including understanding horizontal and vertical alignment and the role of school team in alignment of curriculum;
- display effective classroom teaching • cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Observation by Field Supervisor Reflection Impact on Student Learning Reflection CARE Form
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Observation by Field Supervisor Reflection CARE Form
1.2 The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Impact on Student Learning Reflection CARE Form

1.3 The teacher incorporates content knowledge in the delivery of course content	CARE Form
1.4 The teacher demonstrates the ability to implement curricular modifications and strategies into instruction.	Impact on Student Learning Reflection CARE Form

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

In this field-based course, candidates will have the opportunity to demonstrate mastery of learning objectives of this course at different times during the Residency placement, depending on the individual placement. Therefore, to ensure progress toward mastery, candidates will be observed and evaluated on progress toward these objectives using a classroom Appraisal Report and Evaluation (CARE) form a minimum of three times during the Residency period (minimum of 30 weeks or 900 contact hours). Additionally, candidates will be required to complete two Reflections on their Residency placement; they are intended to be completed sequentially.

- Reflection 1: Observation by Field Supervisor**
- Reflection 2: Impact on Student Learning Reflection**

Grading Policy

Assignment or Evaluation	Grading Details
Observation by Field Supervisor Reflection	1-4 scale
Impact on Student Learning Reflection	1-4 scale
CARE Form (minimum 3)	1-4 scale

Time spent with students is precious and does not provide opportunities for retakes. Therefore, as the culminating experience of the iteach program, assignments in this course may not be resubmitted. The candidate’s score on each assigned reflection, as well as his or her performance during each CARE evaluation in the classroom, will be considered holistically in evaluating the candidate’s Residency experience as

“Successful” or “Unsuccessful.” Candidates should aim to earn scores of “3— Proficient” and “4— Exemplary” on all assignments, but the candidate’s professional improvement during the Residency period will also be considered.

Sources

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Solomon, G, (2003). Project-based learning: A primer. *Technology and Learning*, 23(6), 20-30.
Retrieved from <http://libproxy.library.unt.edu:2055/docview/212095605>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

iteach Course 6600: Teaching Special Education

Purpose of Course

The purpose of this instruction is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Learners will also be required to complete a series of online assignments and assessments, in addition to face-to-face evaluation via the Content Specific Classroom Assessment Report and Evaluation form (CCARE), during the program Residency.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guiding Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the federal guidelines for special education students
- understand the Response to Intervention (RTI) and the role of the Campus and Special Education teacher
- understand special education eligibility and how it will affect the learning process
- understand and analyze special education law and role of school community, special education, general education and families
- understand all types of special education populations and how each affect the school community
- understand and analyze the process and the impact on the school community for special education students to engage their learning experience in the least restrictive environment

Goals and Objectives

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Outline Essay Due Process Definitions Mini Assessments
1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Outline Essay Mini Assessments Outline
2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments

3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Essay Topic Mini Assessments
4.1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Case Study Essay Topic Outline Mini Assessments
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Study Essay Outline Mini Assessments
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- **Module 1:** Federal Governance
- **Module 2:** Response to Intervention
- **Module 3:** Eligibility
- **Module 4:** Special Education Law
- **Module 5:** Special Populations
- **Module 6:** Least Restrictive Environment

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 7-8 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Federal Governance	Case Study Essay Topic

2. Response to Intervention	Mini Assessment
3. Eligibility	Case Study Outline
4. Special Education Law	Case Study Due Process Definitions
5. Special Population	Case Study Essay Topic
6. Least Restrictive Environment	Case Study Mini Assessment

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Because the best measure of a teachers occurs in the classroom, the Content Specific Classroom Assessment Report and Evaluation form (CCARE), completed by the Field Supervisor during the candidate’s Residency, is also used by the program to evaluate applied knowledge learned during this course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section. This sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Assignment or Assessment	Grading Details
Essay on Changing Sp. Ed. Law	1-3 scale; minimum score “1”
Mini Assessment on RTI	Must score 80% or better
Outline of Sp. Ed. Eligibility	1-3 scale; minimum score “1”
Definitions for Due Process	1-3 scale; minimum score “1”
Essay about Special Populations	1-3 scale; minimum score “1”
Mini Assessment on Least Restrictive Env.	Must score 80% or better
Case Study Examples	1-3 scale; minimum score “1”
All Course Assignments	At least minimum score

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

iteach Course 6601: Special Education in the School Community

Purpose of Course

The purpose of this instruction is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall aspect of special education students in the school community allow future educators the

understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Expectations:

At the conclusion of this course, it is expected that learners will:

- understand the importance of PLAAFP's and how they drive a student's IEP.
- understand needs of students and how to properly create appropriate and measurable IEP goals.
- understand the importance and legal requirements for transition planning.
- understand the difference between accommodations and modifications and how to implement.
- understand all assisted technology and related services for special education students.
- understand all support services and teaching strategies for special education students.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Goals and Objectives:

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Scenarios Transition IEP Writing Essay Topic Lesson Planning
1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments Essay Topic Lesson Planning

3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies Mini Assessments Essay Topic Lesson Planning

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- Module 1: Present Levels of Academic Achievement and Functional Performance
- Module 2: IEP Goal Writing
- Module 3: Transition
- Module 4: Accommodations/Modifications
- Module 5: Assistive Technology and Related Services
- Module 6: Special Education Support Services

Although instruction is self-paced, it is intended to be equivalent to approximately 36 seat/contact hours, with each section of study requiring approximately 6 hours.

Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Present Levels of Academic Achievement and Functional Performance	Case Study PLAAFP Scenarios PLAAFP Writing
2. IEP Goal Writing	Case Study Mini Assessment

3. Transition	Case Study Transition Goal Writing Activity
4. Accommodations/Modifications	Case Study Assessment
5. Assistive Technology and Related Services	Case Study Essay
6. Special Education Support Services	Case Study Mini Assessment Lesson Planning

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section.

These sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must must be completed with a score of 80% or better, in order to successfully complete the course.

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher’s role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher’s role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher’s role in the learning process.

0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.
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Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own. While the use of outside resources is encouraged, cheating and plagiarism is forbidden.

Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

In development stage:

TCVA6602: Methods for Teaching Students with Severe and Profound Disabilities

TCVA 6603: Transition Planning for Students with Disabilities

Appendix B

Curriculum Alignment

The alignment of the iteachVIRGINIA curriculum and the competencies of the elementary education and special education content areas are provided to illustrate that the candidates completing the Elementary education program, or the Special Education program demonstrate the identified state content area competencies.

VIRGINIA DEPARTMENT OF EDUCATION

PROGRAM STATUS MATRIX REVIEW

PROFESSIONAL STUDIES REQUIREMENTS for

Early/Primary Education, Elementary Education and Middle Education Endorsements.

8VAC20-543-90

Endorsement Competencies	Courses and Experiences
<i>PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements</i>	

<p>1. Human development and learning (birth through adolescence</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</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 TCVA 5200 and TCVA 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual</p>
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in guiding learning experiences and relating meaningfully to students.

- b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related 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.

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.

- b. TCVA 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.

In TCVA 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>TCVA 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.</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>TCVA 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>
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2. Curriculum and instruction

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

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

a.

1. In TCVA 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 model best suited to the learning task; including appropriate technologies and media in writing their own learning objectives and lesson plans.

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.

TCVA 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, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

In TCVA 5400, teachers are introduced to the International Society for Technology

Education (ISTE) as the essential role of

	<p>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 TCVA 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 TCVA 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 TCVA 5500, the teacher learns to use understanding of individual differences and diverse cultures and communities to ensure</p>
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	<p>inclusive learning environments they enable each learner to meet high standards. Including</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>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 TCVA 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 TCVA 6005, teachers examine their own culture 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 TCVA 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. TCVA 5400, focuses on the importance of family engagement in ways to promote</p>
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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

children's language and literacy development. Current articles in *The*

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 FourYear-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.

Reading Teacher, 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.

The importance of family communication is displayed through the Teaching Channel videos that deepen collaborative engagement with colleagues, learners, and learners' families. Written communication projects throughout courses displays a deeper understanding.

Early childhood development iteach curriculum focuses on 1. Approaches to Play and Learning, (TCVA 5100) 2. Social and Emotional development, (TCVA 5100 & TCVA 5200) 3. Communication, Language and Literacy Development, (TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004) 4. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and 5. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600). In TCVA 5200, the teacher is introduced to normal physical, cognitive, and

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<p>6. 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>7. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p>	<p>social/emotional development if school aged children beginning at age four.</p> <p>6. In TCVA 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 TCVA 5400 and TCVA 6004, the teacher examines best practices for 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> <ul style="list-style-type: none"> a. Approaches to Play and Learning, (TCVA 5100, TCVA 5200, TCVA 5300, TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004)) b. Social and Emotional development, (TCVA 5100 & TCVA 5200) c. Communication, Language and Literacy Development, (TCVA 5400,
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<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>TCVA 5500, TCVA 5600 & TCVA 6004)</p> <p>d. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and</p> <p>e. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600).</p> <p>8. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ol style="list-style-type: none"> a. Child Abuse and Recognition Training b. Emergency First Aid, CPR & AED c. Dyslexia Awareness Training Module d. Behavior Intervention and Support Training
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b. Middle education 6-8 curriculum and instruction

1. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in disciplinespecific methodology; varied and effective methods of communication with and among students; selection and use of

b.

1. In TCVA 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

materials, including media and contemporary technologies; and evaluation of pupil performance.

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 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.

TCVA 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 rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<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>2. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 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 TCVA 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>TCVA 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 TCVA 5300, the teacher is prepared for state testing such as, Virginia Standards of</p>
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	<p>Learning, by using a variety of instructional strategies to encourage learners to develop a</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>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 c TCVA 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. TCVA 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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3. Classroom and behavior management

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.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning

<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>environments that enable each learner to meet high standards.</p> <p>TCVA 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. TCVA 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 TCVA 5100, the teachers engage in designing a safe and collaborative classroom based on research.</p>
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e. The link between classroom management and students' ages shall be understood and demonstrated in techniques used in the classroom.

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.

4. Assessment of and for learning

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

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 TCVA 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.

In TCVA 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. 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.

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 feedback to engage learners in their own growth and goal setting.

c. TCVA 5300 offers a thorough 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 TCVA 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>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>In the Field Experience TCVA 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> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>5. Foundations of education and the teaching profession</p>	
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- 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.

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

In TCVA 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.

- b. TCVA 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 TCVA 5600 the teacher will conduct research on the legal landscape and

<p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>determine the legal ramifications of the teaching profession.</p> <p>c. TCVA 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 TCVA 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, TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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6. Language and literacy

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.

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,

iteach is committed to the belief that every child can become an able reader and a critical thinker for a lifetime of learning.

- a.
 1. In TCVA 5400, the teacher is taught researchbased 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 preskills assessments to determine students' developmental needs.

 2. TCVA 5400, reading and writing instruction focus on research-based instruction including:

	<p>phonemic & phonological awareness, concept of print, comprehension, oral reading accusation,</p>
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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 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.

word recognition, vocabulary, comprehension, and fluency.

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.

TCVA 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. TCVA 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

	<p>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 the "Writing Process" by observing writing workshop in the primary grades with Teaching Channel videos.</p>
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b. Middle education - language acquisition and reading development

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.

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.

b.

1. TCVA 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.

In TCVA 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.

2. TCVA 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.

Additionally, in TCVA 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

	<p>she teaches and creates learning experiences that make these</p>
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Supervised clinical experiences

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.

aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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.

All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters.

The teacher will work closely with a Field Supervisor who will complete three classroom observation during the two-semester placement.

PROGRAM STATUS MATRIX REVIEW

**2018 PROFESSIONAL STUDIES REQUIREMENTS for PREK-12 ENDORSEMENTS, SECONDARY GRADES 6-12
ENDORSEMENTS**

8VAC20-543-140

<p align="center">Endorsement Competencies</p>	<p align="center">Courses and Experiences <i>The response must be written. References to course numbers is not accepted for the only response.</i></p>
<p>1. Human development and learning (birth through adolescence):</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</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 TCVA 5200 and TCVA 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. CVA 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</p>

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 childhood experiences; and family disruptions.

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 as way to increase learning through a Growth Mindset and setting high standards for all students.

In TCVA 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.

TCVA 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).

TCVA 5600, develops a deep understanding of Culturally and Linguistically Responsive Teaching and Learning. Teachers will appreciate the value and challenges of

	<p>cultural differences in the classroom, as well as understand and know how to support simultaneous</p>
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	<p>language acquisition and content learning for Els, how to best support LGBTQ and the support local districts provide for services.</p>
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<p>Curriculum and instruction:</p> <p>2.</p> <p>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;</p> <p>a.</p> <p>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.</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. In TCVA 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 these strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</p>
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<p>b. 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>TCVA 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>b. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 5700. In study groups or in online venues, the teachers consistently display the best practices associated with effective online learning.</p>
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<ul style="list-style-type: none"> 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. d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments. 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. 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. 	<ul style="list-style-type: none"> c. To ensure, the teacher demonstrates the competency of culturally and linguistically diverse learners, in TCVA 5200, the teacher understands and demonstrates learning theory, human development, cultural diversity, and individual differences and how they impact ongoing planning and learning. d. In TCVA 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. 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. f. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure. <ul style="list-style-type: none"> 1. Child Abuse and Recognition Training 2. Emergency First Aid, CPR & AED 3. Dyslexia Awareness Training Module
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	<p>4. Behavior Intervention and Support Training</p>
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g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

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.

g. TCVA 5400 and TCVA 6005 curriculum and instruction are addressed for middle school and secondary grades. TCVA 5400, offers Literacy and content courses specific to grades K6 building blocks of literacy distinguishing between a various approach to instruction (phonics, comprehension, fluency, and writing).

Additionally, TCVA 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. Assignments throughout the iteach 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

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

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

without bias. These concepts are introduced and explored in TCVA 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.

TCVA 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. TCVA 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>assessment data to make decisions about how to improve instruction and student performance.</p> <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>The thorough knowledge of assessment is demonstrated in the Cumulative Course Project in TCVA 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 TCVA 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> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>4. Foundations of education and the teaching profession:</p>	
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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.

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

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

In TCVA 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. TCVA 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.

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

d. TCVA 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

	<p>(FERPA); Teaching Channel videos provide Ethical teacher expectations.</p> <p>In an assignment in TCVA 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>e. In the Introductory TCVA 5000, mastery knowledge of the Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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<p>5. Classroom and behavior management:</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>a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.</p> <p>TCVA 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>
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	<p>Through an understanding of “Community Engagement,” the teacher becomes committed to working with learners, colleagues, families, and</p>
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<p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.</p>	<p>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>TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>TCVA 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>
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c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

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.

c. TCVA 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.

d. In TCVA 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.

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.

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

- a. TCVA 5400, the teacher moves from the basic knowledge of literacy instruction in PreK -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 TCVA 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

<p>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.</p> <p>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.</p>	<p>improve comprehension and develop a love of reading.</p> <p>1. In TCVA 5500, the teacher is exposed to the unique needs of the special needs students 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.</p> <p>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.</p> <p>2. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept</p>
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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.

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. TCVA 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.

TCVA 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.
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<p>7. Supervised clinical experience.</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.</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 endorsement is sought. One year of successful fulltime 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</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>
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building to assist a beginning teacher employed through the alternate route.

8VAC20-543-500. Special education general curriculum K-12.

The iteachVIRGINIA program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in [8VAC40-543-140](#), including reading and language acquisition.

<p>1. Foundations: Characteristics, legal, and medical aspects</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their</p>	<p>Addressed and mastery demonstrated in course 5200. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

relationship to the various disabilities;	
(4) Medical aspects of disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Educational implications of the various disabilities; and	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.	Addressed and mastery demonstrated in course 6600/5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:	The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.
(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.6600

<p>Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	
<p>(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600/5500</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>6600</p>
<p>2. Assessments and evaluation</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web</p>

	based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.
a. Ethical issues and responsibilities in the assessment of individuals with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Procedures for screening, prereferral, referral, and eligibility determinations;	Addressed and mastery demonstrated in course 6601/ 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.

g. Knowledge of the Virginia Accountability System, assessment options, and procedures for	Addressed and mastery demonstrated in course 5530.
participation for students with disabilities.	Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>
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<p>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>b. Address diverse approaches to classroom organization and set-up based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>c. Provide positive behavioral supports; and</p>	<p>5 Addressed and mastery demonstrated in course 6500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration</p> <p>a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400.</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5003</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with coplanning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Understanding the roles and responsibilities of each member of the collaborative team; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Training, managing, and monitoring paraprofessionals;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Involvement of families in the education of their children with disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Understanding the standards of professionalism;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Cooperating with community agencies and other resource providers; and</p>	<p>Addressed and mastery demonstrated in course 6603/5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>f. Models and strategies for promoting students' self-advocacy skills.</p>	<p>Addressed and mastery demonstrated in course 66603/5300.</p>
<p><i>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</i></p>	
<p>1. Characteristics.</p>	
<p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</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>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, as described by Solomon (2003) and others.</p> <p>Additionally, 5300, focuses on individual differences and their impact on student ability to learn. Factors (including motivation, selfconcept, intelligence, prior knowledge, environment, and personal interpretation) that contribute to learners’ readiness to learn and recognize whether students are ready to learn through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.</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 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 status, attention deficit disorders, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.</p>
(1) Autism spectrum disorder;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(2) Deaf-blindness;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(3) Developmental delay;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(4) Emotional disability;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(5) Hearing impairment, including deaf and hard of hearing;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(6) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Learning disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(9) Orthopedic impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(10) Other health impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(11) Speech-language impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(12) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(13) Visual impairment, including blindness.	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	

(1) Age-span and developmental issues;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.500/6600</p>
(2) Levels of severity;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600</p>
(3) Cognitive functioning;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600</p>
(4) Language development;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(5) Emotional and behavioral adjustment;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(6) Social development;	<p>5ddressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(7) Medical aspects; and	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(8) Cultural, ethnic, and socioeconomic factors.	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>2. Individualized education program development and implementation.</p>	<p>In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP;</p>
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	<p>Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.</p>
<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development, including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.5700</p>

<p>(2) Make decisions about student progress, instruction, program, accommodations, placement, teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs 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.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading, and reading and writing across content areas;</p>	<p>Addressed and mastery demonstrated in Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences; and</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5300/6601</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading and writing at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development 5</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

(5) Design alternative ways to teach content material including modifying curriculum in both	Addressed and mastery demonstrated in course 6601.
directive and nondirective methodologies;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Instructional strategies for mathematics.	
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:	Teaching Elementary Math course 9003
a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>b. Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking, mathematics vocabulary, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 9003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the</p>	<p>Addressed and mastery demonstrated in courses 5400/5500/6602.</p>

<p>elementary, middle, and secondary levels;</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction in mathematics at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Teaching Elementary Math course 9003</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in courses 5200/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5200</p>
<p>(5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;</p>	<p>Addressed and mastery demonstrated in courses 5500/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Use assistive and instructional technology in order to access the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700.
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Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.	Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.
a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(1) Coordinate service delivery with general educators, related service providers, and other providers;	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and;	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development

<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Knowledge of person-centered planning strategies to promote student involvement in planning; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(1) Assess social skill strengths and needs; and	Addressed and mastery demonstrated in course 6603.

	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Plan and use specialized social skills strategies.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
g. Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development

<p>7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Addressed and mastery demonstrated in course 5400 and Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.</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.</p>

VAC20-543-460. Special education adapted curriculum K-12.

The iteachVIRGNIA program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The program shall ensure that the candidate has demonstrated the following competencies:

A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:

1. Foundations. Characteristics, legal, and medical aspects.

The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

a. Knowledge of the foundation for educating students with disabilities, including:	6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.

in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;	
(3) Normal patterns of development, such as physical, psychomotor, cognitive, linguistic, social, and emotional development and their relationship to the various disabilities;	Addressed and mastery demonstrated in course 5200. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Medical aspects of disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Educational implications of the various disabilities; and	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.	Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>
<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	
<p>(2) Current regulations governing special education, including individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools; and</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>2. Assessments and evaluation.</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct</p>
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	<p>application for current and future classrooms.</p>
<p>a. Ethical issues and responsibilities in the assessment of individuals with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Procedures for screening, prereferral, referral, and eligibility determinations;</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterionreferenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Provide positive behavioral supports; and</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration.</p> <p>Skills in consultation, case management, and collaboration, including and</p> <p>(a) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Virginia Standards of Learning, structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with coplanning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Understanding of the roles and responsibilities of each member of the collaborative team; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Training, managing, and monitoring paraprofessionals;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Involving of families in the education of their children with disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. Understanding the standards of professionalism;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Cooperating with community agencies and other resource providers; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Models and strategies for promoting students' self-advocacy skills.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The	

candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an

appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

<p>1. Characteristics.</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>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, as described by Solomon (2003) and others.</p> <p>Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.</p> <p>In 5400, the teacher is led to understand and demonstrate the strengths and needs of individual learners. How to identify and select contentappropriate 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.</p> <p>Course 5500, teachers learn how students’</p>
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	<p>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.</p>
<p>a. Demonstrate knowledge of the definitions; characteristics, including medical and health conditions; and learning and behavioral support needs of students with disabilities (K-12) whose cognitive impairments or adaptive skills require adaptations to the general curriculum and whose functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including students with:</p>	<p>The purpose of the instruction in course 5500 is to help pre-service and early service teachers learn about how students’ differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher’s responsibility to the individual student.</p>
<p>(1) Autism spectrum disorders;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Developmental delay;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Intellectual disability;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Traumatic brain injury; and</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(5) Multiple disabilities, including sensory, deaf-blindness, speechlanguage, orthopedic and other health impairments as an additional disability	Addressed and mastery demonstrated in course 5500/6600.
to those referenced in subdivision 1 a of this subsection.	Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Medical needs, sensory needs, and position and handling needs of children with multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Speech and language development and communication and impact on educational, behavioral, and social interactions;	Addressed and mastery demonstrated in course 5400/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Impact of disability on selfdetermination and self-advocacy skills; and	Addressed and mastery demonstrated in course 6003. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
2. Individualized education program (IEP) development and implementation.	In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP; Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.

<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Make decisions about student progress, instruction, program, modifications, adaptations, placement, teaching methodology, and transitional services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Be able to write educationally relevant IEP goals and objectives that address self-care and self-management of student physical, sensory, and medical needs that also enhance academic success in the adapted curriculum.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs learners and how to plan instruction that is responsive to these strengths and needs. This knowledge is evidenced through a written assignment</p>
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	<p>as well as lesson planning. Emphasis is given to culturally relevant curriculum.</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 rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on grade level content standards;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as those found in the professional studies requirements in 8VAC40-543-140. Skills in this area include phonemic and other phonological awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies and writing, as well as the ability to foster appreciation of a variety of literature and independent reading; and reading and writing across the content areas;</p>	<p>Addressed and mastery demonstrated in course Literacy.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Foundational knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics including mathematical concepts, mathematical thinking, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Implement a blended curriculum that includes teaching academic skills using the aligned Virginia Standards of Learning and incorporating functional and essential life skills into instruction;</p>	<p>Addressed and mastery demonstrated in course 5300/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading, writing and mathematics at appropriate developmental and grade level in a cumulative manner to students with disabilities accessing the general education curriculum through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Conduct and analyze results of functional behavior assessment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(5) Implement behavioral intervention plans incorporating positive behavioral supports;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Design alternative ways to teach content material including modifying and adapting the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(8) Develop appropriate transition between grade levels, setting, and environments;</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(9) Use assistive and instructional technology, including augmentative and alternative communication methods and systems;</p>	<p>5 Addressed and mastery demonstrated in course 5700</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(10) Implement and evaluate group management technique and individual interventions that teach and maintain emotional, behavioral, and social skills;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(11) Implement and monitor IEP specified modifications and adaptations within the general education classroom; and</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(12) Integrate students in the community through collaboration with community service systems.</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

4. Individualized supports and specialized care of students with significant disabilities.	
a. An understanding and application of service delivery for students with significant disabilities and their unique care needs, including the ability to identify the physical, sensory, and health and medical needs of students with significant disabilities and understand how these needs impact the educational program including:	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(1) Understanding of typical physical development of children and application of this knowledge in developing learning experiences for students with significant disabilities;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Basic understanding of the most common medical diagnoses associated with students with significant disabilities and the impact on their functioning in school and community settings;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(3) Understanding of the role muscle tone plays in the positioning and handling of students and familiarity with common positioning equipment used in the classroom; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(4) Understanding of alternative and augmentative communication systems and the ability to identify an appropriate communication system based on the needs of the student.	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
b. Understanding of the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service request.	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development

<p>c. Ability to develop lesson plans that blend and incorporate the academic, functional, and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
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<p>5. Transitioning.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
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<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, and selfdetermination to include goal setting, decision-making, problem-solving, self-awareness and self-advocacy, guardianship, and other legal considerations.</p>	<p>In the course 6003, the teacher candidate will develop the ability to be an advocate for the special needs during the transition phase.</p> <p>This course is currently under development. The course can be submitted prior to implementation.</p>
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<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
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<p>(1) Coordinate service delivery with general educators including career and technical educators and school counselors, related services providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
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<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators to include the understanding of consent to share information, including confidentiality and disability disclosure.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world, including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, community independent living, and waivers.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>e. Knowledge of person-centered planning strategies to promote student involvement in planning.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>f. Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>g. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	
<p>(1) Assesses social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Plans and uses specialized social skills strategies.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>h. Knowledge of use and implementation of vocational assessments to encourage and support students' advocacy and selfdetermination skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>i. Knowledge of legal issues surrounding age of majority and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>j. Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority, and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400</p>
<p>7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Addressed and mastery demonstrated in course 5400/6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400/6602</p>
<p><i>C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.</i></p>	<p>All iteach candidates will be hired as the teacher of record 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 (Secondary, Special Ed) of the endorsement for which they are seeking.</p>

278VAC20-543-120: Elementary Education PreK-6

The iteachVIRGINIA program in elementary education PreK-6 requires that the candidate demonstrate competency in the follow areas:

Competencies	iteach Courses
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<p>1. Methods</p>	<p>Professional Courses</p> <p>The purpose of the iteach Professional course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.</p> <ul style="list-style-type: none"> • TCVA 5100: Learning Environments • TCVA 5200: Learner Development • TCVA 5300: Planning for Instruction and Assessment • TCVA 5400: Literacy, 21st Century Instruction, Pedagogical Content Knowledge • TCVA 5500: Learner Differences and Adaptations for Students with Disabilities • TCVA 5600: Diverse Populations, English Learners, and Bilingual Learners <p>Literacy Courses</p> <p>The purpose of the iteach Literacy courses is to prepare pre-service and early service teachers to develop a deep understanding of the science of teaching reading and the research-based instructional practices used to teach reading and writing in the K-3 & 4-8 classroom.</p> <ul style="list-style-type: none"> • TCVA 6004: Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005: Critical Reading and Writing Instruction <p>Methods Courses</p> <p>The purpose of the iteach Methods courses is to equip new teachers with the knowledge and skills to craft and implement engaging learning experiences for students. Embedded and guided by content standards, the courses leverage critical and creative thinking as well as differentiation, assessment, and multi-disciplinary connections. Methodology and content knowledge combine to ensure students are able to access the curriculum in a meaningful way that yields mastery.</p> <ul style="list-style-type: none"> • CCVA 9002: Teaching Elementary English • CCVA 9003: Teaching Elementary Math
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	<ul style="list-style-type: none"> • CCVA 9004: Teaching Elementary Science • CCVA 9005: Teaching Elementary Social Studies
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;	<p>The instructional courses TCVA 5100-5600 and Methods courses CCVA 9002-9005 align with Virginia's Foundations Blocks of Learning: Comprehension Standards for four-year olds recognizing the value of early education as laying the foundation for future academic success. Virginia Standards of Learning are introduced in course TCVA 5300 and candidates are required to create lessons using the Virginia SOL standards.</p> <p>Courses CCVA 9002-9005 provide content specific knowledge in the areas of English, mathematics, history, and social science, science, and computer technology.</p>
b. Understanding of current research on the brain, its role in learning, and implications for instruction;	<p>In course TCVA 5200, pre-service and early service teachers learn about student development and research on the brain, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's Taxonomy.</p>
c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;	<p>Course TCVA 5300 focuses on lesson planning using common models that differentiate between various instructional models integrating all subjects selecting the model best suited for the learning task into lesson planning. This instructional course will also equip preservice and early service teachers to develop deep understanding of all content areas, make connections across content, and apply content knowledge in meaningful ways.</p> <p>In TCVA 5400, teachers create an interdisciplinary lesson plan integrating English with other disciplines aligned with their teaching placement.</p>

<p>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</p>	<p>In TCVA 5100, pre-service and early-service teachers learn how to create flexible learning environments that respond and meet the needs of all learners in the classroom.</p> <p>In TCVA 5300, pre-service and early service teachers write lesson objectives using planning models to differentiate between various instructional models and select the model best suited to the learning task. Special attention is given to the importance of differentiated instruction.</p> <p>Differentiated instruction is included as a means to ensure all students are able to access the curriculum in the TCVA 6004 and 6005 Literacy courses as well as the Methods courses CCVA 9002-9005.</p>
<p>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;</p>	<p>In TCVA 5300, the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote selfregulation, and maintain a positive learning environment;</p>	<p>In TCVA 5100, pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably candidates learn the importance of: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).</p> <p>TCVA 6004 includes components that focus on classroom culture, environment, classroom management, accountability and cultural relevance.</p> <p>Course CCVA 9002 focuses on how to establish a well managed class with routines where students are engaged in meaningful literacy activities.</p>

<p>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;</p>	<p>In TCVA 5100, teacher candidates learn how to create flexible learning environments that respond and support all learners in the classroom. These understandings intersect with TCVA 5600, where teachers learn how components and understanding of a student's culture and language in the classroom creates a welcoming learning environment. Teacher candidates will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).</p>
<p>h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;</p>	<p>In TCVA 5300, pre-service and early service teachers are introduced to assessment as any tool used to evaluate what students know. Additionally, a focus on limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results to drive instruction. These skills are developed throughout TCVA 5400-5600.</p> <p>The importance of and how to implement formative and summative assessment practices that diagnose and analyze current states of learning to inform instruction are essential and are included in the Literacy courses (TCVA 6004 & 6005) as well as the Methods courses (CCVA 9002-9005).</p>
<p>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</p>	<p>Teacher candidates include reflections in assignments throughout the iteach coursework. In TCVA 5100 specifically, teacher candidates learn the value of professional learning communities, collaboration and how working together supports continuous learning.</p>
<p>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</p>	<p>Qualitative and quantitative research is included throughout the coursework for teacher candidates to develop the ability to analyze, evaluate, and apply to assignments and their practice. Course assignments provide the opportunity for candidates gather, review, analyze, interpret, and apply data.</p>

<p>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</p>	<p>The Virginia Standards of Learning for Computer Technology along with ISTE standards are introduced in course TCVA 5100 and reinforced and applied in all courses. The purpose of the instruction in TCVA 5400 is to help pre-service and early service teachers develop 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems--that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.</p>
<p>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.</p>	<p>The purpose of the instruction in TCVA 5200 is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom’s taxonomy.</p>

<p>2. Knowledge and Skills</p>	
<p>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure.</p>	<ul style="list-style-type: none"> • TCVA 5400 Literacy, Pedagogical Content Knowledge • TCVA 6004 Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005 Critical Reading and Writing Instruction, • CCVA 9002 Teaching Elementary Methods Course <p>These courses are designed to increase teacher knowledge base and give the teacher practical tools for teaching elementary English and Language Arts.</p>

<p>(1) Assessment and diagnostic teaching. The individual shall:</p>	<p>Course TCVA 6004 includes pre-assessments for use at the start of the year to diagnose student current learning levels in phonics, letter recognition, comprehension, fluency, reading level as well as ongoing formative assessments throughout the year including checklists, Specific Skills Rubrics, Running Records & Anecdotal notes. Teacher candidates know, understand, and use</p>
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	<p>formal and informal assessment strategies to plan, evaluate and inform instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>In TCVA 6005, candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students’ language acquisitions and literacy development for instructional and accountability purposes.</p> <p>In CCVA 9002, candidates demonstrate knowledge, understanding, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>
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<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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Grade level literacy expectations (Pre-K–3) • CCVA 9002, Module 5: Intervention • TCVA 6004, Module 1: Assessments to inform instruction • TCVA 6005, Module 5: Standardized testing-preparing throughout the school year for elementary and middle school
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<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton Gillingham technique (K-1) and remedial support (Grades 2-4) • TCVA 6004, Module 1: <ul style="list-style-type: none"> ○ Beginning year assessments to inform instructional decisions ○ Determine a student's strengths and weaknesses in multiple areas including grade level-readiness, letter recognition, phonological awareness, decoding, fluency, vocabulary, comprehension and writing ○ Formative assessments throughout the year to target students' ongoing needs (Remediation and acceleration) • TCVA 6005, Module 5: Assessments with an emphasis on standardized testing for the intermediate and middle grades classroom.
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<p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p>	<p>Teacher candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry in several courses. Numerous examples of Teaching Channel videos of teachers modeling communication strategies in the classroom are shared throughout the courses.</p> <p>In TCVA 5100 and TCVA 5400, technology standards are infused into the content and assignments. Teacher candidates learn how to integrate ISTE standards into learning experiences that teach communication skills including the ability to access, analyze, evaluate and create media.</p> <p>Teacher candidates create a Technology project in TCVA 5400 to demonstrate the ability to teach students how to use various forms of media to collaborate and communicate.</p> <p>In TCVA 6004, TCVA 6005, and CCVA 9002, teacher candidates learn how to create lessons and learning experiences that support the development of listening and speaking skills for their students.</p>
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<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(b) Be proficient in developing students' phonological awareness skills;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Intro. to Literacy • TCVA 6004, Module 4: Shared Reading and Formative Assessment – Phonological Awareness • TCVA 9002, Module 1: Reading Instruction Prek-2
<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>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	<ul style="list-style-type: none"> • TCVA 5600, Module 2: Intro to Literacy • TCVA 6005, Module 4: Vocabulary & Strategies for English Learners • CCVA 9002, Module 6: English Language Learners
<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Reader's Theater and choral reading • TCVA 6004, Module 1: Creating a classroom environment that promotes creative expression through writing and reading • TCVA 6005, Module 4: Interactive read-alouds • CCVA 9002, Module 3: Writing Process - Creative writing beginning in K where children have the freedom and support to grow in a safe environment and take risks.

<p>(3) Reading and literature. The individual shall:</p>	<p>In TCVA 5400, pre-service teachers understand that literacy is a foundational skill for every academic task. From reading a math word problem to writing a scientific hypothesis—even understanding the course syllabus requires literacy. This comprehensive course introduces everything needed to develop beginning readers and writers to more advanced readers and writers able to apply these skills into the content areas.</p> <p>The purpose of the course TCVA 6004 is to prepare preservice and early service teachers to develop a deep understanding of the Science of Reading instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next-generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students’ needs.</p> <p>In TCVA 6005, pre-service and early service teachers are prepared to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom.</p> <p>CCVA 9002 provides inservice teachers a deeper dive into literacy instruction including technology. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>
<p>(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes,</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton-Gillingham phonics • CCVA 9002, Module 1: phonemic awareness, phonemes and phonics, word study, and vocabulary development
<p>morphemes, word analysis, and decoding skills;</p>	<ul style="list-style-type: none"> • TCVA 6004, Module 4: Phonological awareness - manipulating sounds of oral language

<p>(b) Be proficient in strategies to increase vocabulary and concept development;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Vocabulary Strategies (6th-12th grades) • TCVA 6004, Module 2: Word Work and Vocabulary providing multiple exposure and words taught in context for a deeper understanding. • TCVA 6005, Module 4 & 5: Vocabulary Enrichment and connecting to reading- anchor charts of unfamiliar words from text, focus on the importance of using standardized test language throughout the year • CCVA 9002, Module 2: Inferences from texts • CCVA 9002, Module 6: Supporting ELL with basic vocabulary in all subjects
<p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Foundations of Literacy • TCVA 6004, Module 4: word meaning • CCVA 9002, Module 6: using visuals
<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>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension strategies and background knowledge, fluency • TCVA 6004, Module 4: Comprehension strategies • TCVA 6005, Module 1: Responding to literature to show comprehension in a variety of ways • CCVA 9002, Modules 1 & 2: Building on basic comprehension skills beginning to understand with a focus on fluency
<p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Fluency, accuracy, and expression • TCVA 6004, Module 4: Fluency and expression in read alouds • CCVA 9002, Modules 1 & 2: Fluency - appropriate speed accuracy, and expression
<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in Content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2, & 4: Reading for inquiry, asking meaningful questions

<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2 & 4: Reading for inquiry - asking meaningful questions
<p>(g) Demonstrate the ability to foster appreciation of a variety of literature;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Classrooms with quality literature and independent reading • TCVA 6004, Module 1: Creating literacy rich environments and culturally relevant text • TCVA 6005, Module 1: Responding to quality literature • CCVA 9002, Module 1 & 2: Quality literature for making predictions and visualization to confirm responses
<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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: (K-5) & Module 2: (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Module 2 & 4: Establishing a reading block that allows for independent reading (Students learn to read best when they read often.)
<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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1 (K-5) & Module 2 (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Modules 2 & 4: Establishing a reading block that allows for independent reading (students learn to read best when they read often.)

<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.</p>	<ul style="list-style-type: none"> • TCVA 6004: Metacognitive sketch strategies, anchor charts. • TCVA 6005, Module 1: Analyze literature and respond in writing • CCVA 9002, Module 2: Create classroom blogs
<p>(4) Writing.</p>	<p>TCVA 5400, TCVA 6004, TCVA 6005, and CCVA 9002</p> <p>Teacher candidates understand and use a variety of teaching strategies that encourage elementary students' development of writing skills including domains of composition and the writing process.</p>
<p>(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;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Process writing beginning in Pre-K develops age appropriate writing and continues through 6th grade • TCVA 6004, Module 7: Explicit instruction, independent writing and conferencing for revision and editing, rubric for evaluating writing • TCVA 6005, Module 3: Mini lessons (grammar, punctuation, usage, word choice, rereading for revision, sentence structure, transitions and paragraphing) • CCVA 9002, Module 3: The Writing Process (prewriting, drafting, revising, editing, publishing and presentations)
<p>(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";</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Includes spelling stages and invented spelling • TCVA 5400, Module 2: spelling in the middle grades • TCVA 6004, Module 3: Word work with familiar patterns (silent e), rules and word meaning • TCVA 6005, Module 4: Spelling and Language acquisition
<p>(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Introduction to Literacy • TCVA 6004, Module 7: Interactive writing • TCVA 6005, Module 3: Integrate content areas • CCVA 9002, Module 3: Writing Instruction

<p>(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: ISTE digital literacy • TCVA 6005, Module 3: Writing for research; research skills, credible sources, and writing in the content areas • CCVA 9002, Module 4: Writing Instruction
<p>(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a teaching tool • TCVA 5400, Module 5: Technology Pedagogical knowledge and capabilities for teaching and learning • TCVA 9002, Module 7: Integrating technology and methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students in the area of reading, writing and research.
<p>b. Mathematics.</p>	<p>TCVA 5400, TCVA 5600, and CCVA 9003</p> <p>Teaching mathematics in the elementary school classroom in the 21st century requires a focus on critical thinking, problem solving, and conceptual understanding of mathematics content. The purpose of these courses is to provide candidates with the opportunity to gain an understanding of elementary mathematics content and elementary mathematics methods through exploring Virginia Foundation Blocks for Early Learning and the Virginia Standards of Learning Mathematical content standards as well as ACEI standards.</p>

<p>(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:</p>	<p>Mastery of the Virginia Foundation Blocks for Early Learning: Comprehensive standards for Four-Year-Olds and the Virginia Standards of Learning and additional applicable competencies are included in courses TCVA 5400 and CCVA 9003. In these courses, teacher candidates will know, understand, and use major mathematical concepts and procedures for building foundational mathematics. Beginning in Pre-K through 6th grade, content strands include Number and Number Sense; Computation and Estimation; Measurement and Geometry; Probability and Statistics; and Patterns, Functions and Algebra.</p> <p>In TCVA 5400, teachers will learn to develop rich mathematical classroom environments that support the five SOL process standard goals for students including becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and</p>
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	<p>interpret practical situations. Practical situations include real-world problems and problems that model realworld situations.</p> <p>Additionally, course TCVA 5400 addresses the SOL 5 content standards: Numbers & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability. The inservice teacher learns mathematical understanding, knowledge and skills that students should acquire beginning in prekindergarten through grade 12.</p> <p>The A-E standards are addressed in detail through the reading of professional articles, viewing and reflecting on professional videos from the Teaching Channel in iteach courses TCVA 5400 and CCVA 9002.</p>
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<p>(a) Number systems and their structure, basic operations, and properties;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level basic operations and properties standards, Module 5: Conceptual understanding of basic operations and number systems teaching more than facts and procedures
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<p>(b) Elementary number theory, ratio, proportion, and percent;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level number theory, ratio, proportion and percent standards
<p>(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level algebraic standards
<p>(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational</p>	<ul style="list-style-type: none"> • TCVA 5400 Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level Geometry standards
<p>geometry; and constructions; and</p>	
<p>(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level probability and statistics standards

<p>(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability based on the National Council of Teachers of Mathematics standards. In doing so teachers are taught to consistently engage problem-solving, reasoning and proof, communication, connections, and representation. The understanding that conceptual understanding is the foundation for comprehending procedural knowledge is essential included. This understanding supports vertical, sequential learning progressions and gradual mathematical learning. Candidates learn how to determine where the student last experienced success and to begin on that foundation to learn the next skill in the sequence.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 3: Standards and Beyond
<p>(3) Understanding of the multiple representations of mathematical concepts and procedures.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability. In doing so they consistently engage problem-solving, reasoning and proof, communication, connections, and representation.</p> <p>The understanding that there are multiple representations of mathematical concepts and procedures is emphasized. These multiple perspectives are celebrated in the classroom as varied ways to represent and solve problems.</p>
	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematical Standards • CCVA 9003, Module 3: Standards and Beyond

<p>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9002. In these courses, teacher candidates plan and implement instruction based on knowledge of the five mathematical processes to foster student learning theory, connections across the curriculum, curricular goals, and community.</p> <p>Teacher candidates understand the importance of crafting learning experiences that allow students to communicate their thinking, solutions, connections and representations of mathematical situations.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematics Instruction • CCVA 9003, Module 3: Standards and Beyond • CCVA 9003 Module 7: Problem Solving Strategies
<p>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600 and CCVA 9002.</p> <p>In these courses teacher candidates engage in learning opportunities so they will understand how elementary students differ in their development and approaches to learning. Teachers will create instructional opportunities that are adapted to the culture of diverse students.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment

<p>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses teacher candidates understand and use a variety of teaching strategies that leverage the use of calculators, virtual manipulatives, and technology to encourage elementary students' development of critical thinking and problem solving. For example, in TCVA 5400 candidates research technology tools and write an essay about integrating Technology and demonstrating use of technology in lesson planning. In CCVA 9002, the use of technology tools are reinforced.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a Teaching Tool • CCVA 9003, Module 3: Virginia Standards of Learning for use of calculators and technology
<p>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600, and CCVA 9002.</p> <p>In these courses, teacher candidates use their knowledge and understanding of culturally and linguistically responsive teaching among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction in mathematics and to create a supportive learning environment for all learners. Candidates develop the ability to respond to diverse learners using strategies that scaffolds their learning.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment

<p>c. History and social sciences.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9005.</p> <p>The purpose of these content History and Social Sciences courses is to provide the beginning elementary teacher an understanding of the place of History in the elementary curriculum and an understanding of the specific methods to achieve understanding in addition to the theoretical exploration of history and the direction of social sciences as a field of study. These courses focus on strategies and teaching tools that can help children engage in the content, build inquiry for critical thinking skills and allow for connections to the students' everyday lives.</p>
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<p>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</p>	<p>Across the nation, social studies standards are typically organized into strands or dimensions. The most commonly used strands are History, Government/Civics, Geography, and Economics. The National Council for Social Studies (NCSS) created the C3 framework for states to use as they create their own teaching standards for social studies. The C3 Frameworks purpose is: <i>“intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards.”</i></p> <p>The Framework outlines four categories within Dimension 2: Civics, Economics, Geography, and History.</p> <p>Teacher candidates will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture, and society applicable to elementary studies. Additionally, the Teacher candidate will demonstrate the ability to use tools and technologies for organizing, analyzing, and interpreting social studies information.</p> <p>Courses TCVA 5400 and CCVA 9005 provide inservice teacher candidates with the opportunity to gain an understanding of elementary History and Social Sciences content and elementary methods through exploring Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards</p>
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	<p>telling a more complete story about how the past has shaped the commonwealth, the nation and the world.</p>
<p>(a) History.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: The teacher will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture and society applicable to elementary studies • CCVA 9005, Module 1: Pre-service teachers will learn that Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past... It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that

	<p>range from local to global. Historical thinking is a process of chronological reasoning, which means</p>
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	<p>wrestling with issues of casualty, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
<p>(i) The contributions of ancient civilizations to modern social and political institutions;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge- teacher develops understanding of contributions of ancient civilizations to modern social and political institutions- Time-line is introduced and established as a classroom visual to be added to throughout the year • CCVA 9005 Module 3: SOLS for grade level specific and instructional strategies including Anchor Charts, research on topics, and complete graphic organizers

<p>(ii) Major events in Virginia history from 1607 to the present;</p>	<ul style="list-style-type: none"> • TCVA 5400 Module 5: Preservice teacher develops understanding of major events in Virginia history from 1607 to the present • CCVA 9005, Module 2 introduces preservice teachers to the use of children’s historical fiction, biographies and nonfiction literature. This allows students to make connections and go deeper in their understanding • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered.
<p>(iii) Key individuals, documents, and events in United States history; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops an understanding of contributions of ancient civilizations to modern social and political and Module 3: Research skills of evaluating source quality in websites, magazines, textbooks, journals, newspapers along with media reports • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered. Introduction of primary sources along with integration of technology as a way to research individuals and events in US history as well as review content knowledge in Quizlet, Kahoot, and Padlet
<p>(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pre-service teacher develops an understanding of the evolution of America's constitutional republic and its ideas, institutions, and practices • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered • CCVA 9005, Module 4: Integration Strategies; bringing literature into the lessons through historical texts and lots of different types of writing

(b) Geography.	<p>CCVA 9005, Module 1: Pre-service teachers will learn that geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.</p>
(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding of the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information • TCVA 5400, Module 6: Student engagement with geographic tools such as maps and graphs. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all geography is covered.
(ii) The relationship between human activity and the physical environment in the community and the world; and	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher will understand and teach the relationship between human activity and the physical environment in the community and the world • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
(iii) Physical processes that shape the surface of the earth.	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding and teaches the physical processes that shape the surface of the earth.
	<ul style="list-style-type: none"> • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.

<p>(c) Civics.</p>	<p>CCVA 9005 Module 1: The preservice teacher will understand that in a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen and improve communities and societies. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and techniques available to citizens for preserving and changing a society.</p>
<p>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights</p> <p>CCVA 9005, Module 1: Debate complex concepts and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.</p>
<p>(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the process of making laws in the United States and the fundamental ideals and principles of a republican form of government</p> <p>CCVA 9005, Module 1: Strategies to engage learners acting out the process of making laws and a formal government and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure standards are covered</p>
<p>(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops 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</p>

	<p>CCVA 9005, Module 1: perform hands-on experiences and create anchor charts to show the information and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(iv) Local government and civics instruction specific to Virginia.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of local government and civics instruction specific to Virginia</p> <p>CCVA 9005, Module 1: KWL (Know, Want to know, What did you learn) to brainstorm what students already know about local government and civics specific to Virginia and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(d) Economics.</p>	<p>CCVA 9005, Module:1 Pre Service teachers will learn that effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.</p>

<p>(i) The basic economic principles that underlie the United States market economy;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the basic economic principles that underlie the United States market economy</p> <p>CCVA 9005, Module 1: Create anchor charts as a class and post in the classroom as reference tool while learning is taking place and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(ii) The role of the individual and how economic decisions are made in the market place; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the role of the individual and how economic decisions are made in the marketplace</p> <p>CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(iii) The role of government in the structure of the United States economy.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the role of government in the structure of the United States economy</p> <p>CCVA 9004, Module 1: Acting out the structure of the government and the roles Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decisionmaking, and responsible citizenship by:</p>	<p>Teacher candidates will learn best practices for social studies to promote productive, inquiry-based learning. The CCVA 9005 methods course introduces teachers to Historical thinking that requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments from the past. Primary & secondary source documents are a key resource and teachers are instructed to engage students in learning using strategies such as debate, act it out, perform hands-on experiences, artifacts, and creating visuals. Throughout the course a focus on good citizenship skills is implemented and addressed in articles, videos, and assignments.</p>
<p>(a) Using artifacts and primary and secondary sources to understand events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Using artifacts, primary and secondary sources- preservice teacher learns to use many types of primary and secondary sources understanding that students are engaged and allow students to use critical thinking skills which leads to deeper thinking

(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Geography Skills and Strategies
(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts, graphs, graphic organizers as instructional strategies to determine characteristics of people, places, and events in history
(d) Asking appropriate questions and summarizing points to answer a question;	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Inquiry and Summarizing information
(e) Comparing and contrasting people, places, and events in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts to compare and contrast people, places and events in history
(f) Recognizing direct cause and effect relationships in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Create Venn Diagram showing cause and effect and relationships in history
(g) Explaining connections across time and place;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Timelines as visuals and pictures to provide more information
(h) Using a decision-making model to identify costs and benefits of a specific choice made;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Project based learning to model decision making 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	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Civic Virtue- acting out in history and in everyday life
(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Language Arts and Social Sciences and history intergration

<p>d. Science.</p>	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>In TCVA 5400, teacher candidates learn foundational knowledge regarding interdisciplinary lesson planning, differentiation and how to integrate technology into the science curriculum.</p> <p>The primary ideas underlying CCVA 9004 are using an inquiry-based approach to promote problem solving and a deep understanding of science content while embedding science process skills with science concepts. The 5E Instructional Model is emphasized for planning and instruction while various methods of assessment are addressed. The course provides a series of assignments and assessments designed to help the learner construct knowledge about how to use the instructional practices presented.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p>
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	<p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
<p>(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.</p>	<p>The purpose of this Science Methods CCVA 9004 is to prepare pre-service and early-service teachers to develop a deep understanding of the best instructional practices used to teach science in primary and intermediate classrooms. Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards are introduced so teachers can be an effective science educator. One must understand what science is and how it works. In this course there will be an emphasis on using science process skills to promote curiosity and problem solving abilities that will assist students in their science understanding as well as in their daily lives.</p>

<p>(2) Understanding of the nature of science and scientific inquiry, including the following:</p>	<p>Course TCVA 5400, Module 4: Mastery of the Virginia standard and its competencies is demonstrated in synthesizing the learning about inquiry-based science teaching and learning.</p> <p>In course CCVA 9004, the Nature of Science (NOS) is a main focus. Teacher candidates are expected to know how to engage elementary students in the science inquiry process that includes questioning, planning, and conducting investigations, gathering data, constructing explanations and communicating ideas. Basic Science process skills (observation, communication, classifying, inferring, measuring and predicting) are introduced in articles and videos and mastery is assessed in assignments and lesson planning.</p>
<p>(a) Function of research design and experimentation;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(b) Role and nature of the theory in explaining and predicting events and phenomena;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(d) Reliability of scientific knowledge and its constant scrutiny and refinement;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(f) Assumptions, influencing conditions, and limits of empirical knowledge.</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.

<p>(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:</p>	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>One of the most vital student outcomes in all classrooms should be meaningful learning. To attain meaningful learning, multiple methods and patterns of inquiry-based instruction are necessary and unavoidable as they provide rich and meaningful learning experiences for all students. This being noted, there are a variety of methods of instructional planning and delivery that can be used when teaching children science through inquiry. Inquiry-based science takes on an active and engaging exploratory approach. Students have a working role in learning with the purpose of discovery and extending knowledge. Included in this role is the importance of safety.</p> <p>To provide teachers with evidence of students' learning and to drive the instruction, both formative and summative assessments are necessary. Teachers are taught how to determine the criteria that is the best method of assessment.</p> <p>Mastery of this Standard and the applicable competencies is demonstrated in Assessment using the Virginia Standards of Learning.</p>
<p>(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
<p>(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
	<ul style="list-style-type: none"> • CCVA 9004, Module 3: The 5E Instructional Model - Science Inquiry Lesson Plan
<p>(f) Design instruction to meet the needs of diverse learners using a variety of techniques;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge-Differentiation - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan

(g) Evaluate instructional materials, technologies, and teaching practices;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge - Technology project • CCVA 9004, Module 3: The 5E Instructional Model
(h) Conduct formative and summative assessments of student learning;	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Formative and summative assessments of inquiry - based lessons
(i) Incorporate instructional technology to enhance student performance in science; and	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Instructional Technology - Integrate technology into lesson plan to support student learning in science
(j) Ensure student competence in science.	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Various applications of assessments to measure science mastery
(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.	<p>CCVA 9004: Teaching Elementary Science</p> <p>Teacher candidates plan science lessons and create experiences in the four core science areas to introduce students to understandings about science. They understand common misconceptions that children have about science and help them build understandings.</p> <p>The 5E Model is an inquiry-based, student-centered learning cycle used to support teaching and learning. It is a user-friendly model that follows the natural way that we think about and solve problems in our daily lives. The model requires students to: engage, explore, explain, elaborate/extend, and evaluate.</p> <p>Mastery of this Virginia standard and the applicable competencies is demonstrated in: Determining where Lessons/Activities fit into the 5E cycle and planning a lesson using the 5E Instructional Model.</p>
(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:	<p>Course TCVA 5400: 21st Century Instruction, Pedagogical Content Knowledge and CCVA Course 9004 Teaching Elementary Science</p>

	<p>Teacher candidates will be shown the importance for students to understand what science is and how it works, the processes must be embedded within the content. Science educators should continuously keep in mind that by teaching students the content and processes together, they are teaching students skills that will be used in life. As educators, the responsibility of modeling inquisitiveness, ingenuity, and enthusiasm in science fosters students' valuing and appreciating science and desiring to learn more.</p> <p>Mastery of this Virginia standard and its applicable competencies is demonstrated in Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson.</p>
(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary/Multidisciplinary Lesson Plan • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content; Foundations of Science Instruction readings
(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content
(c) The application of key science principles to solve practical problems; and	<ul style="list-style-type: none"> • CCVA 9004, Module 2: Inquiry-based science; science process skills
(d) A "systems" understanding of the natural world.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

<p>(6) Understanding of the contributions and significance of science including:</p>	<p>Course CCVA 9004: Teaching Elementary Science</p> <p>Teachers are taught in the science methods course that in learning science, students must come to understand both the body of knowledge and the process by which this knowledge is established, extended, refined, and revised. When teaching science, the goal should be to not only develop science vocabulary and understanding of concepts, but to develop critical thinking and inquiry ability as well as understand the historical impact of science. Although the science content standards may vary from grade to grade and state to state, it is important for students to understand and use process skills when learning science. Process skills must be embedded in each science lesson to help students make sense of the world around them and understand the systematic ways that scientists make discoveries and solve problems. However, even the most basic science process skills are used to learn and understand science throughout a student’s science education and lifetime. As Padilla wrote, Science – A Process Approach (SAPA), grouped the science process skills into basic (simpler) and integrated (more complex) process skills.</p>
<p>(a) Its social, cultural, and economic significance;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content; knowing the science content
<p>(b) The relationship of science to mathematics, the design process, and technology; and</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
<p>(c) The historical development of scientific concepts and scientific reasoning.</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

Appendix C



Classroom Appraisal and Report Evaluation 2020 – 2021

Growth Plan

Candidate Name
 SSN (last 4 digits)
 Date
 Observation
 Overall Rating
 Content Observed / Grade Level
 Beginning Time
 Lesson Plan
 Course 5600 Completed
 Type of Observation

Exemplary - 4 Proficient - 3 Basic - 2 Unsatisfactory - 1 N/A - Not Applicable

Standard 1: Learner Development	<input type="text"/>
• Designs developmentally appropriate instruction	
• Implements developmentally appropriate instruction	
Standard 2: Learning Differences	<input type="text"/>
• Adapts instruction for individual needs	
• Inquires about students as individuals with diverse backgrounds	
• Exhibits fairness in supporting all students to learn	
Standard 3: Learning Environments	<input type="text"/>
• Fosters a safe and respectful environment promoting learning	
• Organizes time and resources to actively engage students	
• Manages classroom activity and behavior effectively	
• Proactively intervenes to redirect student misbehaviors	
Standard 4: Content Knowledge	<input type="text"/>
• Demonstrates knowledge of subject matter	
• Creates meaningful learning experiences	
Standard 5: Applications of Content	<input type="text"/>
• Connects content knowledge to issues in students' lives	
• Engages students in higher level thinking skills	
Standard 6: Assessment	<input type="text"/>
• Integrates formal and informal assessments	
• Communicates timely and useful descriptive feedback	
• Aligns assessments with objectives and standards	
• Exhibits fairness in grading practices	
• Uses a variety of formative and summative assessments	
Standard 7: Planning for Instruction	<input type="text"/>
• Connects lesson goals with school, district and state standards	
• Uses assessment data to inform planning for instruction	
Standard 8: Instructional Strategies	<input type="text"/>
• Varies instructional strategies to engage learners	
• Uses technology appropriately to enhance instruction	
• Differentiates instruction to meet learners needs	
• Paces lessons to allow learners to integrate their new learning	
Standard 9: Professional Learning and Ethical Practice	<input type="text"/>
• Seeks and accepts feedback to improve teaching effectiveness	
• Uses self-reflection to improve teaching effectiveness	
• Demonstrates commitment to the profession	
Standard 10: Leadership and Collaboration	<input type="text"/>
• Works effectively with school personnel	
• Works effectively with parents	
Communication	<input type="text"/>
• Communicates effectively	
• Uses appropriate vocabulary for age of students	
Professional Dispositions	<input type="text"/>
Technology	<input type="text"/>
• Uses available technology to create personalized and authentic learning experiences for students	
• Uses technology to accommodate learner differences and modify instruction to meet learners' needs	
• Models digital literacy and ethical use of digital tools for students and peers	

Reinforcement / Refinement:

Field Supervisor Signature:

Field Supervisor Name:

Candidate Signature (or email):

Field Supervisor Email:

Appendix D



1140 19th Street, NW | Suite 400 Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 8, 2019

Dr. Diann Huber President iteachU.S.
101 N. Elm Suite 100
Denton, TX 76201

Dear Dr. Huber:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The at iteachU.S. is granted **Accreditation** at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive style with a large initial "C" and a stylized "K".

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation



Teacher Licensure Intent to Hire

Candidate Name:		GPA:	
SSN:	xxx-xx-xxx	Degree:	

Verification of Eligibility for Hire: Upon admission to the iteachVIRGINIA alternative certification preparation program, a candidate in good standing seeking certification through the Virginia Department of Education approved alternative certification program will use this form to verify eligibility for internship.

1. Pass Praxis II subject area exam.
 - a. Evidence: Copy of passing scores for exam(s) in licensure area.

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Certification Requirements:

1. Teach for one full semester successfully.
 - a. Evidence: Signature from Campus Administrator and iteachVIRGINIA Supervisor/Observer verifying “one successful semester of teaching”
2. Complete courses towards licensure.
 - a. Evidence: Completion of all instructional coursework.
3. Pass Praxis Principles of Learning exam.
 - a. Evidence: Copy of passing scores.

**Following information to be completed by
 hiring school/district: School Information**

School:		Principal:	
Address:		Phone:	
City:		Email:	
Zip:			

District Information

School District:		District Number:	
Address:		City / ZIP:	
H/R Contact:		H/R Email:	
H/R Phone:		H/R Fax:	

Verification of Field Experience

Beginning Date of Teaching Contract			Ending Date of Teaching Contract			Grade(s) Teaching		Subject Teaching
MM	DD	YY	MM	DD	YY	Lowest	Highest	
Name and Title of Superintendent or Authorized Representative					Date: MM/DD/YY		Telephone	Signature

Appendix F

5700 Reflection

Second Semester: Reflection 2 Impact on Student Learning

This reflection is based on the Impact on Student Learning activity that is introduced in course 5300. It is based upon the emerging movement of national pre-professional licensure assessments. iteach believes that successful performance on this reflection will be of great benefit to you as your progress in your career.

This will be the most extensive reflection you will submit this year. It will involve several parts and should be saved as a Word or word-processing document and uploaded to instructNET upon completion. Your work must score Proficient in all 16 categories noted on the rubric to pass this assignment. Submissions earning less than proficient in any category will be returned with supervisor feedback to implement in the subsequent submission(s). We look forward to reviewing your best work.

The reflection will include three sections:

5. Knowledge of Students
6. Lesson Plan
7. Analysis of Teaching Effectiveness

Section 1: Knowledge of Students

An in-depth knowledge of your students is critical to effective teaching. Reflect on your students by identifying students' pre-existing knowledge and other factors (e.g. special needs, giftedness, other modifications, student diversity) that will impact how your students learn. This section should include:

- detailed demographics of your class (if you teach more than one class period choose only one class period for this Reflection)
- subgroups (e.g. English language learners, gifted students, students with a common learning disability like dyslexia) of your students and their related learning needs,

- personal, cultural and community strengths of your students and how you will utilize the strengths to meet the diverse needs of your students.

Use specific, factual evidence about students to support your written reflections and eliminate any assumptions or stereotyping.

Section 2: Lesson Plan

Select a lesson plan you have used for the group of students described in part one. The lesson should involve a formative and summative assessment that may be quantitatively measured.

Provide the lesson plan in full.

Whether you use the lesson plan template included in TEPC 5300 or a district lesson plan template, the plan must include:

- State-adopted standards
- Lesson objectives associated with the standard
- Learning theory or theories that you will incorporate into the lesson and why
- Instructional strategies and learning tasks
- Instructional resources and materials, including technology
- Assessment plan for the lesson (formative and summative)
- You should also include a description of the academic language your students will need in order to succeed in this lesson. Academic language will include:
 - key vocabulary in your subject field that your students need to understand for the lesson
 - words that describe what you are asking them to do (e.g. What does it mean to “compare” and “contrast” two ideas? What does it mean to “solve for x”?)
 - words that describe an important structure or idea in your discipline (e.g. What is an “ifthen” statement?)
 - Identify at least two examples of academic language that you will use in your lesson, and how you will assess student comprehension of this language, as part of the overall lesson.

In the event your district requires a prescribed lesson plan, it will be your responsibility to identify how you modified the lesson to address the needs of your students, including special populations accommodations and supplementary activities. You will also need to add any of the additional elements NOT included in the district template, e.g. add a section about supporting learning theories or add a section about academic language as needed.

Section 3: Analyzing Teaching Effectiveness

Based on the knowledge of students described in section 1 and the implementation of the lesson plan in provided in section 2, provide a written reflection of what was successful in your instruction and how students responded to your instructions. Provide specific examples of students' reactions and input. Did you respond immediately to this feedback by modifying your plan in class? If so, what did you modify and why? If not, what could you change (based on students' responses) when you deliver this lesson in the future?

Questions to be addressed in this reflection are as follows:

- What varieties of assessment strategies or methods did you use?
- How and why were these strategies selected?
- How did your assessment(s) align with your learning objectives and instructional goals?
- Did the summative assessment measure a variety of objectives?
- Were the assessment tasks appropriate for students' abilities and developmental levels?
- What criteria were applied to judge or evaluate student progress?

Now, review your students' performance on the summative assessment. Create a spreadsheet that shows (in a FERPA-compliant way) how your students performed. Now, select at least two student subgroups. This could be male v. female performance, gifted students v. the general class, or performance of ESL students and performance of students with learning disabilities. In your spreadsheet, show how the performance of each subgroup compares to the whole—e.g. Whole group average grade: 87.5 percent, ELL group average grade, 83.4 percent.

Now, add to your written reflection to answer these final two questions:

- What might account for the differences in performance between student groups?
- What could you do differently to ensure all students have equal opportunity to master the material?

Include your spreadsheet analyzing student performance with the reflection.

Considerations for Small Sample Sizes or Unique Teaching Placements

iteach believes that every teacher, regardless of content area, should be able to plan, implement, and assess instruction. Therefore, candidates whose teaching placements do NOT allow them to disaggregate student performance data due to a small sample size should note on their reflection that the sample size of the lesson was not large enough to allow for analysis. Instead, candidates should provide a discussion of the students' mastery of assessed material and name what additional supports or modifications were used or could be used to ensure that the student(s) master learning objectives for the lesson.

If you have any further questions about this reflection assignment, please contact your field supervisor.

Appendix G

Administrator Survey

Classroom Environment - To what extent did the educator preparation program prepare this beginning teacher to:

1. To what extent was this beginning teacher prepared to effectively implement discipline management procedures?
2. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?
4. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?
5. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

Instruction - To what extent did the educator preparation program prepare this beginning teacher to:

6. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?
9. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?
10. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g., instructor, facilitator, audience)?
11. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?

Students with Disabilities - To what extent did the educator preparation program prepare this beginning teacher to:

12. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?
13. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
14. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
15. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?
16. To what extent was this beginning teacher prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP?
17. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?
18. To what extent was this beginning teacher prepared to collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Limited English Proficient Students - To what extent did the educator preparation program prepare this beginning teacher to:

19. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?
20. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?
21. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?
22. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?
23. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?

Technology Integration - To what extent did the educator preparation program prepare this beginning teacher to:

Use Technology with Data - To what extent did the educator preparation program prepare this beginning teacher to:

24. To what extent was this beginning teacher prepared to use technology to make learning more active and engaging for students?
25. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?
26. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for students?
27. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?
28. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?
29. To what extent was this beginning teacher prepared to teach students developmentally appropriate technology skills?

Criterion

30. To what extent was this beginning teacher prepared to use technology to document student learning to determine when an intervention is necessary and appropriate?
31. To what extent was this beginning teacher prepared to use available technology to collect and manage formative assessment data to guide instruction?
32. What is your overall evaluation of how well the educator preparation program prepared this teacher?
33. How would you rate this teacher's influence on student achievement?

(Scale of 1 – 10; 1 = unacceptable, 10 = exceptional)

Appendix H

iteachU.S Exit Survey Questions

8. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?
- Yes
 - No
2. The area in which your current teaching assignment is located is best described as (choose one):
- Rural
 - Suburban/urban fringe
 - Urban
 - Other (please specify)
3. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
4. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

5. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

6. To what extent were you prepared to build and maintain positive rapport with students?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

7. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

8. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

9. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
 - Well prepared
 - Sufficiently prepared

- Not sufficiently prepared
- Not at all prepared

10. To what extent were you prepared to use the results of formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

11. To what extent were you prepared to engage and motivate students through learnercentered instruction? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

12. To what extent were you prepared to integrate effective modeling, questioning, and selfreflection (self-assessment) strategies into instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

13. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

14. To what extent were you prepared to set clear learning goals and align instruction with standards-based content? • Well prepared
- Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
15. To what extent were you trained to know and apply the content knowledge standards for your area of certification?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
16. To what extent were you prepared to apply pedagogical content knowledge (PCK) for the purpose of facilitating student learning?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
17. To what extent were you prepared to provide quality and timely feedback to students?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
18. Did you have students with disabilities in your classroom?
- A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.
- Yes
 - No

19. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

20. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

21. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

22. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

23. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery,

and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

24. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

25. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

26. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English.

- Yes
- No

27. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

28. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

29. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

30. To what extent were you prepared to support LEP-ELL students in mastering curricular standards? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

31. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

32. To what extent were you prepared to use technology available on the campus to integrate curriculum standards and technology applications standards to support student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared

Not at all prepared

•

33. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

34. To what extent were you prepared to teach students developmentally appropriate technology skills?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

35. To what extent were you prepared to use technology to make learning more active and engaging for students? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

36. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared

Not at all prepared

•

37. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

38. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

39. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

40. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

- Always/Almost Always
- Frequently
- Occasionally

Rarely

-

41. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

42. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

43. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

44. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally

Rarely

•

45. To what extent did your Field Supervisor hold an interactive conference with you after each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

46. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

47. Did you ever communicate with your Field Supervisor by email, text, or telephone call?

- Yes
- No

48. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

49. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom? • Always/Almost Always

- Frequently

- Occasionally
- Rarely

50. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

51. To what extent did your Field supervisor ask you for ways he/she can support you?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

52. The Field Supervisor FORMALLY observed me teaching a minimum of three times.

- Yes
- No

53. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.

- Yes
- No

54. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.

VIRGINIA BOARD OF EDUCATION

***PROPOSED
GUIDELINES FOR ALTERNATE
ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486 OF
THE 2019 VIRGINIA GENERAL
ASSEMBLY***

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none"> • Name of School Board\County Public Schools Amherst County Public Schools • Program Contact Jim Gallagher • Address P.O. Box 1257 Amherst, VA 24521 • Phone Number 434-946-9376 • Email Address jgallagher@amherst.k12.va.us <p style="text-align: center;">Signature of School Superintendent</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Name of Organization iteach • Program Contact Diann Huber, Ed.D. • Address P.O. Box 1626 Denton, TX 76202 • Phone Number 940-383-8100 • Email Address adminVA@iteach.net • Signature of School Board Chair and Organization Official <div style="text-align: center;">  <p>Andrew Rozell</p> </div>

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program's parent organization, successfully piloted in Texas more than two decades ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring, and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by the district are:

Visual Art	PreK–12
Science – Biology	6-12
Business Education	6-12
Science – Chemistry	6-12
Computer Science	6-12
Science – Earth and Space	6–12
Elementary	PreK–6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6–12
Marketing	6–12
Mathematics	6–12
Middle School Math	6–8
Middle School Science	6–8
Middle School English	6–8
Middle School History/Social Studies	6–8
Music – Instrumental	PreK–12
Music – Vocal	PreK–12
Physical Education and Health	PreK–12
Science – Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K–12
Technology Education	6–12
Theatre	PreK–12
Trades and Industry	9–12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs (\$2,800) interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3,050. In the event that the

candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video Library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with Teaching Channel. Candidates are enrolled in Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix C) has also been aligned to numerous videos from Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Even though Amherst County Public Schools (ACPS) is near several four-year colleges and universities in the Central Virginia area, the number of properly licensed and endorsed teachers graduating from our area colleges and universities has decreased dramatically over the past five to ten years, particularly in secondary content areas such as Biology, English, Mathematics, and CTE. Due to the shortage of properly licensed and endorsed teachers coming into the market, ACHS has had to rely more heavily on hiring teachers under provisional endorsements, through alternate pathways to fill vacancies. To increase our pool of viable candidates to fill teacher vacancies, we would like to offer iteach to current instructional assistants who hold a bachelor's degrees. This will support a grow your own model of teacher recruitment for ACPS. Additionally, iteach will be available for those individuals who are hired through alternate pathways and require coursework to complete the requirements for their provisional licenses. The

program is affordable at \$3,050 and can be completed in one year. Our newly hired provisionally licensed teachers and our grow your own candidates will find this option economical and manageable.

We are currently working to help our Instructional Aides and other interested staff become licensed teachers. Those who already have Bachelor's Degrees would benefit tremendously from iteachVIRGINIA. We have been able to offer significant tuition assistance with CARES funds; however, that funding is now ending. Many of the college/university licensure programs are prohibitively expensive for an adult who is working and supporting a family. The iteachVIRGINIA program is cost effective for both our division and/or our potential teachers. Additionally, the flexibility of the individualized program allows teachers to become licensed while working around their personal schedules.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase the Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)

- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix D.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides a teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components.

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- 2.5 Grade Point Average – either graduating or last sixty hours (Graduating GPA must be calculated and posted by the university on an official transcript.)
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate & Satisfaction

Both participant completion and satisfaction will be considered in the evaluation of the program. Surveys of both participants and school administrators will be conducted to determine the satisfaction with the program. Participants will be surveyed on their satisfaction with the overall logistics of the program, the learning expectations, their success with the learning outcomes, and their overall beliefs about their preparedness through the program. The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program participants is set as the minimum.

Division Level Satisfaction

School level administrators will be surveyed to determine their satisfaction with the growth and learning of the teachers who are participating in the program.

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for the program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review. The summary results, along with survey data and observational data, will be shared with the Superintendent. Additionally, data will be shared with the School Board each semester.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester

credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience

Additional courses will be offered in specific content areas, such as Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600 – Teaching Special Education
- TCVA 6601 – Special Education in the Community
- TCVA 6602 – Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603 – Transition Planning for Students with Disabilities
- TCVA 6004 – Responsive Literacy Instruction in the Elementary Classroom
- TCVA 6005 – Critical Reading and Writing Instruction
- TCVA 9002 – Teaching Elementary English Language Arts/Reading
- TCVA 9003 – Teaching Elementary Mathematics
- TCVA 9004 – Teaching Elementary Science
- TCVA 9005 – Teaching Elementary Social Studies

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in

problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix C).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix B.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program’s targeted dispositions. These dispositions are supported by research as being integral

to the success of a candidate (Giovannelli, 2003).

- **Critical thinking:** Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- **Creative Thinking:** Candidate develops methodology which ensures learners are not passive, but active in all aspects
- **Communication:** Candidate develops strategies to seek students' views in order to understand their prior knowledge
- **Collaboration:** Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- **Citizenship:** Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom.

[Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

- **Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).**
Section enhanced with District Input

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial observation and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observation form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. Applicants must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I: Admission

- Minimum of a 2.5 GPA
- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II: Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. Candidates will apply for a Provisional license through the VDOE as soon as they are eligible.

Transition Point III: Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Courses 5100-5200 • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

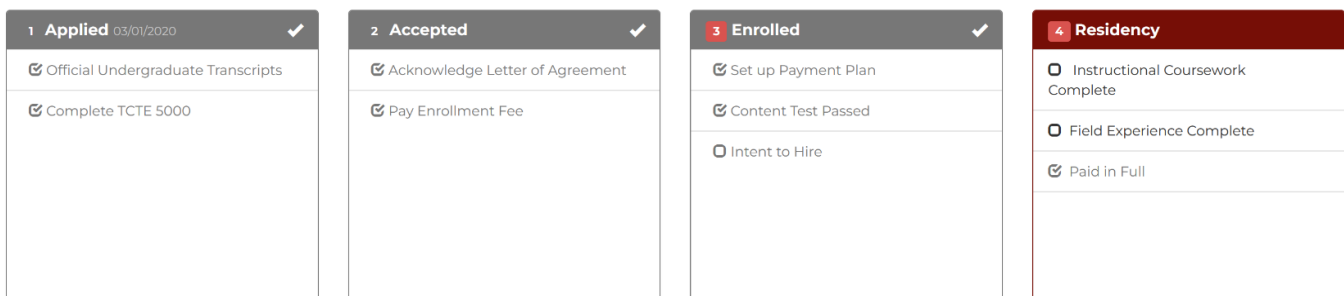
Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program's mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A, and CARE form, Appendix C.)

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism

- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000: Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course ideally, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1: Professional Knowledge Standard 7: Professionalism
TCVA 5100: Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development ideally completed prior to being eligible for initial licensure and employment.	Standard 5: Learning Environment
TCVA 5200: Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1: Professional Knowledge
TCVA 5300: Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2: Instructional Planning Standard 3: Instructional Delivery Standard 4: Assessment of and for Student Learning

TCVA 5400: Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5500: Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5600: Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice Standard 7: Professionalism
TCVA 5700: Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take Praxis II test as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix C).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form (CARE, Appendix C).

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge

and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, TCVA 5700; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's

assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek-12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in TCVA 5300: Planning for Instruction and Assessment. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in TCVA 5300: Planning for Instruction and Assessment and later becomes a required activity during the Residency, in TCVA 5700: Field Experience. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for TCVA 5700) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix H) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G), distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience, includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix G) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program

improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

Appendix

Appendix A	Master Syllabus
Appendix B	Curriculum Alignment
Appendix C	Classroom Appraisal and Report Evaluation (CARE)
Appendix D	Accreditation Letter
Appendix E	Intent to Hire form
Appendix F	Impact on Student Learning
Appendix G	Administrator Survey
Appendix H	Candidate Exit Survey



Master Syllabus

Purpose of Program Courses

The purpose of the iteach course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.

As a secondary purpose, this instruction is designed to help new teachers to develop needed competencies to succeed on state-mandated pedagogical exams.

Required Instructional Courses:

Course 5000	The Road to Certification - An Overview of Teaching
Course 5100	Learning Environments
Course 5200	Learner Development
Course 5300	Planning for Instruction and Assessment
Course 5400	Literacy, 21st Century Instruction, Pedagogical Content Knowledge
Course 5500	Learner Differences and Adaptations for Students with Disabilities
Course 5600	Diverse Populations, English Learners, Bilingual Learners

Required Additional Text

Learners in course 5600 are required to obtain and read one book:

- Hollie, S. (2011). Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Education.

Format

The program consists of self-paced, asynchronous online courses. There will be no face-to-face meetings during the courses.

Each course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- access to broadband Internet-enabled computer with
- either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for these courses); and
- the ability to play Flash video.

Guiding Learning Theory

The primary theory underlying the courses is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in the courses will strive to make knowledge that fits with the learning expectations for each course as described in this document.

Each course will also provide a series of projects designed to help the learner construct knowledge about the course content. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

The course sequence assumes little to no prior background knowledge about the field of teaching on the part of the learner, however, professional skills including graduate-level

reading, writing, and analytical skills are expected, because completion of a bachelor's degree is a prerequisite for program admission.

Grading Policy

Each course includes required reading and learning activities, assignments, and/or quizzes that allow the learner to demonstrate that he or she has mastered the content of that section. Quizzes are auto-graded. All quizzes, except the summative quiz in Course 5000, must be completed with a score of 80% or better. Because the material in Course 5000 is so critical to program success, each candidate must earn a score of 100% on that assessment before progressing to the next course, Course 5100.

Assignments: Emerging/Proficient demonstration of mastery is evident by a minimum score that varies by assignment. All assignment submissions are scored according to the assignment's rubric and returned with instructor feedback and comments regardless of the score. Once an assignment is passed, resubmissions are not accepted. Rather, constructive feedback on how the assignment could have been improved may be generally applied to subsequent assignments.

Scores that represent less than the minimum criteria will be reviewed by the course instructor and returned with comments that should be addressed and implemented before submitting subsequent attempts for review. Three attempts to meet minimum criteria on assignments are auto-generated. Although likely less, instructors are permitted 3-4 days to grade and return assignments.

The learner must earn a course average score of "1.5" (representing Emerging+ competency) or better in order to progress into the next course. Because this is a competency-based program, the learner will not be able to move on to the next course until he or she successfully completes the course in which he or she is currently enrolled. Once a course is passed, progression into the next course updates overnight.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).

2	Proficient	Characterized by: <ul style="list-style-type: none"> ● The work fully responds to all parts of the activity prompt. ● The work shows insight into the teacher's role in the learning process. ● The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> ● The work responds to the activity prompt. ● The work gives consideration to the teacher's role in the learning process. ● The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher's role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the courses and improve subsequent course designs.

iteach Course 5100: Learning Environments

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the power of positive relationships to create a collaborative community of learners
- understand the relationship between high teacher expectations for student performance and scaffolding support.
- develop an understanding of characteristics of an exemplary teacher and personalize this development through the creation of a why and visionary statement, as well as a welcome letter;
- compare and contrast different classroom management protocols and thus, know and be able to express their philosophies of classroom management;
- be able to design a safe and collaborative classroom space plan;
- be 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); and
- recognize the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>3: The teacher will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Layout and Procedures Quiz ● Behavior Management Comparison & Class rules ● Classroom Management quiz ● FERPA Procedures ● Welcome letter
<p>3(a) The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<ul style="list-style-type: none"> ● Why and Visionary Statement ● Behavior Management Comparison & Class rules ● Welcome letter ● Ethics Training
<p>3(d) The teacher will manage the learning environment to engage learners actively.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Behavior Management Comparison & Class rules ● FERPA Procedures
<p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>	<ul style="list-style-type: none"> ● Welcome Letter ● Classroom Management Quiz ● Behavior Management Comparison & Class rules
<p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>	<ul style="list-style-type: none"> ● Pre-planning quiz ● FERPA Procedures Assignment ● Ethics Training Quiz

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five modules:

- **Module 1: Pre-Planning**
- **Module 2: Classroom Management**
- **Module 3: Classroom Layout and Procedures**
- **Module 4: Preparing for the First Day**
- **Module 5: Legal and Ethical Issues**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 9 hours. The course sequence is:

Module	Assignments and Quizzes
1. Pre-Planning	<ul style="list-style-type: none">• Pre-Planning Quiz• Teacher Why and Visionary Statement
2. Classroom Management	<ul style="list-style-type: none">• Classroom Management Quiz• Behavior Management Comparison and Class Rules Assignment
3. Classroom Layout and Procedures	<ul style="list-style-type: none">• Layout and Procedures Quiz
4. Preparing for the First Day	<ul style="list-style-type: none">• First Day Quiz
5. Legal and Ethical Issues	<ul style="list-style-type: none">• Ethics Training Quiz• FERPA Procedures Assignment
5. Cumulative Activity	<ul style="list-style-type: none">• Cumulative Assignment: Welcome Letter
5. End of Course	<ul style="list-style-type: none">• End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

In this course there are 5 auto-graded quizzes, 4 rubric graded assignments, and 1 survey.

Grading Policy

Assignment or Assessment	Grading Details
Pre-Planning Quiz	Must score 80% or better
Teacher Why and Visionary Statement	Must score 5 points or more
Classroom Management Quiz	Must score 80% or better
Behavior Management and Class Assignment	Must score 6 points or more
Layout and Procedures Quiz	Must score 80% or better
First Day Quiz	Must score 80% or better
Ethics Training Quiz	Must score 80% or better
FERPA Procedures Assignment	Must score 6 points or more
Cumulative Assignment: Letter to Parents	Must score 6 points or more
End of Course Survey	Completion. No score criteria.

iteach Course 5200: Learner Development

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- know and be able to describe the normal physical, cognitive, and social/emotional development of school-aged learners;
- know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism);
- understand the 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 through the creation an informal assessment tool for learning readiness;
- have developed a personal philosophy of teaching that incorporates major theories and demonstrates the value of the individual learner's development in the learning process, and
- distinguish the various levels of Bloom's taxonomy and be able to describe what learning looks like at each level.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	<ul style="list-style-type: none"> • Learner Development Quiz
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. The teacher will know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism).	<ul style="list-style-type: none"> • Educational Philosophy Quiz • Culminating Course Project: Educational Theory & Philosophy
1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.	<ul style="list-style-type: none"> • Factors Impacting Learning Quiz • Learning Indicators Assignment
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<ul style="list-style-type: none"> • Higher-Order Thinking Quiz • Bloom's Taxonomy Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into four sections:

- **Module 1: Stages of Learner Development**

- **Module 2: Educational Philosophy and Learning Theories**
- **Module 3: Factors Impacting Learning**
- **Module 4: Higher-Order Thinking and Bloom's Taxonomy**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 11 and 12 hours. Therefore, the course timeline is as follows:

Module	Assignments and Quizzes
1. Stages of Learner Development	<ul style="list-style-type: none"> • Learner Development Quiz
2. Educational Philosophy and Learning Theories	<ul style="list-style-type: none"> • Educational Philosophy Quiz
3. Factors Impacting Learning	<ul style="list-style-type: none"> • Factors Impacting Learning Quiz • Learning Indicators Assignment
4. Higher-Order Thinking and Bloom's Taxonomy	<ul style="list-style-type: none"> • Higher-Order Thinking Quiz • Bloom's Taxonomy Assignment • Culminating Course Project: Educational Theory and Philosophy Essay • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Learner Development Quiz	13 out of 17 points
Educational Philosophy Quiz	6 out of 8 points
Factors Impacting Learning Quiz	5 out of 6 points
Learning Indicators Assignment	Minimum points: 5 points
Higher Order Thinking Quiz	Must score 80% or better
Bloom's Taxonomy Assignment	Must score 11 points or better
Culminating Course Project: Educational Theory and Philosophy	Must score 6 points or better
End of Course Survey	Completion. Unscored.

iteach Course 5300: Planning for Instruction and Assessment

Purpose of Course

The purpose of this instruction is to help pre-service and early service 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; and write their own learning objectives and lesson plans. This instruction will also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- write lesson objectives;
- design a lesson plan;
- recite research-based effective instructional practices;
- conduct a fair and helpful formative assessment;
- conduct a fair and valid summative assessment; and
- apply assessment results toward refinement and reteaching of lesson objectives.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
7.0 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none">● Writing Instructional Objectives Assignment● High Yield Strategies Quiz● Planning Instruction Quiz● Lesson Plan Assignment

<p>7.1 The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Formative & Summative Assessment Assignment ● Assessment and Data Analysis Quiz
<p>7.3 The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.0 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.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.1 The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.2 The teacher uses assessment to engage learners in their own growth.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into eight sections:

- **Module 1: Lesson Planning and Writing Objectives**
- **Module 2: Lesson Planning and the Lesson Cycle**
- **Module 3: Instructional Approaches**
- **Module 4: Overview of Assessment**
- **Module 5: Standardized Tests**
- **Module 6: Classroom Assessments (Formative and Summative)**
- **Module 7: Evaluation**

- **Module 8: Using Assessment Results-Planning, Feedback, and Reporting**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 5 and 6 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Overview of Lesson Planning and Writing Objectives	<ul style="list-style-type: none"> • Writing Instructional Objectives Assignment
2. Lesson Cycles	
3. Instructional Structures and Strategies	<ul style="list-style-type: none"> • High Yield Strategies Quiz • Planning Instruction Quiz • Lesson Plan Assignment
4. Overview of Assessment	
5. Standardized Testing	<ul style="list-style-type: none"> • Standardized Testing Assignment
6. Classroom Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Formative & Summative Assessment Assignment
7. Evaluation	<ul style="list-style-type: none"> • Evaluation Quiz
8. Using Assessment Results-Planning, Feedback, and Reporting	<ul style="list-style-type: none"> • Assessment and Data Analysis Quiz
8. Cumulative	<ul style="list-style-type: none"> • Summative Assignment: Lesson Plan & Assessment Plan • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Analyzing Objectives Learning Activity	Unscored

Writing Instructional Objectives Assignment	Minimum Score: 6 points
High Yield Strategies Quiz	3 out of 4 points
Planning Instruction Quiz	8 out of 11 points
Lesson Plan Assignment	Minimum Score: 11 points
Standardized Testing Assignment	Minimum Score: 5 points
Formative & Summative Assessment Assignment	Minimum Score: 5 points
Evaluation Quiz	4 out of 5 points
Assessment and Data Analysis Quiz	80%
Summative Assignment: Lesson Plan & Assessment Plan	Minimum Score: 9 points
End of Course Survey	Unscored

iteach Course 5400: Literacy, 21st Century Instruction, and Pedagogical Content Knowledge

Purpose

The purpose of this instruction is to help pre-service and early service teachers develop the 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the building blocks of literacy;
- distinguish between various approaches to literacy instruction (phonics and whole language);
- appreciate the critical role of literacy in each of the core content areas and know strategies to cultivate literacy in specific content areas and grade levels;
- understand the advantages and drawbacks of technology in the classroom and harness technology effectively to bolster instruction;
- describe the value of interdisciplinary instruction and recognize which disciplines integrate most closely with their content area of certification, and
- be able to identify and select content-appropriate instructional strategies.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>4.0 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● Selection of Class Technology Tool Assignment ● Engagement & Differentiation Quiz
<p>4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Literacy Instructional Strategies Assignment
<p>4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Pedagogical Content Knowledge Assignment ● Engagement & Differentiation Quiz
<p>5.0 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● ISTE Standards Reflection
<p>5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection

8.0 The teacher implements and engages learners in developing literacy and communication skills that support learning in the content area(s).	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz • Literacy Instructional Strategies Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

- **Module 1: Building Blocks of Literacy for K-6**
- **Module 2: Literacy in the 7-12 Classroom**
- **Module 3: Technology**
- **Module 4: Interdisciplinary Instruction**
- **Module 5: Pedagogical Content Knowledge**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Building Blocks of Literacy for K-6	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz
2. Literacy in the 7-12 Classroom	<ul style="list-style-type: none"> • Literacy Instructional Strategies Assignment
3. Technology	<ul style="list-style-type: none"> • Class Technology Tool Assignment • ISTE Standards for Students: Reflection
4. Interdisciplinary Instruction	<ul style="list-style-type: none"> • Interdisciplinary Lesson Plan Assignment

5. Pedagogical Content Knowledge	<ul style="list-style-type: none"> • Engagement and Differentiation Quiz • Pedagogical Content Knowledge Assignment
Cumulative Assignment	<ul style="list-style-type: none"> • Cumulative Course Project: Class Technology Initiative Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Building Blocks of Literacy Quiz	Must score 80% or better
Literacy Instructional Strategies Assignment	Minimum Score: 6 points
Class Technology Tool Assignment	Minimum Score: 6 points
ISTE Standards for Students: Reflection	Minimum Score: 5 points
Interdisciplinary Lesson Plan Assignment	Minimum Score: 13 points
Engagement and Differentiation Quiz	Must score 80% or better
Pedagogical Content Knowledge Assignment	Minimum Score: 6 points
Cumulative Course Project: Class Technology Initiative Assignment	Minimum Score: 6 points
End of Course Survey	Unscored

iteach Course 5500: Learner Differences and Adaptation for Students with Disabilities

Purpose of this Course

The purpose of this instruction is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.

As a secondary purpose, 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).

Learning Expectations

At the conclusion of this course, the standards of the Council for Exceptional Children (CEC) will have been addressed:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Practice
- Standard 7: Collaboration

Further, it is expected that learners will:

- describe the requirements of federal law for accommodating students with disabilities and learning differences in schools;
- 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 be in need of an IEP;
- understand options for accommodating learners who have an IEP in place; and
- recognize and serve the learning needs of gifted students in the mainstream classroom.
- create lesson plans that implement accommodations and modifications.
- complete Dyslexia Training

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Preparing for the IEP Meeting Assignment ● Instructional Modifications & Accommodations Assignment ● Lesson Plan with Modifications/Accommodations
1 The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Dyslexia Training & Certificate ● Instructional Modifications for Gifted Students Assignment
Progressions 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Instructional Modifications for Gifted Students Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into six sections:

- Module 1: Special Education Laws and Protected Groups
- Module 2: Response to Intervention and the Individualized Education Program
- Module 3: Recognizing and Accommodating Students with a Range of Special Needs
- Module 4: Strategies Make a Difference in the Classroom
- Module 5: Professional Learning and Collaboration Module 6. Gifted Students

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 7 and 8 hours.

Therefore, the course timeline is as follows:

Module	Quizzes and Assignments
1. Special Education Laws and Protected Groups	<ul style="list-style-type: none"> • Special Education & Drug Abuse Prevention Quiz
2. Response to Intervention and the Individualized Education Program	<ul style="list-style-type: none"> • Preparing for an IEP Meeting Assignment
3. Recognizing and Accommodating Students with a Range of Special Needs	<ul style="list-style-type: none"> • Instructional Modifications and Accommodations Assignment • Dyslexia Training and Certificate
4. Strategies Make a Difference in the Classroom	(Cumulative)
5. Professional Learning and Collaboration	(Cumulative)
6. Gifted Students	<ul style="list-style-type: none"> • Instructional Modifications for Gifted Students Assignment
6. Cumulative Assignment	<ul style="list-style-type: none"> • Lesson Plan with Modifications/Accommodations Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> Special Education & Drug Abuse Prevention Quiz 	Must score 80% or better
<ul style="list-style-type: none"> Preparing for the IEP Meeting 	Minimum of 8 points
<ul style="list-style-type: none"> Instructional Modifications and Accommodations Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> Dyslexia Training and Certificate 	Certificate of Completion
<ul style="list-style-type: none"> Instructional Modifications for Gifted Students Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> Lesson Plan with Modifications/Accommodations Assignment 	Minimum of 8 points
<ul style="list-style-type: none"> End of Course Survey 	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> Extraordinary initiative in completing the learning activity The work fully responds to all parts of the activity prompt. The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> The work fully responds to all parts of the activity prompt. The work shows insight into the teacher's role in the learning process. The work is grammatically correct and proofread (no more than 2 errors).

1	Emerging	Characterized by: <ul style="list-style-type: none">• The work responds to the activity prompt.• The work gives consideration to the teacher's role in the learning process.• The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none">• The work does not respond to the activity prompt.• The work shows little to no consideration for the teacher's role in the learning process.• The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5600: Diverse Student Populations, English Language Learners and Bilingual Students

Purpose of this Course

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).

Additional Required Materials

In addition to the technology required for all courses in the iteach program, this course requires additional outside reading material.

Candidates are required to obtain:

Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- Read and implement knowledge and strategies from the course text into assignments.
- appreciate the value and challenges of cultural differences in the classroom;
- understand and know how to implement Culturally and Linguistically Responsive Teaching and Learning in the classroom and in learning experiences
- understand the teacher's responsibility to ELs; and the supports local districts provide for services
- support simultaneous language acquisition and content learning for ELs.
- learn how best to support LGBTQ students

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

VIRGINIA DEPARTMENT OF EDUCATION

State Mandated Teacher Trainings

Virginia candidates are required to complete four state mandated trainings to seek initial licensure. The completion certificates for these trainings will be uploaded in an assignment in module 3, at the end of this course.

General information may be located here: <https://doe.virginia.gov/teaching/licensure/>

All trainings are included via the web addresses below except the Emergency First Aid, CPR & AED training. The Virginia DOE suggests using approved training provided by the American Heart Association or the American Red Cross to meet this requirement.

Child Abuse and Recognition Training

https://doe.virginia.gov/teaching/licensure/child_abuse_training.shtml

Emergency First Aid, CPR & AED

https://doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Dyslexia Awareness Training Module

<https://doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>

Behavior Intervention and Support Training

<https://cieesodu.org/initiatives/restraint-and-seclusion/>

At the end of this course:

Objectives	Evidence
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none">● CLR Quiz● CLR Lesson Plan● Book Report Assignment● Serving LGBTQ Students Assignment● Theory of Teaching Essay Assignment

<p>Progression for Standards 1 & 2: 1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Accommodations for ELLs Assignment ● ELL Training Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Serving LGBTQ Students Assignment ● Accommodations for ELLs Assignment ● Theory of Teaching Essay Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into three sections:

- **Module 1:** Culturally Responsive Teaching and Learning
- **Module 2:** Bilingual and ESL Program Models and Introduction to Teaching English Learners
- **Module 3:** Emerging Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 15 hours. In this course, there are 2 quizzes and 6 assignments. The course sequence is as follows:

Module	Quizzes and Assignments
1. Culturally & Linguistically Responsive (CLR) Teaching and Learning	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● CLR Book Report & Reflection
2. Bilingual & ESL Program Models & Introduction to Teaching Strategies for Second Language Learners	<ul style="list-style-type: none"> ● ELL Training Assignment ● Referral Process and Meeting English Learner's Needs Assignment ● Teaching English Learners Quiz ● Accommodations for English Learners Assignment
3. Emerging Issues	<ul style="list-style-type: none"> ● Serving LGBTQ Students Assignment
Cumulative	<ul style="list-style-type: none"> ● Theory of Teaching Essay Assignment ● Trainings & End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Score Minimum Criteria
CLR Quiz	Minimum Criteria: At least 80%
CLR Lesson Plan	Minimum of 9 points
CLR Book Report & Reflection	Minimum of 8 points
ELL Training Assignment	Minimum of 5 points
Referral Process and Meeting English Learner's Needs	Minimum of 5 points
Teaching English Learners Quiz	Minimum Criteria: At least 80%
Accommodations for English Learners Assignment	Minimum of 8 points
Serving LGBTQ Students Assignment	Minimum of 8 points
Theory of Teaching Essay Assignment	Minimum of 9 points
Trainings & End of Course Survey	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5700: Field Experience

Purpose of Course

The purpose of this course is for the teacher to apply knowledge and skills in a 4 semester credit hour (minimum of 560 classroom hours of field based experience) residency course. During this field based experience, theoretical approaches, screening/identification, educational placement considerations will be addressed.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate dispositions of highly effective teacher.
- reflect on their own strengths and growth opportunities with regard to these dispositions.
- demonstrate the highest standards of ethical behavior;
- work as an effective team member, including understanding horizontal and vertical alignment and the role of school team in alignment of curriculum;
- display effective classroom teaching
- cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Observation by Field Supervisor Reflection Impact on Student Learning Reflection CARE Form
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Observation by Field Supervisor Reflection CARE Form

1.2 The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Impact on Student Learning Reflection CARE Form
1.3 The teacher incorporates content knowledge in the delivery of course content	CARE Form
1.4 The teacher demonstrates the ability to implement curricular modifications and strategies into instruction.	Impact on Student Learning Reflection CARE Form

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

In this field-based course, candidates will have the opportunity to demonstrate mastery of learning objectives of this course at different times during the Residency placement, depending on the individual placement. Therefore, to ensure progress toward mastery, candidates will be observed and evaluated on progress toward these objectives using a classroom Appraisal Report and Evaluation (CARE) form a minimum of three times during the Residency period (minimum of 30 weeks or 900 contact hours). Additionally, candidates will be required to complete two Reflections on their Residency placement; they are intended to be completed sequentially.

Reflection 1: Observation by Field Supervisor

Reflection 2: Impact on Student Learning Reflection

Grading Policy

Assignment or Evaluation	Grading Details
Observation by Field Supervisor Reflection	1-4 scale
Impact on Student Learning Reflection	1-4 scale
CARE Form (minimum 3)	1-4 scale

Time spent with students is precious and does not provide opportunities for retakes. Therefore, as the culminating experience of the iteach program, assignments in this course may not be resubmitted. The candidate's score on each assigned reflection, as well as his or her performance during each CARE evaluation in the classroom, will be considered holistically in evaluating the candidate's Residency experience as "Successful" or "Unsuccessful." Candidates should aim to earn scores of "3— Proficient" and "4— Exemplary" on all assignments, but the candidate's professional improvement during the Residency period will also be considered.

Sources

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Solomon, G, (2003). Project-based learning: A primer. *Technology and Learning*, 23(6), 20-30. Retrieved from <http://libproxy.library.unt.edu:2055/docview/212095605>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

iteach Course 6600: Teaching Special Education

Purpose of Course

The purpose of this instruction is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Learners will also be required to complete a series of online assignments and assessments, in addition to face-to-face evaluation via the Content Specific Classroom Assessment Report and Evaluation form (CCARE), during the program Residency.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guiding Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowins is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. 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, as described by Soloman (2003) and others.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the federal guidelines for special education students
- understand the Response to Intervention (RTI) and the role of the Campus and Special Education teacher
- understand special education eligibility and how it will affect the learning process
- understand and analyze special education law and role of school community, special education, general education and families
- understand all types of special education populations and how each affect the school community
- understand and analyze the process and the impact on the school community for special education students to engage their learning experience in the least restrictive environment

Goals and Objectives

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Outline Essay Due Process Definitions Mini Assessments
1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Outline Essay Mini Assessments Outline

2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Essay Topic Mini Assessments
4.1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Case Study Essay Topic Outline Mini Assessments
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Study Essay Outline Mini Assessments
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- **Module 1:** Federal Governance
- **Module 2:** Response to Intervention
- **Module 3:** Eligibility
- **Module 4:** Special Education Law
- **Module 5:** Special Populations
- **Module 6:** Least Restrictive Environment

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 7-8 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Federal Governance	Case Study Essay Topic
2. Response to Intervention	Mini Assessment
3. Eligibility	Case Study Outline
4. Special Education Law	Case Study Due Process Definitions
5. Special Population	Case Study Essay Topic
6. Least Restrictive Environment	Case Study Mini Assessment

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Because the best measure of a teachers occurs in the classroom, the Content Specific Classroom Assessment Report and Evaluation form (CCARE), completed by the Field Supervisor during the candidate’s Residency, is also used by the program to evaluate applied knowledge learned during this course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section. This sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Assignment or Assessment	Grading Details
Essay on Changing Sp. Ed. Law	1-3 scale; minimum score “1”
Mini Assessment on RTI	Must score 80% or better
Outline of Sp. Ed. Eligibility	1-3 scale; minimum score “1”
Definitions for Due Process	1-3 scale; minimum score “1”
Essay about Special Populations	1-3 scale; minimum score “1”
Mini Assessment on Least Restrictive Env.	Must score 80% or better
Case Study Examples	1-3 scale; minimum score “1”
All Course Assignments	At least minimum score

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism-101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

iteach Course 6601: Special Education in the School Community

Purpose of Course

The purpose of this instruction is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Expectations:

At the conclusion of this course, it is expected that learners will:

- understand the importance of PLAAFP's and how they drive a student's IEP.
- understand needs of students and how to properly create appropriate and measurable IEP goals.
- understand the importance and legal requirements for transition planning.
- understand the difference between accommodations and modifications and how to implement.

- understand all assisted technology and related services for special education students.
- understand all support services and teaching strategies for special education students.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of

behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowlege that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. 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, as described by Soloman (2003) and others.

Goals and Objectives:

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Scenarios Transition IEP Writing Essay Topic Lesson Planning
1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning

2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments Essay Topic Lesson Planning
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies Mini Assessments Essay Topic Lesson Planning

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- Module 1: Present Levels of Academic Achievement and Functional Performance
- Module 2: IEP Goal Writing
- Module 3: Transition
- Module 4: Accommodations/Modifications
- Module 5: Assistive Technology and Related Services
- Module 6: Special Education Support Services

Although instruction is self-paced, it is intended to be equivalent to approximately 36 seat/contact hours, with each section of study requiring approximately 6 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Present Levels of Academic Achievement and Functional Performance	Case Study PLAAFP Scenarios PLAAFP Writing
2. IEP Goal Writing	Case Study Mini Assessment
3. Transition	Case Study Transition Goal Writing Activity
4. Accommodations/Modifications	Case Study Assessment
5. Assistive Technology and Related Services	Case Study Essay
6. Special Education Support Services	Case Study Mini Assessment Lesson Planning

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section.

These sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher’s role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher’s role in the learning process.

1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan.

Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden.

Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism-101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

In development stage:

TCVA 6602: Methods for Teaching Students with Severe and Profound Disabilities

TCVA 6603: Transition Planning for Students with Disabilities

iteach Course 6004: Responsive Literacy Instruction in the Elementary Classroom Syllabus

Purpose of Course

The purpose of this course is to prepare pre-service and early service teachers to develop a deep understanding of the research based instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students' needs.

A secondary purpose of this course is to help new teachers to develop the needed competencies to succeed on state mandated pedagogical exams for the elementary grades.

Required Textbook

Burkins, J., & Yaris, K. (2016). *Who's Doing The Work? How to Say Less So Readers Can Do More*. Portland, Maine: Stenhouse.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom. The cumulative assignment for this course will be a creation of a guide to share with parents that supports students' literacy development at home by taking into account the information presented in this course along with some research conducted by the candidate.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer with either Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)

- Word-processing software
- The ability to play Flash video

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of assignments designed to help the learner construct knowledge about how to use the instructional practices presented in this course.

This course will build upon the knowledge gained in 5400 regarding the dimensions of literacy and will focus on research based instructional practices for teaching these dimensions and reinforcing the learning while building new knowledge throughout the school year.

Learning Expectations

At the conclusion of the course, it is expected that learners will:

- Understand the various research based instructional strategies used during the literacy block
- Distinguish between traditional and next generation approaches
- Understand that making meaning through the use of metacognitive strategies should be the goal for students’ literacy learning in the elementary classroom
- Select texts to share with students that are culturally relevant based on research based criteria for cultural relevance
- Plan read-alouds that align with state standards and use books that are appropriate for a specific teaching point
- Plan shared reading using the same text across an instructional week to meet the instructional needs of students
- Create tools for documenting student literacy learning
- Consider ways to implement daily independent reading based upon the criteria presented in the course for successful implementation
- Develop an interactive writing lesson using a mentor text
- Examine best practices for literacy development at home

Goals and Objectives

Learning goals and objectives for the course are based on the International Literacy Association’s Standards for the Preparation of Literacy Professionals

Objectives	Evidence
<p>Standard 1: Foundational Knowledge Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of primary/elementary literacy and language and the ways in which they interrelate.</p>	<p>Assessment 2 Read-Aloud/Culturally Relevant Text Shared Reading Plan Guided Reading Documentation Independent Reading Plan Writing Lesson Cumulate Project</p>
<p>Standard 2: Curriculum & Instruction Candidates apply foundational knowledge to critically examine primary/elementary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.</p>	<p>Read-Aloud/Culturally Relevant Text Shared Reading Plan Guided Reading Documentation Independent Reading Plan Writing Lesson</p>
<p>Standard 3: Assessment & Evaluation Candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students' language acquisitions and literacy development for instructional and accountability purposes.</p>	<p>Assessment 1 Shared Reading Plan Guided Reading Documentation</p>
<p>Standard 4: Diversity & Equity Candidates examine their own culture 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>Read-Aloud/Culturally Relevant Text Cumulative Project</p>
<p>Standard 5: Learners and the Literacy Environment Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.</p>	<p>Assessment 1 Shared Reading Plan Guided Reading Documentation Independent Reading Plan Writing Lesson Cumulative Project</p>

<p>Standard 6: Professional Learning & Leadership</p> <p>Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.</p>	<p>Assessment 1 Cumulative Project</p>
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Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into seven sections:

Section 1. Classroom Culture & Environment with an Introduction to Beginning of the Year Assessment

Section 2. Overview of the Reading Process & Teaching Students to Focus on Metacognitive Strategies

Section 3. Read-Aloud as an Instructional Practice

Section 4. Shared Reading as an Instructional Practice & Formative Assessment

Section 5. Guided Reading

Section 6. Independent Reading

Section 7. Using Interactive Writing and Mentor Texts

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Section	Assignments and Assessments
Section 1. Classroom Culture & Environment with an Introduction to Beginning of the Year Assessment	Assessment
Section 2. Overview of the Reading Process & Teaching Students to Focus on Metacognitive Strategies	Assessment
Section 3. Read-Aloud as an Instructional Practice	Read-Aloud Plan Using a Culturally Relevant Text
Section 4. Shared Reading as an Instructional Practice & Formative Assessment	Shared Reading Plan
Section 5. Guided Reading	Guided Reading Documentation

Section 6. Independent Reading	Independent Reading Plan
Section 7. Using Interactive Writing and Mentor Texts	Writing Lesson
Cumulative Project	Home Literacy Guide for Parents

Notice there are no due dates. This course is self-paced. However, all learning activities for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Details
Assessments 1 & 2	Must score 80% or better
Read-Aloud Plan Using Culturally Relevant Text	1-4 scale; minimum score “2”
Shared Reading Plan	1-4 scale; minimum score “2”
Guided Reading Documentation	1-4 scale; minimum score “2”
Independent Reading Plan	1-4 scale; minimum score “2”
Writing Lesson	1-4 scale; minimum score “2”
Home Literacy Guide for Parents	1-4 scale; minimum score “2”
All Course Assignments	Minimum average score 2.5

Grading Scale		
4	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher’s role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
3	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher’s role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).

2	Basic	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher’s role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
1	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher’s role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

It is intended that if the teacher has not yet secured a field experience, he or she can include the learning products from this course as part of a portfolio of work to discuss during job interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a field experience, the items can be immediately implemented in the teacher’s classroom and/or used in future years of teaching.

Evaluation

At the conclusion of the iTeach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

Sources

Standards. (n.d.). Retrieved from <https://literacyworldwide.org/get-resources/standards/standards-for-the-preparation-of-literacy-professionals-2017>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

iteach Course 6005: Critical Reading and Writing Instruction Syllabus

Purpose of Course

The purpose of this course is to prepare pre-service and early service teachers to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom. There will be an emphasis on using reading and writing workshop to promote critical and evaluative thinking in order to arm students with the 21st century skills needed to navigate rigorous texts and write proficiently.

A secondary purpose of this course is to help new teachers to develop the needed competencies to succeed on state mandated pedagogical exams for the upper elementary and middle school grades.

Required Textbook

Chandler, A. (2017). *The Flexible ELA Classroom: Practical Tools for Differentiated Instruction in Grades 4-8*. New York, NY: Routledge.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom. The cumulative assignment for this course will be an examination and analysis of the released state assessment in reading and writing in order to inform the candidate of the most crucial state standards to continue to review and reinforce in a variety of genres across the school year in Language Arts.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer with either Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software

- The ability to play Flash video

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of assignments designed to help the learner construct knowledge about how to use the instructional practices presented in this course.

This course will build upon the knowledge gained in 5400 regarding the dimensions of literacy and will focus on research based instructional practices for teaching these dimensions and reinforcing the learning while building new knowledge throughout the school year.

Learning Expectations

At the conclusion of the course, it is expected that learners will:

- Understand that reading and writing are reciprocal processes and how to foster these processes in the English/Language Arts classroom to impact student growth in both reading and writing
- Understand that providing students with choice is empowering and purposefully plan ways to include student choice
- Understand the various research based instructional strategies used to teach reading and writing
- Plan lessons for reading workshop that align with state standards and use texts that are appropriate for a specific teaching point
- Understand how to group students strategically to enhance student learning
- Develop a writing lesson using mentor texts and student exemplars
- Explore ways to implement project-based learning in the ELA classroom
- Understand a variety of research based strategies for teaching English learners and create a plan for adapting vocabulary instruction to meet English learners’ instructional needs
- Explore methods for personalizing word study and vocabulary instruction and plan a lesson using vocabulary from an appropriate text
- Examine a variety of methods for both formative and summative assessment

- Analyze a released state test to better understand the state standards that are crucial to teach and reinforce across the school year

Goals and Objectives

Learning goals and objectives for the course are based on the International Literacy Association’s Standards for the Preparation of Literacy Professionals

Objectives	Evidence
<p>Standard 1: Foundational Knowledge Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of upper elementary and adolescent literacy and language development and the ways in which they interrelate.</p>	<p>Assignment 1: Synthesis of the Reading/Writing Connection</p>
<p>Standard 2: Curriculum & Instruction Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design: implement, adapt, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and disciplinespecific literacy needs and processes of upper elementary and adolescent learners.</p>	<p>Assignment 2: Reading Workshop Lesson Plan</p> <p>Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning</p> <p>Assignment 4: Vocabulary Lesson Plan</p>
<p>Standard 3: Assessment & Evaluation Candidates understand, 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>Assignment 5: Cumulative Project</p>

<p>Standard 4: Diversity & Equity Candidates examine their own culture 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>Assignment 4: Vocabulary & Strategies for English Learners</p>
<p>Standard 5: Learners and the Literacy Environment Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.</p>	<p>Assignment 1: Synthesis of the Reading/Writing Connection & Providing Choice</p> <p>Assignment 2: Reading Workshop Lesson Plan & Use of Strategic Groupings</p> <p>Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning</p> <p>Assignment 4: Vocabulary and Strategies of English Learners</p>
<p>Standard 6: Professional Learning & Leadership Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.</p>	<p>Assignment 5: Cumulative Project</p>

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

- Section 1.** The Reading/Writing Connection & Student Choice
- Section 2.** Reading Workshop & Strategic Grouping
- Section 3.** Writing Workshop & Project-Based Learning
- Section 4.** Vocabulary & Strategies for English Learners
- Section 5.** Assessment, Teaching the Test Genre, & Family Partnerships

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Section	Assignments and Assessments
Section 1. The Reading/Writing Connection	Assignment 1: Synthesis of Reading/Writing Connection & Student Choice
Section 2. Reading Workshop & Student Choice	Assignment 2: Reading Workshop Lesson Plan & Use of Strategic Groupings
Section 3. Writing Workshop & Project-Based Learning	Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning
Section 4. Vocabulary & Strategies for English Learners	Assignment 4: Vocabulary Lesson Plan & Strategies for ELs
Section 5. Assessment, Teaching the Test Gene, & Family Partnerships	Assignment 5: Cumulative Project

Notice there are no due dates. This course is self-paced. However, all learning activities for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Details
Assignment 1: Synthesis of Reading/Writing Connection & Student Choice	1-4 scale; minimum score "2"
Assignment 2: Reading Workshop Lesson Plan & Use of Strategic Groupings	1-4 scale; minimum score "2"
Assignment 3: Writing Workshop Lesson Plan & Use of Project-Based Learning	1-4 scale; minimum score "2"
Assignment 4: Vocabulary Lesson Plan & Strategies for ELs	1-4 scale; minimum score "2"
Cumulative Project	1-4 scale; minimum score "2"
All Course Assignments	Minimum average score 2.5

Grading Scale

4	Exemplary	<p>Characterized by: Extraordinary initiative in completing the learning activity The work fully responds to all parts of the activity prompt. The work is thoughtful and shows exceptional insight into the teacher’s role in the learning process. The work is grammatically correct and carefully proofread (0-1 error).</p>
3	Proficient	<p>Characterized by: The work fully responds to all parts of the activity prompt. The work shows insight into the teacher’s role in the learning process. The work is grammatically correct and proofread (no more than 2 errors).</p>
2	Basic	<p>Characterized by: The work responds to the activity prompt. The work gives consideration to the teacher’s role in the learning process. The work is mostly grammatically correct and proofread (no more than 3 errors).</p>
1	Unsatisfactory	<p>Characterized by: The work does not respond to the activity prompt. The work shows little to no consideration for the teacher’s role in the learning process. The work has many grammatical and/or spelling errors (4 or more).</p>

It is intended that if the teacher has not yet secured a field experience, he or she can include the learning products from this course as part of a portfolio of work to discuss during job interviews and share with hiring principals, and to adapt and implement in a future classroom once hired. If the teacher has already secured a field experience, the items can be immediately implemented in the teacher’s classroom and/or used in future years of teaching.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

Sources

Standards. (n.d.). Retrieved from <https://literacyworldwide.org/get-resources/standards/standards-for-the-preparation-of-literacy-professionals-2017>
 Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). The invented reality. (pp. 17-40). New York, NY: Norton

Curriculum Alignment

The alignment of the iteachVIRGINIA curriculum and the competencies of the elementary education and special education content areas are provided to illustrate that the candidates completing the Elementary education program, or the Special Education program demonstrate the identified state content area competencies.

VIRGINIA DEPARTMENT OF EDUCATION

PROGRAM STATUS MATRIX REVIEW

PROFESSIONAL STUDIES REQUIREMENTS for

Early/Primary Education, Elementary Education and Middle Education Endorsements.

8VAC20-543-90

Endorsement Competencies	Courses and Experiences
<i>PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements</i>	
<p>1. Human development and learning (birth through adolescence</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</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 TCVA 5200 and TCVA 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual</p>

in guiding learning experiences and relating meaningfully to students.

- b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related 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.

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.

- b. TCVA 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.

In TCVA 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>TCVA 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.</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>TCVA 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>2. Curriculum and instruction</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>

- a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction
- 1. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

- a.
 - 1. In TCVA 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 model best suited to the learning task; including appropriate technologies and media in writing their own learning objectives and lesson plans.

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.

TCVA 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.

In TCVA 5400, teachers are introduced to the International Society for Technology Education (ISTE) as the essential role of

	<p>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 TCVA 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 TCVA 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 TCVA 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</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</p>	<p>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 TCVA 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 TCVA 6005, teachers examine their own culture 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 TCVA 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. TCVA 5400, focuses on the importance of family engagement in ways to promote children’s language and literacy development. Current articles in <i>The</i></p>
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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.

Reading Teacher, 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.

The importance of family communication is displayed through the Teaching Channel videos that deepen collaborative engagement with colleagues, learners, and learners' families. Written communication projects throughout courses displays a deeper understanding.

Early childhood development iteach curriculum focuses on 1. Approaches to Play and Learning, (TCVA 5100) 2. Social and Emotional development, (TCVA 5100 & TCVA 5200) 3. Communication, Language and Literacy Development, (TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004) 4. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and 5. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600). In TCVA 5200, the teacher is introduced to normal physical, cognitive, and

<p>6. 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>7. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p>	<p>social/emotional development if school aged children beginning at age four.</p> <p>6. In TCVA 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 TCVA 5400 and TCVA 6004, the teacher examines best practices for 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> <ul style="list-style-type: none"> a. Approaches to Play and Learning, (TCVA 5100, TCVA 5200, TCVA 5300, TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004)) b. Social and Emotional development, (TCVA 5100 & TCVA 5200) c. Communication, Language and Literacy Development, (TCVA 5400,
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<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>TCVA 5500, TCVA 5600 & TCVA 6004)</p> <p>d. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and</p> <p>e. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600).</p> <p>8. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ul style="list-style-type: none"> a. Child Abuse and Recognition Training b. Emergency First Aid, CPR & AED c. Dyslexia Awareness Training Module d. Behavior Intervention and Support Training
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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</p>	<p>b.</p> <p>1. In TCVA 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</p>
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materials, including media and contemporary technologies; and evaluation of pupil performance.

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 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.

TCVA 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 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>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>2. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 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 TCVA 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>TCVA 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 TCVA 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</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>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 c TCVA 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. TCVA 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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3. Classroom and behavior management

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.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning

<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>environments that enable each learner to meet high standards.</p> <p>TCVA 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. TCVA 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 TCVA 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>
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<p>4. Assessment of and for learning</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>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 TCVA 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 TCVA 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>
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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.

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 feedback to engage learners in their own growth and goal setting.

c. TCVA 5300 offers a thorough 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 TCVA 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>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>In the Field Experience TCVA 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> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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5. Foundations of education and the teaching profession

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

b. Attention 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.

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

In TCVA 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.

b. TCVA 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 TCVA 5600 the teacher will conduct research on the legal landscape and

<p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>determine the legal ramifications of the teaching profession.</p> <p>c. TCVA 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 TCVA 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, TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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<p>6. Language and literacy</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,</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.</p> <p>1. In TCVA 5400, the teacher is taught researchbased 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. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept of print, comprehension, oral reading accusation,</p>
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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 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.

word recognition, vocabulary, comprehension, and fluency.

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.

TCVA 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. TCVA 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

	<p>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 the "Writing Process" by observing writing workshop in the primary grades with Teaching Channel videos.</p>
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b. Middle education - language acquisition and reading development

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.

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.

b.

1. TCVA 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.

In TCVA 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.

2. TCVA 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.

Additionally, in TCVA 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

Supervised clinical experiences

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.

aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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.

All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters.

The teacher will work closely with a Field Supervisor who will complete three classroom observation during the two-semester placement.

**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 <i>The response must be written. References to course numbers is not accepted for the only response.</i>
<p>1. Human development and learning (birth through adolescence):</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</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 TCVA 5200 and TCVA 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. CVA 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</p>

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 childhood experiences; and family disruptions.

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 as way to increase learning through a Growth Mindset and setting high standards for all students.

In TCVA 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.

TCVA 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).

TCVA 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

	<p>language acquisition and content learning for Els, how to best support LGBTQ and the support local districts provide for services.</p>
<p>2. Curriculum and instruction:</p> <p>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.</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. In TCVA 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 these strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</p>

<p>b. 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>TCVA 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>b. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 5700. In study groups or in online venues, the teachers consistently display the best practices associated with effective online learning.</p>
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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 TCVA 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 TCVA 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. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ol style="list-style-type: none"> 1. Child Abuse and Recognition Training 2. Emergency First Aid, CPR & AED 3. Dyslexia Awareness Training Module 4. Behavior Intervention and Support Training
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<p>g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.</p> <p>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.</p>	<p>g. TCVA 5400 and TCVA 6005 curriculum and instruction are addressed for middle school and secondary grades. TCVA 5400, offers Literacy and content courses specific to grades K6 building blocks of literacy distinguishing between a various approach to instruction (phonics, comprehension, fluency, and writing).</p> <p>Additionally, TCVA 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.</p> <p>h. Assignments throughout the iteach 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.</p>
<p>3. Assessment of and for learning:</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</p>	<p>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</p>

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

without bias. These concepts are introduced and explored in TCVA 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.

TCVA 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. TCVA 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.

assessment data to make decisions about how to improve instruction and student performance.

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

The thorough knowledge of assessment is demonstrated in the Cumulative Course Project in TCVA 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.

In the Field Experience TCVA 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.

- d. TCVA 5300 and TCVA 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.
- e. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.

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.

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

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

In TCVA 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. TCVA 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.

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

- d. TCVA 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

	<p>(FERPA); Teaching Channel videos provide Ethical teacher expectations.</p> <p>In an assignment in TCVA 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>e. In the Introductory TCVA 5000, mastery knowledge of the Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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<p>5. Classroom and behavior management:</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>a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.</p> <p>TCVA 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</p>
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<p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.</p>	<p>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>TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>TCVA 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>
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c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

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.

c. TCVA 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.

d. In TCVA 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.

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.

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

- a. TCVA 5400, the teacher moves from the basic knowledge of literacy instruction in PreK -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 TCVA 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

<p>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.</p> <p>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.</p>	<p>improve comprehension and develop a love of reading.</p> <p>1. In TCVA 5500, the teacher is exposed to the unique needs of the special needs students 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.</p> <p>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.</p> <p>2. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept</p>
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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.

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. TCVA 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.

TCVA 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.
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<p>7. Supervised clinical experience.</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.</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 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.</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>
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8VAC20-543-500. Special education general curriculum K-12.

The iteachVIRGINIA program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in [8VAC40-543-140](#), including reading and language acquisition.

<p>1. Foundations: Characteristics, legal, and medical aspects</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the schoolcommunity. This course includes a dedicated discussion of the process while identifyingkeys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionalsunderstand how language, culture, and familybackground influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their</p>	<p>Addressed and mastery demonstrated in course 5200. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

relationship to the various disabilities;	
(4) Medical aspects of disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Educational implications of the various disabilities; and	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.	Addressed and mastery demonstrated in course 6600/5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:	The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.
(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.6600

<p>Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	
<p>(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600/5500</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>6600</p>
<p>2. Assessments and evaluation</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web</p>

	based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.
a. Ethical issues and responsibilities in the assessment of individuals with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Procedures for screening, pre-referral, referral, and eligibility determinations;	Addressed and mastery demonstrated in course 6601/ 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Knowledge of the Virginia Accountability System, assessment options, and procedures for	Addressed and mastery demonstrated in course 5530.

<p>participation for students with disabilities.</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>b. Address diverse approaches to classroom organization and set-up based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>c. Provide positive behavioral supports; and</p>	<p>5 Addressed and mastery demonstrated in course 6500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration</p> <p>a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400.</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5003</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Understanding the roles and responsibilities of each member of the collaborative team; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Training, managing, and monitoring paraprofessionals;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Involvement of families in the education of their children with disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Understanding the standards of professionalism;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Cooperating with community agencies and other resource providers; and</p>	<p>Addressed and mastery demonstrated in course 6603/5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>f. Models and strategies for promoting students' self-advocacy skills.</p>	<p>Addressed and mastery demonstrated in course 66603/5300.</p>
<p><i>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</i></p>	
<p>1. Characteristics.</p>	
<p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</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>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, as described by Solomon (2003) and others.</p> <p>Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.</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 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 status, attention deficit disorders, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.</p>
(1) Autism spectrum disorder;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(2) Deaf-blindness;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(3) Developmental delay;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(4) Emotional disability;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(5) Hearing impairment, including deaf and hard of hearing;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(6) Intellectual disability;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(7) Learning disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(9) Orthopedic impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(10) Other health impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(11) Speech-language impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(12) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(13) Visual impairment, including blindness.	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Age-span and developmental issues;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.500/6600

<p>(2) Levels of severity;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600</p>
<p>(3) Cognitive functioning;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600</p>
<p>(4) Language development;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Emotional and behavioral adjustment;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Social development;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Medical aspects; and</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(8) Cultural, ethnic, and socioeconomic factors.</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Individualized education program development and implementation.</p>	<p>In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP;</p>

	<p>Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.</p>
<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development, including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5700</p>
<p>(2) Make decisions about student progress, instruction, program, accommodations, placement, teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs 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.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading, and reading and writing across content areas;</p>	<p>Addressed and mastery demonstrated in Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences; and</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5300/6601</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading and writing at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development 5</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(5) Design alternative ways to teach content material including modifying curriculum in both</p>	<p>Addressed and mastery demonstrated in course 6601.</p>

directive and nondirective methodologies;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Instructional strategies for mathematics.	
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:	Teaching Elementary Math course 9003
a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking, mathematics vocabulary, calculation, and problem-solving;	Addressed and mastery demonstrated in course 9003. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the</p>	<p>Addressed and mastery demonstrated in courses 5400/5500/6602.</p>

elementary, middle, and secondary levels;	Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Provide explicit instruction in mathematics at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;	Teaching Elementary Math course 9003
(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;	Addressed and mastery demonstrated in courses 5200/5500. Please refer to the attached course syllabi for the applicable assessment or assignment.5200
(5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;	Addressed and mastery demonstrated in courses 5500/6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700.

<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators, related service providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Knowledge of person-centered planning strategies to promote student involvement in planning; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Assess social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p>

	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Plan and use specialized social skills strategies.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
g. Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.	Addressed and mastery demonstrated in course 5400 and Literacy course. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.	All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters. The teacher will work closely with a Field Supervisor who will complete at least three classroom observation during the two-semester placement.

	Teachers will teach in the area (Elementary, Secondary, Special Ed) of the endorsement for which they are seeking.
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VAC20-543-460. Special education adapted curriculum

K-12.

The iteachVIRGNIA program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The program shall ensure that the candidate has demonstrated the following competencies:

<p>A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:</p>	
<p>1. Foundations. Characteristics, legal, and medical aspects.</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;	
(3) Normal patterns of development, such as physical, psychomotor, cognitive, linguistic, social, and emotional development and their relationship to the various disabilities;	Addressed and mastery demonstrated in course 5200. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Medical aspects of disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Educational implications of the various disabilities; and	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.	Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:	The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.
(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	
<p>(2) Current regulations governing special education, including individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools; and</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Assessments and evaluation.</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct</p>

	application for current and future classrooms.
a. Ethical issues and responsibilities in the assessment of individuals with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Procedures for screening, prereferral, referral, and eligibility determinations;	Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;	Please refer to the attached course syllabi for the applicable assessment or assignment. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Provide positive behavioral supports; and</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration.</p> <p>Skills in consultation, case management, and collaboration, including and</p> <p>(a) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Virginia Standards of Learning, structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Understanding of the roles and responsibilities of each member of the collaborative team; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Training, managing, and monitoring paraprofessionals;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Involving of families in the education of their children with disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. Understanding the standards of professionalism;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Cooperating with community agencies and other resource providers; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Models and strategies for promoting students' self-advocacy skills.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an	

appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

1. Characteristics.

A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.

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, as described by Solomon (2003) and others.

Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.
a. Demonstrate knowledge of the definitions; characteristics, including medical and health conditions; and learning and behavioral support needs of students with disabilities (K-12) whose cognitive impairments or adaptive skills require adaptations to the general curriculum and whose functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including students with:	The purpose of the instruction in course 5500 is to help pre-service and early service teachers learn about how students’ differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher’s responsibility to the individual student.
(1) Autism spectrum disorders;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Developmental delay;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Multiple disabilities, including sensory, deaf-blindness, speech-language, orthopedic and other health impairments as an additional disability	Addressed and mastery demonstrated in course 5500/6600.

to those referenced in subdivision 1 a of this subsection.	Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Medical needs, sensory needs, and position and handling needs of children with multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Speech and language development and communication and impact on educational, behavioral, and social interactions;	Addressed and mastery demonstrated in course 5400/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Impact of disability on self-determination and self-advocacy skills; and	Addressed and mastery demonstrated in course 6003. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
2. Individualized education program (IEP) development and implementation.	In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP; Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.
a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Make decisions about student progress, instruction, program, modifications, adaptations, placement, teaching methodology, and transitional services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Be able to write educationally relevant IEP goals and objectives that address self-care and self-management of student physical, sensory, and medical needs that also enhance academic success in the adapted curriculum.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs learners and how to plan instruction that is responsive to these strengths and needs. This knowledge is evidenced through a written assignment</p>

	<p>as well as lesson planning. Emphasis is given to culturally relevant curriculum.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on grade level content standards;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as those found in the professional studies requirements in 8VAC40-543-140. Skills in this area include phonemic and other phonological awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies and writing, as well as the ability to foster appreciation of a variety of literature and independent reading; and reading and writing across the content areas;</p>	<p>Addressed and mastery demonstrated in course Literacy.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Foundational knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics including mathematical concepts, mathematical thinking, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

d. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Strategies to promote successful integration of students with disabilities with their nondisabled peers;	Addressed and mastery demonstrated in course 5100. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Use of technology to promote student learning;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
h. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, diverse learning styles, and technology use;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Implement a blended curriculum that includes teaching academic skills using the aligned Virginia Standards of Learning and incorporating functional and essential life skills into instruction;	Addressed and mastery demonstrated in course 5300/6601. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>(3) Provide explicit instruction of reading, writing and mathematics at appropriate developmental and grade level in a cumulative manner to students with disabilities accessing the general education curriculum through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Conduct and analyze results of functional behavior assessment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Implement behavioral intervention plans incorporating positive behavioral supports;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Design alternative ways to teach content material including modifying and adapting the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(8) Develop appropriate transition between grade levels, setting, and environments;</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(9) Use assistive and instructional technology, including augmentative and alternative communication methods and systems;</p>	<p>5 Addressed and mastery demonstrated in course 5700</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(10) Implement and evaluate group management technique and individual interventions that teach and maintain emotional, behavioral, and social skills;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>(11) Implement and monitor IEP specified modifications and adaptations within the general education classroom; and</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(12) Integrate students in the community through collaboration with community service systems.</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>4. Individualized supports and specialized care of students with significant disabilities.</p>	
<p>a. An understanding and application of service delivery for students with significant disabilities and their unique care needs, including the ability to identify the physical, sensory, and health and medical needs of students with significant disabilities and understand how these needs impact the educational program including:</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Understanding of typical physical development of children and application of this knowledge in developing learning experiences for students with significant disabilities;</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Basic understanding of the most common medical diagnoses associated with students with significant disabilities and the impact on their functioning in school and community settings;</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Understanding of the role muscle tone plays in the positioning and handling of students and familiarity with common positioning equipment used in the classroom; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>(4) Understanding of alternative and augmentative communication systems and the ability to identify an appropriate communication system based on the needs of the student.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understanding of the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service request.</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Ability to develop lesson plans that blend and incorporate the academic, functional, and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>5. Transitioning.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, and self-determination to include goal setting, decision-making, problem-solving, self-awareness and self-advocacy, guardianship, and other legal considerations.</p>	<p>In the course 6003, the teacher candidate will develop the ability to be an advocate for the special needs during the transition phase.</p> <p>This course is currently under development. The course can be submitted prior to implementation.</p>

<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators including career and technical educators and school counselors, related services providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators to include the understanding of consent to share information, including confidentiality and disability disclosure.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world, including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, community independent living, and waivers.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Knowledge of person-centered planning strategies to promote student involvement in planning.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>f. Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>g. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	
<p>(1) Assesses social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Plans and uses specialized social skills strategies.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>h. Knowledge of use and implementation of vocational assessments to encourage and support students' advocacy and self-determination skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>i. Knowledge of legal issues surrounding age of majority and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>j. Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority, and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400</p>
<p>7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Addressed and mastery demonstrated in course 5400/6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400/6602</p>
<p><i>C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.</i></p>	<p>All iteach candidates will be hired as the teacher of record 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 (Secondary, Special Ed) of the endorsement for which they are seeking.</p>

278VAC20-543-120: Elementary Education PreK-6

The iteachVIRGINIA program in elementary education PreK-6 requires that the candidate demonstrate competency in the follow areas:

Competencies	iteach Courses
1. Methods	<p>Professional Courses The purpose of the iteach Professional course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.</p> <ul style="list-style-type: none"> • TCVA 5100: Learning Environments • TCVA 5200: Learner Development • TCVA 5300: Planning for Instruction and Assessment • TCVA 5400: Literacy, 21st Century Instruction, Pedagogical Content Knowledge • TCVA 5500: Learner Differences and Adaptations for Students with Disabilities • TCVA 5600: Diverse Populations, English Learners, and Bilingual Learners <p>Literacy Courses The purpose of the iteach Literacy courses is to prepare pre-service and early service teachers to develop a deep understanding of the science of teaching reading and the research-based instructional practices used to teach reading and writing in the K-3 & 4-8 classroom.</p> <ul style="list-style-type: none"> • TCVA 6004: Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005: Critical Reading and Writing Instruction <p>Methods Courses The purpose of the iteach Methods courses is to equip new teachers with the knowledge and skills to craft and implement engaging learning experiences for students. Embedded and guided by content standards, the courses leverage critical and creative thinking as well as differentiation, assessment, and multi-disciplinary connections. Methodology and content knowledge combine to ensure students are able to access the curriculum in a meaningful way that yields mastery.</p> <ul style="list-style-type: none"> • CCVA 9002: Teaching Elementary English • CCVA 9003: Teaching Elementary Math

	<ul style="list-style-type: none"> • CCVA 9004: Teaching Elementary Science • CCVA 9005: Teaching Elementary Social Studies
<p>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;</p>	<p>The instructional courses TCVA 5100-5600 and Methods courses CCVA 9002-9005 align with Virginia's Foundations Blocks of Learning: Comprehension Standards for four-year olds recognizing the value of early education as laying the foundation for future academic success. Virginia Standards of Learning are introduced in course TCVA 5300 and candidates are required to create lessons using the Virginia SOL standards.</p> <p>Courses CCVA 9002-9005 provide content specific knowledge in the areas of English, mathematics, history, and social science, science, and computer technology.</p>
<p>b. Understanding of current research on the brain, its role in learning, and implications for instruction;</p>	<p>In course TCVA 5200, pre-service and early service teachers learn about student development and research on the brain, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's Taxonomy.</p>
<p>c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;</p>	<p>Course TCVA 5300 focuses on lesson planning using common models that differentiate between various instructional models integrating all subjects selecting the model best suited for the learning task into lesson planning. This instructional course will also equip preservice and early service teachers to develop deep understanding of all content areas, make connections across content, and apply content knowledge in meaningful ways.</p> <p>In TCVA 5400, teachers create an interdisciplinary lesson plan integrating English with other disciplines aligned with their teaching placement.</p>

<p>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</p>	<p>In TCVA 5100, pre-service and early-service teachers learn how to create flexible learning environments that respond and meet the needs of all learners in the classroom.</p> <p>In TCVA 5300, pre-service and early service teachers write lesson objectives using planning models to differentiate between various instructional models and select the model best suited to the learning task. Special attention is given to the importance of differentiated instruction.</p> <p>Differentiated instruction is included as a means to ensure all students are able to access the curriculum in the TCVA 6004 and 6005 Literacy courses as well as the Methods courses CCVA 9002-9005.</p>
<p>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;</p>	<p>In TCVA 5300, the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>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;</p>	<p>In TCVA 5100, pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably candidates learn the importance of: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).</p> <p>TCVA 6004 includes components that focus on classroom culture, environment, classroom management, accountability and cultural relevance.</p> <p>Course CCVA 9002 focuses on how to establish a well managed class with routines where students are engaged in meaningful literacy activities.</p>

<p>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;</p>	<p>In TCVA 5100, teacher candidates learn how to create flexible learning environments that respond and support all learners in the classroom. These understandings intersect with TCVA 5600, where teachers learn how components and understanding of a student's culture and language in the classroom creates a welcoming learning environment. Teacher candidates will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).</p>
<p>h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;</p>	<p>In TCVA 5300, pre-service and early service teachers are introduced to assessment as any tool used to evaluate what students know. Additionally, a focus on limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results to drive instruction. These skills are developed throughout TCVA 5400-5600.</p> <p>The importance of and how to implement formative and summative assessment practices that diagnose and analyze current states of learning to inform instruction are essential and are included in the Literacy courses (TCVA 6004 & 6005) as well as the Methods courses (CCVA 9002-9005).</p>
<p>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</p>	<p>Teacher candidates include reflections in assignments throughout the iteach coursework. In TCVA 5100 specifically, teacher candidates learn the value of professional learning communities, collaboration and how working together supports continuous learning.</p>
<p>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</p>	<p>Qualitative and quantitative research is included throughout the coursework for teacher candidates to develop the ability to analyze, evaluate, and apply to assignments and their practice. Course assignments provide the opportunity for candidates gather, review, analyze, interpret, and apply data.</p>

<p>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</p>	<p>The Virginia Standards of Learning for Computer Technology along with ISTE standards are introduced in course TCVA 5100 and reinforced and applied in all courses. The purpose of the instruction in TCVA 5400 is to help pre-service and early service teachers develop 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.</p>
<p>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.</p>	<p>The purpose of the instruction in TCVA 5200 is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.</p>

<p>2. Knowledge and Skills</p>	
<p>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure.</p>	<ul style="list-style-type: none"> • TCVA 5400 Literacy, Pedagogical Content Knowledge • TCVA 6004 Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005 Critical Reading and Writing Instruction, • CCVA 9002 Teaching Elementary Methods Course <p>These courses are designed to increase teacher knowledge base and give the teacher practical tools for teaching elementary English and Language Arts.</p>
<p>(1) Assessment and diagnostic teaching. The individual shall:</p>	<p>Course TCVA 6004 includes pre-assessments for use at the start of the year to diagnose student current learning levels in phonics, letter recognition, comprehension, fluency, reading level as well as ongoing formative assessments throughout the year including checklists, Specific Skills Rubrics, Running Records & Anecdotal notes. Teacher candidates know, understand, and use</p>

	<p>formal and informal assessment strategies to plan, evaluate and inform instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>In TCVA 6005, candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students' language acquisitions and literacy development for instructional and accountability purposes.</p> <p>In CCVA 9002, candidates demonstrate knowledge, understanding, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Grade level literacy expectations (Pre-K–3) • CCVA 9002, Module 5: Intervention • TCVA 6004, Module 1: Assessments to inform instruction • TCVA 6005, Module 5: Standardized testing-preparing throughout the school year for elementary and middle school
<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton Gillingham technique (K-1) and remedial support (Grades 2-4) • TCVA 6004, Module 1: <ul style="list-style-type: none"> ○ Beginning year assessments to inform instructional decisions ○ Determine a student's strengths and weaknesses in multiple areas including grade level-readiness, letter recognition, phonological awareness, decoding, fluency, vocabulary, comprehension and writing ○ Formative assessments throughout the year to target students' ongoing needs (Remediation and acceleration) • TCVA 6005, Module 5: Assessments with an emphasis on standardized testing for the intermediate and middle grades classroom.

<p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p>	<p>Teacher candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry in several courses. Numerous examples of Teaching Channel videos of teachers modeling communication strategies in the classroom are shared throughout the courses.</p> <p>In TCVA 5100 and TCVA 5400, technology standards are infused into the content and assignments. Teacher candidates learn how to integrate ISTE standards into learning experiences that teach communication skills including the ability to access, analyze, evaluate and create media.</p> <p>Teacher candidates create a Technology project in TCVA 5400 to demonstrate the ability to teach students how to use various forms of media to collaborate and communicate.</p> <p>In TCVA 6004, TCVA 6005, and CCVA 9002, teacher candidates learn how to create lessons and learning experiences that support the development of listening and speaking skills for their students.</p>
<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(b) Be proficient in developing students' phonological awareness skills;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Intro. to Literacy • TCVA 6004, Module 4: Shared Reading and Formative Assessment – Phonological Awareness • TCVA 9002, Module 1: Reading Instruction Prek-2
<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>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	<ul style="list-style-type: none"> • TCVA 5600, Module 2: Intro to Literacy • TCVA 6005, Module 4: Vocabulary & Strategies for English Learners • CCVA 9002, Module 6: English Language Learners

<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Reader’s Theater and choral reading • TCVA 6004, Module 1: Creating a classroom environment that promotes creative expression through writing and reading • TCVA 6005, Module 4: Interactive read-alouds • CCVA 9002, Module 3: Writing Process - Creative writing beginning in K where children have the freedom and support to grow in a safe environment and take risks.
<p>(3) Reading and literature. The individual shall:</p>	<p>In TCVA 5400, pre-service teachers understand that literacy is a foundational skill for every academic task. From reading a math word problem to writing a scientific hypothesis—even understanding the course syllabus requires literacy. This comprehensive course introduces everything needed to develop beginning readers and writers to more advanced readers and writers able to apply these skills into the content areas.</p> <p>The purpose of the course TCVA 6004 is to prepare pre-service and early service teachers to develop a deep understanding of the Science of Reading instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next-generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students’ needs.</p> <p>In TCVA 6005, pre-service and early service teachers are prepared to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom.</p> <p>CCVA 9002 provides inservice teachers a deeper dive into literacy instruction including technology. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>
<p>(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes,</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton-Gillingham phonics • CCVA 9002, Module 1: phonemic awareness, phonemes and phonics, word study, and vocabulary development

<p>morphemes, word analysis, and decoding skills;</p>	<ul style="list-style-type: none"> • TCVA 6004, Module 4: Phonological awareness - manipulating sounds of oral language
<p>(b) Be proficient in strategies to increase vocabulary and concept development;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Vocabulary Strategies (6th-12th grades) • TCVA 6004, Module 2: Word Work and Vocabulary providing multiple exposure and words taught in context for a deeper understanding. • TCVA 6005, Module 4 & 5: Vocabulary Enrichment and connecting to reading- anchor charts of unfamiliar words from text, focus on the importance of using standardized test language throughout the year • CCVA 9002, Module 2: Inferences from texts • CCVA 9002, Module 6: Supporting ELL with basic vocabulary in all subjects
<p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Foundations of Literacy • TCVA 6004, Module 4: word meaning • CCVA 9002, Module 6: using visuals
<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>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension strategies and background knowledge, fluency • TCVA 6004, Module 4: Comprehension strategies • TCVA 6005, Module 1: Responding to literature to show comprehension in a variety of ways • CCVA 9002, Modules 1 & 2: Building on basic comprehension skills beginning to understand with a focus on fluency
<p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Fluency, accuracy, and expression • TCVA 6004, Module 4: Fluency and expression in read alouds • CCVA 9002, Modules 1 & 2: Fluency - appropriate speed accuracy, and expression
<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in Content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2, & 4: Reading for inquiry, asking meaningful questions

<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2 & 4: Reading for inquiry - asking meaningful questions
<p>(g) Demonstrate the ability to foster appreciation of a variety of literature;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Classrooms with quality literature and independent reading • TCVA 6004, Module 1: Creating literacy rich environments and culturally relevant text • TCVA 6005, Module 1: Responding to quality literature • CCVA 9002, Module 1 & 2: Quality literature for making predictions and visualization to confirm responses
<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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: (K-5) & Module 2: (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Module 2 & 4: Establishing a reading block that allows for independent reading (Students learn to read best when they read often.)
<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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1 (K-5) & Module 2 (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Modules 2 & 4: Establishing a reading block that allows for independent reading (students learn to read best when they read often.)

<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.</p>	<ul style="list-style-type: none"> • TCVA 6004: Metacognitive sketch strategies, anchor charts. • TCVA 6005, Module 1: Analyze literature and respond in writing • CCVA 9002, Module 2: Create classroom blogs
<p>(4) Writing.</p>	<p>TCVA 5400, TCVA 6004, TCVA 6005, and CCVA 9002</p> <p>Teacher candidates understand and use a variety of teaching strategies that encourage elementary students' development of writing skills including domains of composition and the writing process.</p>
<p>(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;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Process writing beginning in Pre-K develops age appropriate writing and continues through 6th grade • TCVA 6004, Module 7: Explicit instruction, independent writing and conferencing for revision and editing, rubric for evaluating writing • TCVA 6005, Module 3: Mini lessons (grammar, punctuation, usage, word choice, rereading for revision, sentence structure, transitions and paragraphing) • CCVA 9002, Module 3: The Writing Process (pre-writing, drafting, revising, editing, publishing and presentations)
<p>(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";</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Includes spelling stages and invented spelling • TCVA 5400, Module 2: spelling in the middle grades • TCVA 6004, Module 3: Word work with familiar patterns (silent e), rules and word meaning • TCVA 6005, Module 4: Spelling and Language acquisition
<p>(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Introduction to Literacy • TCVA 6004, Module 7: Interactive writing • TCVA 6005, Module 3: Integrate content areas • CCVA 9002, Module 3: Writing Instruction

<p>(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: ISTE digital literacy • TCVA 6005, Module 3: Writing for research; research skills, credible sources, and writing in the content areas • CCVA 9002, Module 4: Writing Instruction
<p>(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a teaching tool • TCVA 5400, Module 5: Technology Pedagogical knowledge and capabilities for teaching and learning • TCVA 9002, Module 7: Integrating technology and methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students in the area of reading, writing and research.
<p>b. Mathematics.</p>	<p>TCVA 5400, TCVA 5600, and CCVA 9003</p> <p>Teaching mathematics in the elementary school classroom in the 21st century requires a focus on critical thinking, problem solving, and conceptual understanding of mathematics content. The purpose of these courses is to provide candidates with the opportunity to gain an understanding of elementary mathematics content and elementary mathematics methods through exploring Virginia Foundation Blocks for Early Learning and the Virginia Standards of Learning Mathematical content standards as well as ACEI standards.</p>
<p>(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:</p>	<p>Mastery of the Virginia Foundation Blocks for Early Learning: Comprehensive standards for Four-Year-Olds and the Virginia Standards of Learning and additional applicable competencies are included in courses TCVA 5400 and CCVA 9003. In these courses, teacher candidates will know, understand, and use major mathematical concepts and procedures for building foundational mathematics. Beginning in Pre-K through 6th grade, content strands include Number and Number Sense; Computation and Estimation; Measurement and Geometry; Probability and Statistics; and Patterns, Functions and Algebra.</p> <p>In TCVA 5400, teachers will learn to develop rich mathematical classroom environments that support the five SOL process standard goals for students including becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and</p>

	<p>interpret practical situations. Practical situations include real-world problems and problems that model real-world situations.</p> <p>Additionally, course TCVA 5400 addresses the SOL 5 content standards: Numbers & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability. The inservice teacher learns mathematical understanding, knowledge and skills that students should acquire beginning in prekindergarten through grade 12.</p> <p>The A-E standards are addressed in detail through the reading of professional articles, viewing and reflecting on professional videos from the Teaching Channel in iteach courses TCVA 5400 and CCVA 9002.</p>
(a) Number systems and their structure, basic operations, and properties;	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level basic operations and properties standards, Module 5: Conceptual understanding of basic operations and number systems teaching more than facts and procedures
(b) Elementary number theory, ratio, proportion, and percent;	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level number theory, ratio, proportion and percent standards
(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;	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level algebraic standards
(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	<ul style="list-style-type: none"> • TCVA 5400 Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level Geometry standards

<p>geometry; and constructions; and</p>	
<p>(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level probability and statistics standards
<p>(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability based on the National Council of Teachers of Mathematics standards. In doing so teachers are taught to consistently engage problem-solving, reasoning and proof, communication, connections, and representation. The understanding that conceptual understanding is the foundation for comprehending procedural knowledge is essential included. This understanding supports vertical, sequential learning progressions and gradual mathematical learning. Candidates learn how to determine where the student last experienced success and to begin on that foundation to learn the next skill in the sequence.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 3: Standards and Beyond
<p>(3) Understanding of the multiple representations of mathematical concepts and procedures.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability. In doing so they consistently engage problem-solving, reasoning and proof, communication, connections, and representation.</p> <p>The understanding that there are multiple representations of mathematical concepts and procedures is emphasized. These multiple perspectives are celebrated in the classroom as varied ways to represent and solve problems.</p>

	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematical Standards • CCVA 9003, Module 3: Standards and Beyond
<p>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9002. In these courses, teacher candidates plan and implement instruction based on knowledge of the five mathematical processes to foster student learning theory, connections across the curriculum, curricular goals, and community.</p> <p>Teacher candidates understand the importance of crafting learning experiences that allow students to communicate their thinking, solutions, connections and representations of mathematical situations.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematics Instruction • CCVA 9003, Module 3: Standards and Beyond • CCVA 9003 Module 7: Problem Solving Strategies
<p>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600 and CCVA 9002.</p> <p>In these courses teacher candidates engage in learning opportunities so they will understand how elementary students differ in their development and approaches to learning. Teachers will create instructional opportunities that are adapted to the culture of diverse students.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment

<p>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses teacher candidates understand and use a variety of teaching strategies that leverage the use of calculators, virtual manipulatives, and technology to encourage elementary students' development of critical thinking and problem solving. For example, in TCVA 5400 candidates research technology tools and write an essay about integrating Technology and demonstrating use of technology in lesson planning. In CCVA 9002, the use of technology tools are reinforced.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a Teaching Tool • CCVA 9003, Module 3: Virginia Standards of Learning for use of calculators and technology
<p>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600, and CCVA 9002.</p> <p>In these courses, teacher candidates use their knowledge and understanding of culturally and linguistically responsive teaching among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction in mathematics and to create a supportive learning environment for all learners. Candidates develop the ability to respond to diverse learners using strategies that scaffolds their learning.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment
<p>c. History and social sciences.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9005.</p> <p>The purpose of these content History and Social Sciences courses is to provide the beginning elementary teacher an understanding of the place of History in the elementary curriculum and an understanding of the specific methods to achieve understanding in addition to the theoretical exploration of history and the direction of social sciences as a field of study. These courses focus on strategies and teaching tools that can help children engage in the content, build inquiry for critical thinking skills and allow for connections to the students' everyday lives.</p>

<p>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</p>	<p>Across the nation, social studies standards are typically organized into strands or dimensions. The most commonly used strands are History, Government/Civics, Geography, and Economics. The National Council for Social Studies (NCSS) created the C3 framework for states to use as they create their own teaching standards for social studies. The C3 Frameworks purpose is: <i>"intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards."</i></p> <p>The Framework outlines four categories within Dimension 2: Civics, Economics, Geography, and History.</p> <p>Teacher candidates will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture, and society applicable to elementary studies. Additionally, the Teacher candidate will demonstrate the ability to use tools and technologies for organizing, analyzing, and interpreting social studies information.</p> <p>Courses TCVA 5400 and CCVA 9005 provide inservice teacher candidates with the opportunity to gain an understanding of elementary History and Social Sciences content and elementary methods through exploring Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards telling a more complete story about how the past has shaped the commonwealth, the nation and the world.</p>
<p>(a) History.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: The teacher will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture and society applicable to elementary studies • CCVA 9005, Module 1: Pre-service teachers will learn that Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past... It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from local to global. Historical thinking is a process of chronological reasoning, which means

	<p>wrestling with issues of casualty, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
(i) The contributions of ancient civilizations to modern social and political institutions;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge- teacher develops understanding of contributions of ancient civilizations to modern social and political institutions- Time-line is introduced and established as a classroom visual to be added to throughout the year • CCVA 9005 Module 3: SOLS for grade level specific and instructional strategies including Anchor Charts, research on topics, and complete graphic organizers
(ii) Major events in Virginia history from 1607 to the present;	<ul style="list-style-type: none"> • TCVA 5400 Module 5: Preservice teacher develops understanding of major events in Virginia history from 1607 to the present • CCVA 9005, Module 2 introduces preservice teachers to the use of children’s historical fiction, biographies and nonfiction literature. This allows students to make connections and go deeper in their understanding • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered.
(iii) Key individuals, documents, and events in United States history; and	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops an understanding of contributions of ancient civilizations to modern social and political and Module 3: Research skills of evaluating source quality in websites, magazines, textbooks, journals, newspapers along with media reports • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered. Introduction of primary sources along with integration of technology as a way to research individuals and events in US history as well as review content knowledge in Quizlet, Kahoot, and Padlet

<p>(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pre-service teacher develops an understanding of the evolution of America's constitutional republic and its ideas, institutions, and practices • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered • CCVA 9005, Module 4: Integration Strategies; bringing literature into the lessons through historical texts and lots of different types of writing
<p>(b) Geography.</p>	<p>CCVA 9005, Module 1: Pre-service teachers will learn that geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.</p>
<p>(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding of the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information • TCVA 5400, Module 6: Student engagement with geographic tools such as maps and graphs. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all geography is covered.
<p>(ii) The relationship between human activity and the physical environment in the community and the world; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher will understand and teach the relationship between human activity and the physical environment in the community and the world • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
<p>(iii) Physical processes that shape the surface of the earth.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding and teaches the physical processes that shape the surface of the earth.

	<ul style="list-style-type: none"> CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
(c) Civics.	CCVA 9005 Module 1: The preservice teacher will understand that in a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen and improve communities and societies. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn state and local governments; markets; courts and legal systems; civil society; other nations’ systems and practices; international institutions; and techniques available to citizens for preserving and changing a society.
(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights</p> <p>CCVA 9005, Module 1: Debate complex concepts and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.</p>
(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the process of making laws in the United States and the fundamental ideals and principles of a republican form of government</p> <p>CCVA 9005, Module 1: Strategies to engage learners acting out the process of making laws and a formal government and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure standards are covered</p>
(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and	TCVA 5400, Module 5: Preservice teacher develops 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

	<p>CCVA 9005, Module 1: perform hands-on experiences and create anchor charts to show the information and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(iv) Local government and civics instruction specific to Virginia.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of local government and civics instruction specific to Virginia</p> <p>CCVA 9005, Module 1: KWL (Know, Want to know, What did you learn) to brainstorm what students already know about local government and civics specific to Virginia and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(d) Economics.</p>	<p>CCVA 9005, Module:1 Pre Service teachers will learn that effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.</p>
<p>(i) The basic economic principles that underlie the United States market economy;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the basic economic principles that underlie the United States market economy</p> <p>CCVA 9005, Module 1: Create anchor charts as a class and post in the classroom as reference tool while learning is taking place and Module 3: SOLS for grade level specific to make sure all standards are covered</p>

<p>(ii) The role of the individual and how economic decisions are made in the market place; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the role of the individual and how economic decisions are made in the marketplace</p> <p>CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(iii) The role of government in the structure of the United States economy.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the role of government in the structure of the United States economy</p> <p>CCVA 9004, Module 1: Acting out the structure of the government and the roles Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:</p>	<p>Teacher candidates will learn best practices for social studies to promote productive, inquiry-based learning. The CCVA 9005 methods course introduces teachers to Historical thinking that requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments from the past. Primary & secondary source documents are a key resource and teachers are instructed to engage students in learning using strategies such as debate, act it out, perform hands-on experiences, artifacts, and creating visuals. Throughout the course a focus on good citizenship skills is implemented and addressed in articles, videos, and assignments.</p>
<p>(a) Using artifacts and primary and secondary sources to understand events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Using artifacts, primary and secondary sources- preservice teacher learns to use many types of primary and secondary sources understanding that students are engaged and allow students to use critical thinking skills which leads to deeper thinking
<p>(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Geography Skills and Strategies
<p>(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts, graphs, graphic organizers as instructional strategies to determine characteristics of people, places, and events in history

(d) Asking appropriate questions and summarizing points to answer a question;	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Inquiry and Summarizing information
(e) Comparing and contrasting people, places, and events in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts to compare and contrast people, places and events in history
(f) Recognizing direct cause and effect relationships in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Create Venn Diagram showing cause and effect and relationships in history
(g) Explaining connections across time and place;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Timelines as visuals and pictures to provide more information
(h) Using a decision-making model to identify costs and benefits of a specific choice made;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Project based learning to model decision making 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	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Civic Virtue- acting out in history and in everyday life
(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Language Arts and Social Sciences and history intergration
d. Science.	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>In TCVA 5400, teacher candidates learn foundational knowledge regarding interdisciplinary lesson planning, differentiation and how to integrate technology into the science curriculum.</p> <p>The primary ideas underlying CCVA 9004 are using an inquiry-based approach to promote problem solving and a deep understanding of science content while embedding science process skills with science concepts. The 5E Instructional Model is emphasized for planning and instruction while various methods of assessment are addressed. The course provides a series of assignments and assessments designed to help the learner construct knowledge about how to use the instructional practices presented.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p>

	Learning is assessed with course quizzes, lesson plan, and article research assignments.
(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.	The purpose of this Science Methods CCVA 9004 is to prepare pre-service and early-service teachers to develop a deep understanding of the best instructional practices used to teach science in primary and intermediate classrooms. Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards are introduced so teachers can be an effective science educator. One must understand what science is and how it works. In this course there will be an emphasis on using science process skills to promote curiosity and problem solving abilities that will assist students in their science understanding as well as in their daily lives.
(2) Understanding of the nature of science and scientific inquiry, including the following:	<p>Course TCVA 5400, Module 4: Mastery of the Virginia standard and its competencies is demonstrated in synthesizing the learning about inquiry-based science teaching and learning.</p> <p>In course CCVA 9004, the Nature of Science (NOS) is a main focus. Teacher candidates are expected to know how to engage elementary students in the science inquiry process that includes questioning, planning, and conducting investigations, gathering data, constructing explanations and communicating ideas. Basic Science process skills (observation, communication, classifying, inferring, measuring and predicting) are introduced in articles and videos and mastery is assessed in assignments and lesson planning.</p>
(a) Function of research design and experimentation;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content. Foundations of Science Instruction readings.
(b) Role and nature of the theory in explaining and predicting events and phenomena;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.

(d) Reliability of scientific knowledge and its constant scrutiny and refinement;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(f) Assumptions, influencing conditions, and limits of empirical knowledge.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>One of the most vital student outcomes in all classrooms should be meaningful learning. To attain meaningful learning, multiple methods and patterns of inquiry-based instruction are necessary and unavoidable as they provide rich and meaningful learning experiences for all students. This being noted, there are a variety of methods of instructional planning and delivery that can be used when teaching children science through inquiry. Inquiry-based science takes on an active and engaging exploratory approach. Students have a working role in learning with the purpose of discovery and extending knowledge. Included in this role is the importance of safety.</p> <p>To provide teachers with evidence of students' learning and to drive the instruction, both formative and summative assessments are necessary. Teachers are taught how to determine the criteria that is the best method of assessment.</p> <p>Mastery of this Standard and the applicable competencies is demonstrated in Assessment using the Virginia Standards of Learning.</p>
(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan

	<ul style="list-style-type: none"> • CCVA 9004, Module 3: The 5E Instructional Model - Science Inquiry Lesson Plan
(f) Design instruction to meet the needs of diverse learners using a variety of techniques;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge-Differentiation - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(g) Evaluate instructional materials, technologies, and teaching practices;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge - Technology project • CCVA 9004, Module 3: The 5E Instructional Model
(h) Conduct formative and summative assessments of student learning;	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Formative and summative assessments of inquiry - based lessons
(i) Incorporate instructional technology to enhance student performance in science; and	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Instructional Technology - Integrate technology into lesson plan to support student learning in science
(j) Ensure student competence in science.	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Various applications of assessments to measure science mastery
(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.	<p>CCVA 9004: Teaching Elementary Science</p> <p>Teacher candidates plan science lessons and create experiences in the four core science areas to introduce students to understandings about science. They understand common misconceptions that children have about science and help them build understandings.</p> <p>The 5E Model is an inquiry-based, student-centered learning cycle used to support teaching and learning. It is a user-friendly model that follows the natural way that we think about and solve problems in our daily lives. The model requires students to: engage, explore, explain, elaborate/extend, and evaluate.</p> <p>Mastery of this Virginia standard and the applicable competencies is demonstrated in: Determining where Lessons/Activities fit into the 5E cycle and planning a lesson using the 5E Instructional Model.</p>
(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:	<p>Course TCVA 5400: 21st Century Instruction, Pedagogical Content Knowledge and CCVA Course 9004 Teaching Elementary Science</p>

	<p>Teacher candidates will be shown the importance for students to understand what science is and how it works, the processes must be embedded within the content. Science educators should continuously keep in mind that by teaching students the content and processes together, they are teaching students skills that will be used in life. As educators, the responsibility of modeling inquisitiveness, ingenuity, and enthusiasm in science fosters students' valuing and appreciating science and desiring to learn more.</p> <p>Mastery of this Virginia standard and its applicable competencies is demonstrated in Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson.</p>
(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary/Multidisciplinary Lesson Plan • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content; Foundations of Science Instruction readings
(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content
(c) The application of key science principles to solve practical problems; and	<ul style="list-style-type: none"> • CCVA 9004, Module 2: Inquiry-based science; science process skills
(d) A "systems" understanding of the natural world.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

<p>(6) Understanding of the contributions and significance of science including:</p>	<p>Course CCVA 9004: Teaching Elementary Science</p> <p>Teachers are taught in the science methods course that in learning science, students must come to understand both the body of knowledge and the process by which this knowledge is established, extended, refined, and revised. When teaching science, the goal should be to not only develop science vocabulary and understanding of concepts, but to develop critical thinking and inquiry ability as well as understand the historical impact of science. Although the science content standards may vary from grade to grade and state to state, it is important for students to understand and use process skills when learning science. Process skills must be embedded in each science lesson to help students make sense of the world around them and understand the systematic ways that scientists make discoveries and solve problems. However, even the most basic science process skills are used to learn and understand science throughout a student's science education and lifetime. As Padilla wrote, Science – A Process Approach (SAPA), grouped the science process skills into basic (simpler) and integrated (more complex) process skills.</p>
<p>(a) Its social, cultural, and economic significance;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content; knowing the science content
<p>(b) The relationship of science to mathematics, the design process, and technology; and</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
<p>(c) The historical development of scientific concepts and scientific reasoning.</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

Appendix C



Classroom Appraisal and Report Evaluation 2020 – 2021

Growth Plan

Candidate Name
 SSN (last 4 digits)
 Date
 Observation
 Overall Rating
 Content Observed / Grade Level
 Beginning Time
 Lesson Plan
 Course 5600 Completed
 Type of Observation

Exemplary - 4 Proficient - 3 Basic - 2 Unsatisfactory - 1 N/A - Not Applicable

Standard 1: Learner Development	<input type="text"/>
• Designs developmentally appropriate instruction	
• Implements developmentally appropriate instruction	
Standard 2: Learning Differences	<input type="text"/>
• Adapts instruction for individual needs	
• Inquires about students as individuals with diverse backgrounds	
• Exhibits fairness in supporting all students to learn	
Standard 3: Learning Environments	<input type="text"/>
• Fosters a safe and respectful environment promoting learning	
• Organizes time and resources to actively engage students	
• Manages classroom activity and behavior effectively	
• Proactively intervenes to redirect student misbehaviors	
Standard 4: Content Knowledge	<input type="text"/>
• Demonstrates knowledge of subject matter	
• Creates meaningful learning experiences	
Standard 5: Applications of Content	<input type="text"/>
• Connects content knowledge to issues in students' lives	
• Engages students in higher level thinking skills	
Standard 6: Assessment	<input type="text"/>
• Integrates formal and informal assessments	
• Communicates timely and useful descriptive feedback	
• Aligns assessments with objectives and standards	
• Exhibits fairness in grading practices	
• Uses a variety of formative and summative assessments	
Standard 7: Planning for Instruction	<input type="text"/>
• Connects lesson goals with school, district and state standards	
• Uses assessment data to inform planning for instruction	
Standard 8: Instructional Strategies	<input type="text"/>
• Varies instructional strategies to engage learners	
• Uses technology appropriately to enhance instruction	
• Differentiates instruction to meet learners needs	
• Paces lessons to allow learners to integrate their new learning	
Standard 9: Professional Learning and Ethical Practice	<input type="text"/>
• Seeks and accepts feedback to improve teaching effectiveness	
• Uses self-reflection to improve teaching effectiveness	
• Demonstrates commitment to the profession	
Standard 10: Leadership and Collaboration	<input type="text"/>
• Works effectively with school personnel	
• Works effectively with parents	
Communication	<input type="text"/>
• Communicates effectively	
• Uses appropriate vocabulary for age of students	
Professional Dispositions	<input type="text"/>
Technology	<input type="text"/>
• Uses available technology to create personalized and authentic learning experiences for students	
• Uses technology to accommodate learner differences and modify instruction to meet learners' needs	
• Models digital literacy and ethical use of digital tools for students and peers	

Reinforcement / Refinement:

Field Supervisor Signature:

Field Supervisor Name:

Candidate Signature (or email):

Field Supervisor Email:

Appendix D



1140 19th Street, NW | Suite 400 Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 8, 2019

Dr. Diann Huber President iteachU.S.
101 N. Elm Suite 100
Denton, TX 76201

Dear Dr. Huber:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The at iteachU.S. is granted **Accreditation** at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Diann Huber
Dr. Timothy Miller, Texas Education Agency

Appendix E



Teacher Licensure Intent to Hire

Candidate Name:		GPA:	
SSN:	xxx-xx-xxx	Degree:	

Verification of Eligibility for Hire: Upon admission to the iteachVIRGINIA alternative certification preparation program, a candidate in good standing seeking certification through the Virginia Department of Education approved alternative certification program will use this form to verify eligibility for internship.

1. Pass Praxis II subject area exam.
 - a. Evidence: Copy of passing scores for exam(s) in licensure area.

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Certification Requirements:

1. Teach for one full semester successfully.
 - a. Evidence: Signature from Campus Administrator and iteachVIRGINIA Supervisor/Observer verifying “one successful semester of teaching”
2. Complete courses towards licensure.
 - a. Evidence: Completion of all instructional coursework.
3. Pass Praxis Principles of Learning exam.
 - a. Evidence: Copy of passing scores.

Following information to be completed by hiring school/district:

School Information

School:		Principal:	
Address:		Phone:	
City:		Email:	
Zip:			

District Information

School District:		District Number:	
Address:		City / ZIP:	
H/R Contact:		H/R Email:	
H/R Phone:		H/R Fax:	

Verification of Field Experience

Beginning Date of Teaching Contract			Ending Date of Teaching Contract			Grade(s) Teaching		Subject Teaching
MM	DD	YY	MM	DD	YY	Lowest	Highest	
Name and Title of Superintendent or Authorized Representative				Date: MM/DD/YY		Telephone		Signature

5700 Reflection

Second Semester: Reflection 2 Impact on Student Learning

This reflection is based on the Impact on Student Learning activity that is introduced in course 5300. It is based upon the emerging movement of national pre-professional licensure assessments. iteach believes that successful performance on this reflection will be of great benefit to you as your progress in your career.

This will be the most extensive reflection you will submit this year. It will involve several parts and should be saved as a Word or word-processing document and uploaded to instructNET upon completion. Your work must score Proficient in all 16 categories noted on the rubric to pass this assignment. Submissions earning less than proficient in any category will be returned with supervisor feedback to implement in the subsequent submission(s). We look forward to reviewing your best work.

The reflection will include three sections:

5. Knowledge of Students
6. Lesson Plan
7. Analysis of Teaching Effectiveness

Section 1: Knowledge of Students

An in-depth knowledge of your students is critical to effective teaching. Reflect on your students by identifying students' pre-existing knowledge and other factors (e.g. special needs, giftedness, other modifications, student diversity) that will impact how your students learn. This section should include:

- detailed demographics of your class (if you teach more than one class period choose only one class period for this Reflection)
- subgroups (e.g. English language learners, gifted students, students with a common learning disability like dyslexia) of your students and their related learning needs,
- personal, cultural and community strengths of your students and how you will utilize the strengths to meet the diverse needs of your students.

Use specific, factual evidence about students to support your written reflections and eliminate any assumptions or stereotyping.

Section 2: Lesson Plan

Select a lesson plan you have used for the group of students described in part one. The lesson should involve a formative and summative assessment that may be quantitatively measured.

Provide the lesson plan in full.

Whether you use the lesson plan template included in TEPC 5300 or a district lesson plan template, the plan must include:

- State-adopted standards
- Lesson objectives associated with the standard
- Learning theory or theories that you will incorporate into the lesson and why
- Instructional strategies and learning tasks
- Instructional resources and materials, including technology
- Assessment plan for the lesson (formative and summative)
- You should also include a description of the academic language your students will need in order to succeed in this lesson. Academic language will include:
 - key vocabulary in your subject field that your students need to understand for the lesson
 - words that describe what you are asking them to do (e.g. What does it mean to “compare” and “contrast” two ideas? What does it mean to “solve for x”?)
 - words that describe an important structure or idea in your discipline (e.g. What is an “if-then” statement?)
 - Identify at least two examples of academic language that you will use in your lesson, and how you will assess student comprehension of this language, as part of the overall lesson.

In the event your district requires a prescribed lesson plan, it will be your responsibility to identify how you modified the lesson to address the needs of your students, including special populations accommodations and supplementary activities. You will also need to add any of the additional elements NOT included in the district template, e.g. add a section about supporting learning theories or add a section about academic language as needed.

Section 3: Analyzing Teaching Effectiveness

Based on the knowledge of students described in section 1 and the implementation of the lesson plan in provided in section 2, provide a written reflection of what was successful in your instruction and how students responded to your instructions. Provide specific examples of students’ reactions and input. Did you respond immediately to this feedback by modifying your plan in class? If so, what did you modify and why? If not, what could you change (based on students’ responses) when you deliver this lesson in the future?

Questions to be addressed in this reflection are as follows:

- What varieties of assessment strategies or methods did you use?
- How and why were these strategies selected?
- How did your assessment(s) align with your learning objectives and instructional goals?
- Did the summative assessment measure a variety of objectives?
- Were the assessment tasks appropriate for students' abilities and developmental levels?
- What criteria were applied to judge or evaluate student progress?

Now, review your students' performance on the summative assessment. Create a spreadsheet that shows (in a FERPA-compliant way) how your students performed. Now, select at least two student subgroups. This could be male v. female performance, gifted students v. the general class, or performance of ESL students and performance of students with learning disabilities. In your spreadsheet, show how the performance of each subgroup compares to the whole—e.g. Whole group average grade: 87.5 percent, ELL group average grade, 83.4 percent.

Now, add to your written reflection to answer these final two questions:

- What might account for the differences in performance between student groups?
- What could you do differently to ensure all students have equal opportunity to master the material?

Include your spreadsheet analyzing student performance with the reflection.

Considerations for Small Sample Sizes or Unique Teaching Placements

iteach believes that every teacher, regardless of content area, should be able to plan, implement, and assess instruction. Therefore, candidates whose teaching placements do NOT allow them to disaggregate student performance data due to a small sample size should note on their reflection that the sample size of the lesson was not large enough to allow for analysis. Instead, candidates should provide a discussion of the students' mastery of assessed material and name what additional supports or modifications were used or could be used to ensure that the student(s) master learning objectives for the lesson.

If you have any further questions about this reflection assignment, please contact your field supervisor.

Administrator Survey

Classroom Environment - To what extent did the educator preparation program prepare this beginning teacher to:

1. To what extent was this beginning teacher prepared to effectively implement discipline management procedures?
2. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?
4. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?
5. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

Instruction - To what extent did the educator preparation program prepare this beginning teacher to:

6. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?
9. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?
10. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g., instructor, facilitator, audience)?
11. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?

Students with Disabilities - To what extent did the educator preparation program prepare this beginning teacher to:

12. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?
13. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
14. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
15. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?
16. To what extent was this beginning teacher prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP?
17. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?
18. To what extent was this beginning teacher prepared to collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Limited English Proficient Students - To what extent did the educator preparation program prepare this beginning teacher to:

19. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?
20. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?
21. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?
22. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?
23. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?

Technology Integration - To what extent did the educator preparation program prepare this beginning teacher to:

Use Technology with Data - To what extent did the educator preparation program prepare this beginning teacher to:

24. To what extent was this beginning teacher prepared to use technology to make learning more active and engaging for students?
25. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?
26. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for students?
27. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?
28. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?
29. To what extent was this beginning teacher prepared to teach students developmentally appropriate technology skills?

Criterion

30. To what extent was this beginning teacher prepared to use technology to document student learning to determine when an intervention is necessary and appropriate?
31. To what extent was this beginning teacher prepared to use available technology to collect and manage formative assessment data to guide instruction?
32. What is your overall evaluation of how well the educator preparation program prepared this teacher?
33. How would you rate this teacher's influence on student achievement?

(Scale of 1 – 10; 1 = unacceptable, 10 = exceptional)

Appendix H

iteachU.S Exit Survey Questions

8. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?
 - Yes
 - No

2. The area in which your current teaching assignment is located is best described as (choose one):
 - Rural
 - Suburban/urban fringe
 - Urban
 - Other (please specify)

3. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

4. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared

- Not at all prepared
5. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
6. To what extent were you prepared to build and maintain positive rapport with students?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
7. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
8. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

9. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

10. To what extent were you prepared to use the results of formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

11. To what extent were you prepared to engage and motivate students through learner-centered instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

12. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

13. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

14. To what extent were you prepared to set clear learning goals and align instruction with standards-based content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

15. To what extent were you trained to know and apply the content knowledge standards for your area of certification?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

16. To what extent were you prepared to apply pedagogical content knowledge (PCK) for the purpose of facilitating student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

17. To what extent were you prepared to provide quality and timely feedback to students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

18. Did you have students with disabilities in your classroom?

A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

- Yes
- No

19. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

20. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

21. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
22. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
23. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
24. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

25. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

26. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English.

- Yes
- No

27. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

28. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

29. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

30. To what extent were you prepared to support LEP-ELL students in mastering curricular standards?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

31. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

32. To what extent were you prepared to use technology available on the campus to integrate curriculum standards and technology applications standards to support student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

33. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

34. To what extent were you prepared to teach students developmentally appropriate technology skills?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

35. To what extent were you prepared to use technology to make learning more active and engaging for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

36. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

37. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

38. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

39. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

40. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

41. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

42. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

43. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

44. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

45. To what extent did your Field Supervisor hold an interactive conference with you after each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

46. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

47. Did you ever communicate with your Field Supervisor by email, text, or telephone call?

- Yes
- No

48. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

49. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?

- Always/Almost Always

- Frequently
- Occasionally
- Rarely

50. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

51. To what extent did your Field supervisor ask you for ways he/she can support you?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

52. The Field Supervisor FORMALLY observed me teaching a minimum of three times.

- Yes
- No

53. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.

- Yes
- No

54. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.

VIRGINIA BOARD OF EDUCATION

PROPOSED

GUIDELINES FOR ALTERNATE

ROUTES TO LICENSURE IN

RESPONSE TO HOUSE BILL 2486 OF

THE 2019 VIRGINIA GENERAL

ASSEMBLY

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

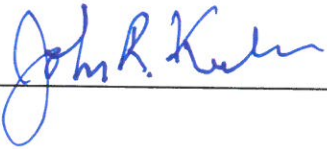

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board\County Public Schools Buckingham County Public Schools• Program Contact Kristin Janssen• Address 15595 West James Anderson Highway Buckingham, VA 23921• Phone Number 1-434-969-6100• Email Address kjanssen@bcpschools.org <p>Signature of School Superintendent</p> <p></p>	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official <p></p> <p>Andrew Rozell</p>

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program's parent organization, successfully piloted in Texas more than two decades ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring, and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by the district are:

Visual Art	PreK–12
Science – Biology	6-12

Business Education	6-12
Science – Chemistry	6-12
Computer Science	6-12
Science – Earth and Space	6–12
Elementary	PreK–6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6–12
Marketing	6–12
Mathematics	6–12
Middle School Math	6–8
Middle School Science	6–8
Middle School English	6–8
Middle School History/Social Studies	6–8
Music – Instrumental	PreK–12
Music – Vocal	PreK–12
Physical Education and Health	PreK–12
Science – Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K–12
Technology Education	6–12
Theatre	PreK–12
Trades and Industry	9–12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs (\$2,800) interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3,050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video Library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with Teaching Channel. Candidates are enrolled in Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix C) has also been aligned to numerous videos from Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest-free until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Although Buckingham County Public Schools is located near a university known for its teacher education program, it has struggled to recruit and retain certified teachers. Even with a signing bonus and competitive salary packages, there is a critical teaching shortage. The division attends recruitment fairs, but the openings outnumber qualified candidates in the pool. For instance, Buckingham County has had a Spanish position posted for the past two years. It has resorted to contracting with Virtual Virginia for services. Likewise, provisionally licensed teachers have been hired for a number of teaching slots. It would be helpful to have an expedited track for these individuals to obtain their highly-qualified status.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase the Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of

Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix D.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides a teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionality, religion, gender, ethnic, and

socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components.

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Buckingham County Public Schools will use multiple measures to evaluate the effectiveness of the iteach program. Teachers will be evaluated using the following VDOE performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, Culturally Responsive Teaching and Equitable Practices Professionalism, and Student Academic Progress. Program participants will be assigned mentors and partake in the New Teacher Academy. They will receive additional care from literacy and math coaches, their grade level or content area professional learning communities, and embedded professional development opportunities. Learning walks and informal and formal observations will be conducted by colleagues, coaches, administrators, and instructional team members. Meetings will be held twice a year by the Human Resource director to gauge progress and program feedback. A survey will be given to ascertain both the administrator's and the program participant's views of the iteach program.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge

- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate & Satisfaction

Both participant completion and satisfaction will be considered in the evaluation of the program. Surveys of both participants and school administrators will be conducted to determine the satisfaction with the program. Participants will be surveyed on their satisfaction with the overall logistics of the program, the learning expectations, their success with the learning outcomes, and their overall beliefs about their preparedness through the program. The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program participants is set as the minimum.

Division Level Satisfaction

School level administrators will be surveyed to determine their satisfaction with the growth and learning of the teachers who are participating in the program.

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for the program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review. The summary results, along with survey data and observational data, will be shared with the Superintendent. Additionally, data will be shared with the School Board each semester.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification

- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience
- TCVA 9002 – Teaching Elementary English Language Arts/Reading
- TCVA 9003 – Teaching Elementary Mathematics
- TCVA 9004 – Teaching Elementary Science
- TCVA 9005 – Teaching Elementary Social Studies

Additional courses will be offered in specific content areas for Elementary and Special Education.

All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600 – Teaching Special Education
- TCVA 6601 – Special Education in the Community
- TCVA 6602 – Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603 – Transition Planning for Students with Disabilities

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the

success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate's dispositions are addressed on the CARE form (Appendix C).

IntrueVIEW and CARE assessments evaluate the teacher candidate's ability to display and incorporate the program's identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix B.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be "life ready" (Profile of a Virginia Graduate) and (2) develop the following competencies known as the "Five C's":
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects

- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge
- Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom.

[Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation

with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

- **Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).**
Section enhanced with District Input

Buckingham County Public Schools is a small community that fully supports its teachers. A New Teacher Academy is held in the summer to provide training and a jumpstart to get acclimated to our school community. There is a mentor program where new teachers are successfully paired with experienced team leaders. Teachers are part of professional learning communities where the team works together on lesson plans. Pre-K-5 and 9-12 teachers have common grade-level and content area planning times. Middle school teachers are placed on teams. Teachers are given multiple opportunities to attend professional development opportunities in-house and at the state and national level. Likewise, there are informal and formal checkpoints with the instructional director and human resource director. Because Buckingham County is a small division, there are a number of opportunities for administrators, colleagues, and teachers to connect. New folks will be encouraged to participate in school traditions and service projects.

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial observation and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observation form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field

experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. Applicants must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I: Admission

- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II: Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. Candidates will apply for a Provisional license through the VDOE as soon as they are eligible.

Transition Point III: Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Courses 5100-5200 • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

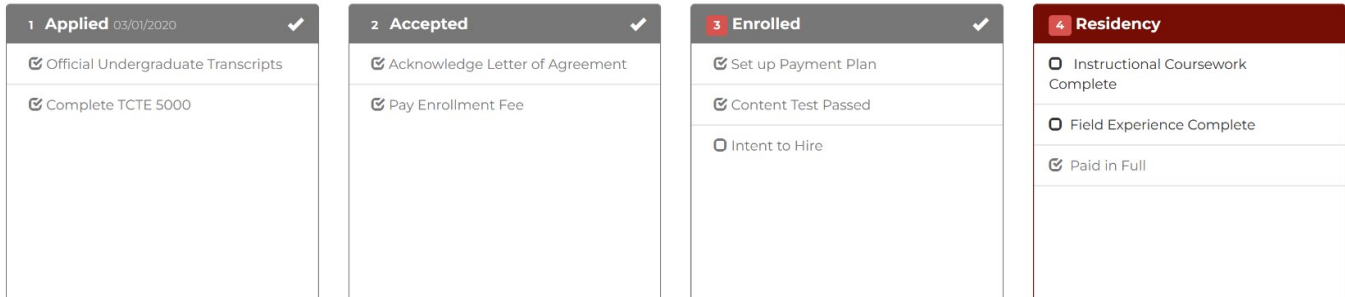
Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:



As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program's mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A, and CARE form, Appendix C.)

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000: Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course ideally, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1: Professional Knowledge Standard 7: Professionalism
TCVA 5100: Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development ideally completed prior to being eligible for initial licensure and employment.	Standard 5: Learning Environment
TCVA 5200: Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1: Professional Knowledge
TCVA 5300: Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2: Instructional Planning Standard 3: Instructional Delivery Standard 4: Assessment of and for Student Learning

TCVA 5400: Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5500: Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5600: Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice Standard 7: Professionalism
TCVA 5700: Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take Praxis II test as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix C).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form (CARE, Appendix C).

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that

findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, TCVA 5700; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for

program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on PreK12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in TCVA 5300: Planning for Instruction and Assessment. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in TCVA 5300: Planning for Instruction and Assessment and later becomes a required activity during the Residency, in TCVA 5700: Field Experience. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for TCVA 5700) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix H) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G), distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience, includes questions about the

candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix G) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

Appendix

Appendix A	Master Syllabus
Appendix B	Curriculum Alignment
Appendix C	Classroom Appraisal and Report Evaluation (CARE)
Appendix D	Accreditation Letter
Appendix E	Intent to Hire form
Appendix F	Impact on Student Learning
Appendix G	Administrator Survey
Appendix H	Candidate Exit Survey



Master Syllabus

Purpose of Program Courses

The purpose of the iteach course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.

As a secondary purpose, this instruction is designed to help new teachers to develop needed competencies to succeed on state-mandated pedagogical exams.

Required Instructional Courses:

Course 5000	The Road to Certification - An Overview of Teaching
Course 5100	Learning Environments
Course 5200	Learner Development
Course 5300	Planning for Instruction and Assessment
Course 5400	Literacy, 21st Century Instruction, Pedagogical Content Knowledge
Course 5500	Learner Differences and Adaptations for Students with Disabilities
Course 5600	Diverse Populations, English Learners, Bilingual Learners

Required Additional Text

Learners in course 5600 are required to obtain and read one book:

- Hollie, S. (2011). Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Education.

Format

The program consists of self-paced, asynchronous online courses. There will be no face-to-face meetings during the courses.

Each course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- access to broadband Internet-enabled computer with
- either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for these courses); and
- the ability to play Flash video.

Guiding Learning Theory

The primary theory underlying the courses is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in the courses will strive to make knowledge that fits with the learning expectations for each course as described in this document.

Each course will also provide a series of projects designed to help the learner construct knowledge about the course content. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

The course sequence assumes little to no prior background knowledge about the field of teaching on the part of the learner, however, professional skills including graduate-level reading, writing, and analytical skills are expected, because completion of a bachelor’s degree is a prerequisite for program admission.

Grading Policy

Each course includes required reading and learning activities, assignments, and/or quizzes that allow the learner to demonstrate that he or she has mastered the content of that section. Quizzes are auto-graded. All quizzes, except the summative quiz in Course 5000, must be completed with a score of 80% or better. Because the material in Course 5000 is so critical to program success, each candidate must earn a score of 100% on that assessment before progressing to the next course, Course 5100.

Assignments: Emerging/Proficient demonstration of mastery is evident by a minimum score that varies by assignment. All assignment submissions are scored according to the assignment's rubric and returned with instructor feedback and comments regardless of the score. Once an assignment is passed, resubmissions are not accepted. Rather, constructive feedback on how the assignment could have been improved may be generally applied to subsequent assignments.

Scores that represent less than the minimum criteria will be reviewed by the course instructor and returned with comments that should be addressed and implemented before submitting subsequent attempts for review. Three attempts to meet minimum criteria on assignments are auto-generated. Although likely less, instructors are permitted 3-4 days to grade and return assignments.

The learner must earn a course average score of "1.5" (representing Emerging+ competency) or better in order to progress into the next course. Because this is a competency-based program, the learner will not be able to move on to the next course until he or she successfully completes the course in which he or she is currently enrolled. Once a course is passed, progression into the next course updates overnight.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).

0	Unsatisfactory	Characterized by: <ul style="list-style-type: none">• The work does not respond to the activity prompt.• The work shows little to no consideration for the teacher's role in the learning process.• The work has many grammatical and/or spelling errors (4 or more).
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Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the courses and improve subsequent course designs.

iteach Course 5100: Learning Environments

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the power of positive relationships to create a collaborative community of learners
- understand the relationship between high teacher expectations for student performance and scaffolding support.
- develop an understanding of characteristics of an exemplary teacher and personalize this development through the creation of a why and visionary statement, as well as a welcome letter;
- compare and contrast different classroom management protocols and thus, know and be able to express their philosophies of classroom management;
- be able to design a safe and collaborative classroom space plan;
- be 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); and
- recognize the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>3: The teacher will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Layout and Procedures Quiz ● Behavior Management ● Comparison & Class rules ● Classroom Management quiz ● FERPA Procedures ● Welcome letter
<p>3(a) The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<ul style="list-style-type: none"> ● Why and Visionary Statement ● Behavior Management ● Comparison & Class rules ● Welcome letter ● Ethics Training
<p>3(d) The teacher will manage the learning environment to engage learners actively.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Behavior Management ● Comparison & Class rules ● FERPA Procedures
<p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>	<ul style="list-style-type: none"> ● Welcome Letter ● Classroom Management Quiz ● Behavior Management ● Comparison & Class rules
<p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>	<ul style="list-style-type: none"> ● Pre-planning quiz ● FERPA Procedures Assignment ● Ethics Training Quiz

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five modules:

- **Module 1: Pre-Planning**
- **Module 2: Classroom Management**
- **Module 3: Classroom Layout and Procedures**
- **Module 4: Preparing for the First Day**
- **Module 5: Legal and Ethical Issues**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 9 hours. The course sequence is:

Module	Assignments and Quizzes
1. Pre-Planning	<ul style="list-style-type: none"> • Pre-Planning Quiz • Teacher Why and Visionary Statement
2. Classroom Management	<ul style="list-style-type: none"> • Classroom Management Quiz • Behavior Management Comparison and Class Rules • Assignment
3. Classroom Layout and Procedures	<ul style="list-style-type: none"> • Layout and Procedures Quiz
4. Preparing for the First Day	<ul style="list-style-type: none"> • First Day Quiz
5. Legal and Ethical Issues	<ul style="list-style-type: none"> • Ethics Training Quiz • FERPA Procedures Assignment
5. Cumulative Activity	<ul style="list-style-type: none"> • Cumulative Assignment: Welcome Letter
5. End of Course	<ul style="list-style-type: none"> • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

In this course there are 5 auto-graded quizzes, 4 rubric graded assignments, and 1 survey.

Grading Policy

Assignment or Assessment	Grading Details
Pre-Planning Quiz	Must score 80% or better
Teacher Why and Visionary Statement	Must score 5 points or more
Classroom Management Quiz	Must score 80% or better

Behavior Management and Class Assignment	Must score 6 points or more
Layout and Procedures Quiz	Must score 80% or better
First Day Quiz	Must score 80% or better
Ethics Training Quiz	Must score 80% or better
FERPA Procedures Assignment	Must score 6 points or more
Cumulative Assignment: Letter to Parents	Must score 6 points or more
End of Course Survey	Completion. No score criteria.

iteach Course 5200: Learner Development

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- know and be able to describe the normal physical, cognitive, and social/emotional development of school-aged learners;
- know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism);
- understand the 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 through the creation an informal assessment tool for learning readiness;
- have developed a personal philosophy of teaching that incorporates major theories and demonstrates the value of the individual learner's development in the learning process, and
- distinguish the various levels of Bloom's taxonomy and be able to describe what learning looks like at each level.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	<ul style="list-style-type: none">● Learner Development Quiz

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. The teacher will know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism).	<ul style="list-style-type: none"> ● Educational Philosophy Quiz ● Culminating Course Project: Educational Theory & Philosophy
1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into four sections:

- **Module 1: Stages of Learner Development**
- **Module 2: Educational Philosophy and Learning Theories**
- **Module 3: Factors Impacting Learning**
- **Module 4: Higher-Order Thinking and Bloom's Taxonomy**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 11 and 12 hours. Therefore, the course timeline is as follows:

Module	Assignments and Quizzes
1. Stages of Learner Development	<ul style="list-style-type: none"> ● Learner Development Quiz

2. Educational Philosophy and Learning Theories	<ul style="list-style-type: none"> ● Educational Philosophy Quiz
3. Factors Impacting Learning	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
4. Higher-Order Thinking and Bloom's Taxonomy	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment ● Culminating Course Project: Educational Theory and Philosophy Essay ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Learner Development Quiz	13 out of 17 points
Educational Philosophy Quiz	6 out of 8 points
Factors Impacting Learning Quiz	5 out of 6 points
Learning Indicators Assignment	Minimum points: 5 points
Higher Order Thinking Quiz	Must score 80% or better
Bloom's Taxonomy Assignment	Must score 11 points or better
Culminating Course Project: Educational Theory and Philosophy	Must score 6 points or better
End of Course Survey	Completion. Unscored.

iteach Course 5300: Planning for Instruction and Assessment

Purpose of Course

The purpose of this instruction is to help pre-service and early service 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; and write their own learning objectives and lesson plans. This instruction will also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- write lesson objectives;
- design a lesson plan;
- recite research-based effective instructional practices;
- conduct a fair and helpful formative assessment;
- conduct a fair and valid summative assessment; and
- apply assessment results toward refinement and reteaching of lesson objectives.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
7.0 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none">● Writing Instructional Objectives Assignment● High Yield Strategies Quiz● Planning Instruction Quiz● Lesson Plan Assignment

<p>7.1 The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Formative & Summative Assessment Assignment ● Assessment and Data Analysis Quiz
<p>7.3 The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.0 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.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.1 The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.2 The teacher uses assessment to engage learners in their own growth.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into eight sections:

- **Module 1: Lesson Planning and Writing Objectives**
- **Module 2: Lesson Planning and the Lesson Cycle**
- **Module 3: Instructional Approaches**
- **Module 4: Overview of Assessment**
- **Module 5: Standardized Tests**
- **Module 6: Classroom Assessments (Formative and Summative)**
- **Module 7: Evaluation**
- **Module 8: Using Assessment Results-Planning, Feedback, and Reporting**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 5 and 6 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Overview of Lesson Planning and Writing Objectives	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment
2. Lesson Cycles	

3. Instructional Structures and Strategies	<ul style="list-style-type: none"> • High Yield Strategies Quiz • Planning Instruction Quiz • Lesson Plan Assignment
4. Overview of Assessment	
5. Standardized Testing	<ul style="list-style-type: none"> • Standardized Testing Assignment
6. Classroom Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Formative & Summative Assessment Assignment
7. Evaluation	<ul style="list-style-type: none"> • Evaluation Quiz
8. Using Assessment Results-Planning, Feedback, and Reporting	<ul style="list-style-type: none"> • Assessment and Data Analysis Quiz
8. Cumulative	<ul style="list-style-type: none"> • Summative Assignment: Lesson Plan & Assessment Plan • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Analyzing Objectives Learning Activity	Unscored
Writing Instructional Objectives Assignment	Minimum Score: 6 points
High Yield Strategies Quiz	3 out of 4 points
Planning Instruction Quiz	8 out of 11 points
Lesson Plan Assignment	Minimum Score: 11 points
Standardized Testing Assignment	Minimum Score: 5 points
Formative & Summative Assessment Assignment	Minimum Score: 5 points
Evaluation Quiz	4 out of 5 points
Assessment and Data Analysis Quiz	80%

Summative Assignment: Lesson Plan & Assessment Plan	Minimum Score: 9 points
End of Course Survey	Unscored

iteach Course 5400: Literacy, 21st Century Instruction, and Pedagogical Content Knowledge

Purpose

The purpose of this instruction is to help pre-service and early service teachers develop the 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the building blocks of literacy;
- distinguish between various approaches to literacy instruction (phonics and whole language);
- appreciate the critical role of literacy in each of the core content areas and know strategies to cultivate literacy in specific content areas and grade levels;
- understand the advantages and drawbacks of technology in the classroom and harness technology effectively to bolster instruction;
- describe the value of interdisciplinary instruction and recognize which disciplines integrate most closely with their content area of certification, and
- be able to identify and select content-appropriate instructional strategies.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>4.0 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● Selection of Class Technology Tool Assignment ● Engagement & Differentiation Quiz
<p>4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Literacy Instructional Strategies Assignment
<p>4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Pedagogical Content Knowledge Assignment ● Engagement & Differentiation Quiz
<p>5.0 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● ISTE Standards Reflection
<p>5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>8.0 The teacher implements and engages learners in developing literacy and communication skills that support learning in the content area(s).</p>	<ul style="list-style-type: none"> ● Building Blocks of Literacy Quiz ● Literacy Instructional Strategies Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

- **Module 1: Building Blocks of Literacy for K-6**
- **Module 2: Literacy in the 7-12 Classroom**
- **Module 3: Technology**
- **Module 4: Interdisciplinary Instruction**
- **Module 5: Pedagogical Content Knowledge**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Building Blocks of Literacy for K-6	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz
2. Literacy in the 7-12 Classroom	<ul style="list-style-type: none"> • Literacy Instructional Strategies Assignment
3. Technology	<ul style="list-style-type: none"> • Class Technology Tool Assignment • ISTE Standards for Students: Reflection
4. Interdisciplinary Instruction	<ul style="list-style-type: none"> • Interdisciplinary Lesson Plan Assignment
5. Pedagogical Content Knowledge	<ul style="list-style-type: none"> • Engagement and Differentiation Quiz • Pedagogical Content Knowledge Assignment
Cumulative Assignment	<ul style="list-style-type: none"> • Cumulative Course Project: Class Technology Initiative Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Building Blocks of Literacy Quiz	Must score 80% or better
Literacy Instructional Strategies Assignment	Minimum Score: 6 points
Class Technology Tool Assignment	Minimum Score: 6 points
ISTE Standards for Students: Reflection	Minimum Score: 5 points
Interdisciplinary Lesson Plan Assignment	Minimum Score: 13 points
Engagement and Differentiation Quiz	Must score 80% or better
Pedagogical Content Knowledge Assignment	Minimum Score: 6 points
Cumulative Course Project: Class Technology Initiative Assignment	Minimum Score: 6 points
End of Course Survey	Unscored

iteach Course 5500: Learner Differences and Adaptation for Students with Disabilities

Purpose of this Course

The purpose of this instruction is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.

As a secondary purpose, 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).

Learning Expectations

At the conclusion of this course, the standards of the Council for Exceptional Children (CEC) will have been addressed:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Practice
- Standard 7: Collaboration

Further, it is expected that learners will:

- describe the requirements of federal law for accommodating students with disabilities and learning differences in schools;
- 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 be in need of an IEP;
- understand options for accommodating learners who have an IEP in place; and
- recognize and serve the learning needs of gifted students in the mainstream classroom.
- create lesson plans that implement accommodations and modifications.
- complete Dyslexia Training

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Preparing for the IEP Meeting Assignment ● Instructional Modifications & Accommodations Assignment ● Lesson Plan with Modifications/Accommodations
1 The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Dyslexia Training & Certificate ● Instructional Modifications for Gifted Students Assignment
Progressions 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Instructional Modifications for Gifted Students Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into six sections:

- Module 1: Special Education Laws and Protected Groups
- Module 2: Response to Intervention and the Individualized Education Program
- Module 3: Recognizing and Accommodating Students with a Range of Special Needs
- Module 4: Strategies Make a Difference in the Classroom
- Module 5: Professional Learning and Collaboration Module 6. Gifted Students

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 7 and 8 hours. Therefore, the course timeline is as follows:

Module	Quizzes and Assignments
1. Special Education Laws and Protected Groups	<ul style="list-style-type: none"> Special Education & Drug Abuse Prevention Quiz
2. Response to Intervention and the Individualized Education Program	<ul style="list-style-type: none"> Preparing for an IEP Meeting Assignment
3. Recognizing and Accommodating Students with a Range of Special Needs	<ul style="list-style-type: none"> Instructional Modifications and Accommodations Assignment Dyslexia Training and Certificate
4. Strategies Make a Difference in the Classroom	(Cumulative)
5. Professional Learning and Collaboration	(Cumulative)
6. Gifted Students	<ul style="list-style-type: none"> Instructional Modifications for Gifted Students Assignment
6. Cumulative Assignment	<ul style="list-style-type: none"> Lesson Plan with Modifications/Accommodations Assignment End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> Special Education & Drug Abuse Prevention Quiz 	Must score 80% or better
<ul style="list-style-type: none"> Preparing for the IEP Meeting 	Minimum of 8 points
<ul style="list-style-type: none"> Instructional Modifications and Accommodations Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> Dyslexia Training and Certificate 	Certificate of Completion

<ul style="list-style-type: none"> • Instructional Modifications for Gifted Students Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> • Lesson Plan with Modifications/Accommodations Assignment 	Minimum of 8 points
<ul style="list-style-type: none"> • End of Course Survey 	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5600: Diverse Student Populations, English Language Learners and Bilingual Students

Purpose of this Course

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).

Additional Required Materials

In addition to the technology required for all courses in the iteach program, this course requires additional outside reading material.

Candidates are required to obtain:

Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- Read and implement knowledge and strategies from the course text into assignments.
- appreciate the value and challenges of cultural differences in the classroom;
- understand and know how to implement Culturally and Linguistically Responsive Teaching and Learning in the classroom and in learning experiences
- understand the teacher's responsibility to ELs; and the supports local districts provide for services
- support simultaneous language acquisition and content learning for ELs.
- learn how best to support LGBTQ students

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

VIRGINIA DEPARTMENT OF EDUCATION

State Mandated Teacher Trainings

Virginia candidates are required to complete four state mandated trainings to seek initial licensure. The completion certificates for these trainings will be uploaded in an assignment in module 3, at the end of this course.

General information may be located here: <https://doe.virginia.gov/teaching/licensure/>

All trainings are included via the web addresses below except the Emergency First Aid, CPT & AED training. The Virginia DOE suggests using approved training provided by the American Heart Association or the American Red Cross to meet this requirement.

Child Abuse and Recognition Training

https://doe.virginia.gov/teaching/licensure/child_abuse_training.shtml

Emergency First Aid, CPR & AED

https://doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Dyslexia Awareness Training Module

<https://doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>

Behavior Intervention and Support Training <https://cieesodu.org/initiatives/restraint-and-seclusion/>

At the end of this course:

Objectives	Evidence
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none">• CLR Quiz• CLR Lesson Plan• Book Report Assignment• Serving LGBTQ Students Assignment• Theory of Teaching Essay Assignment

<p>Progression for Standards 1 & 2: 1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Accommodations for ELLs Assignment ● ELL Training Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Serving LGBTQ Students Assignment ● Accommodations for ELLs Assignment ● Theory of Teaching Essay Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into three sections:

- **Module 1:** Culturally Responsive Teaching and Learning
- **Module 2:** Bilingual and ESL Program Models and Introduction to Teaching English Learners
- **Module 3:** Emerging Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 15 hours. In this course, there are 2 quizzes and 6 assignments. The course sequence is as follows:

Module	Quizzes and Assignments
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1. Culturally & Linguistically Responsive (CLR) Teaching and Learning	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● CLR Book Report & Reflection
2. Bilingual & ESL Program Models & Introduction to Teaching Strategies for Second Language Learners	<ul style="list-style-type: none"> ● ELL Training Assignment ● Referral Process and Meeting English Learner's Needs Assignment ● Teaching English Learners Quiz ● Accommodations for English Learners Assignment
3. Emerging Issues	<ul style="list-style-type: none"> ● Serving LGBTQ Students Assignment
Cumulative	<ul style="list-style-type: none"> ● Theory of Teaching Essay Assignment ● Trainings & End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Score Minimum Criteria
CLR Quiz	Minimum Criteria: At least 80%
CLR Lesson Plan	Minimum of 9 points
CLR Book Report & Reflection	Minimum of 8 points
ELL Training Assignment	Minimum of 5 points
Referral Process and Meeting English Learner's Needs	Minimum of 5 points
Teaching English Learners Quiz	Minimum Criteria: At least 80%
Accommodations for English Learners Assignment	Minimum of 8 points
Serving LGBTQ Students Assignment	Minimum of 8 points
Theory of Teaching Essay Assignment	Minimum of 9 points
Trainings & End of Course Survey	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5700: Field Experience

Purpose of Course

The purpose of this course is for the teacher to apply knowledge and skills in a 4 semester credit hour (minimum of 560 classroom hours of field based experience) residency course. During this field based experience, theoretical approaches, screening/identification, educational placement considerations will be addressed.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate dispositions of highly effective teacher.
- reflect on their own strengths and growth opportunities with regard to these dispositions.
- demonstrate the highest standards of ethical behavior;
- work as an effective team member, including understanding horizontal and vertical alignment and the role of school team in alignment of curriculum;
- display effective classroom teaching • cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Observation by Field Supervisor Reflection Impact on Student Learning Reflection CARE Form
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Observation by Field Supervisor Reflection CARE Form

1.2 The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Impact on Student Learning Reflection CARE Form
1.3 The teacher incorporates content knowledge in the delivery of course content	CARE Form
1.4 The teacher demonstrates the ability to implement curricular modifications and strategies into instruction.	Impact on Student Learning Reflection CARE Form

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

In this field-based course, candidates will have the opportunity to demonstrate mastery of learning objectives of this course at different times during the Residency placement, depending on the individual placement. Therefore, to ensure progress toward mastery, candidates will be observed and evaluated on progress toward these objectives using a classroom Appraisal Report and Evaluation (CARE) form a minimum of three times during the Residency period (minimum of 30 weeks or 900 contact hours). Additionally, candidates will be required to complete two Reflections on their Residency placement; they are intended to be completed sequentially.

Reflection 1: Observation by Field Supervisor

Reflection 2: Impact on Student Learning Reflection

Grading Policy

Assignment or Evaluation	Grading Details
Observation by Field Supervisor Reflection	1-4 scale
Impact on Student Learning Reflection	1-4 scale
CARE Form (minimum 3)	1-4 scale

Time spent with students is precious and does not provide opportunities for retakes. Therefore, as the culminating experience of the iteach program, assignments in this course may not be resubmitted. The candidate's score on each assigned reflection, as well as his or her performance during each CARE evaluation in the classroom, will be considered holistically in evaluating the candidate's Residency experience as

“Successful” or “Unsuccessful.” Candidates should aim to earn scores of “3— Proficient” and “4— Exemplary” on all assignments, but the candidate’s professional improvement during the Residency period will also be considered.

Sources

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Solomon, G, (2003). Project-based learning: A primer. *Technology and Learning*, 23(6), 20-30. Retrieved from <http://libproxy.library.unt.edu:2055/docview/212095605>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

iteach Course 6600: Teaching Special Education

Purpose of Course

The purpose of this instruction is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Learners will also be required to complete a series of online assignments and assessments, in addition to face-to-face evaluation via the Content Specific Classroom Assessment Report and Evaluation form (CCARE), during the program Residency.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guiding Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to

make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the federal guidelines for special education students
- understand the Response to Intervention (RTI) and the role of the Campus and Special Education teacher
- understand special education eligibility and how it will affect the learning process
- understand and analyze special education law and role of school community, special education, general education and families
- understand all types of special education populations and how each affect the school community
- understand and analyze the process and the impact on the school community for special education students to engage their learning experience in the least restrictive environment

Goals and Objectives

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Outline Essay Due Process Definitions Mini Assessments

<p>1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>	<p>Case Studies Outline Essay Mini Assessments Outline</p>
<p>2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Case Studies Mini Assessments</p>
<p>2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p>	<p>Case Studies Mini Assessments</p>
<p>3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</p>	<p>Essay Topic Mini Assessments</p>
<p>4.1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>	<p>Case Study Essay Topic Outline Mini Assessments</p>
<p>5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.</p>	<p>Case Study Essay Outline Mini Assessments</p>
<p>6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>	<p>Case Studies</p>

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- **Module 1:** Federal Governance
- **Module 2:** Response to Intervention
- **Module 3:** Eligibility
- **Module 4:** Special Education Law
- **Module 5:** Special Populations
- **Module 6:** Least Restrictive Environment

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 7-8 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Federal Governance	Case Study Essay Topic
2. Response to Intervention	Mini Assessment
3. Eligibility	Case Study Outline
4. Special Education Law	Case Study Due Process Definitions
5. Special Population	Case Study Essay Topic
6. Least Restrictive Environment	Case Study Mini Assessment

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Because the best measure of a teachers occurs in the classroom, the Content Specific Classroom Assessment Report and Evaluation form (CCARE), completed by the Field Supervisor during the candidate’s Residency, is also used by the program to evaluate applied knowledge learned during this course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section. This sections may also include other optional learning activities. All assignments must be completed with a

score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Assignment or Assessment	Grading Details
Essay on Changing Sp. Ed. Law	1-3 scale; minimum score “1”
Mini Assessment on RTI	Must score 80% or better
Outline of Sp. Ed. Eligibility	1-3 scale; minimum score “1”
Definitions for Due Process	1-3 scale; minimum score “1”
Essay about Special Populations	1-3 scale; minimum score “1”
Mini Assessment on Least Restrictive Env.	Must score 80% or better
Case Study Examples	1-3 scale; minimum score “1”
All Course Assignments	At least minimum score

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help:

<http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

iteach Course 6601: Special Education in the School Community

Purpose of Course

The purpose of this instruction is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Expectations:

At the conclusion of this course, it is expected that learners will:

- understand the importance of PLAAFP's and how they drive a student's IEP.
- understand needs of students and how to properly create appropriate and measurable IEP goals.
- understand the importance and legal requirements for transition planning.

- understand the difference between accommodations and modifications and how to implement.
- understand all assisted technology and related services for special education students.
- understand all support services and teaching strategies for special education students.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Goals and Objectives:

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Scenarios Transition IEP Writing Essay Topic Lesson Planning

1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments Essay Topic Lesson Planning
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies Mini Assessments Essay Topic Lesson Planning

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- Module 1: Present Levels of Academic Achievement and Functional Performance
- Module 2: IEP Goal Writing

- Module 3: Transition
- Module 4: Accommodations/Modifications
- Module 5: Assistive Technology and Related Services
- Module 6: Special Education Support Services

Although instruction is self-paced, it is intended to be equivalent to approximately 36 seat/contact hours, with each section of study requiring approximately 6 hours.

Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Present Levels of Academic Achievement and Functional Performance	Case Study PLAAFP Scenarios PLAAFP Writing
2. IEP Goal Writing	Case Study Mini Assessment
3. Transition	Case Study Transition Goal Writing Activity
4. Accommodations/Modifications	Case Study Assessment
5. Assistive Technology and Related Services	Case Study Essay
6. Special Education Support Services	Case Study Mini Assessment Lesson Planning

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section.

These sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden.

Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

In development stage:

TCVA6602: Methods for Teaching Students with Severe and Profound Disabilities

TCVA 6603: Transition Planning for Students with Disabilities

Curriculum Alignment

The alignment of the iteachVIRGINIA curriculum and the competencies of the elementary education and special education content areas are provided to illustrate that the candidates completing the Elementary education program, or the Special Education program demonstrate the identified state content area competencies.

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

Endorsement Competencies	Courses and Experiences
<i>PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements</i>	
<p>1. Human development and learning (birth through adolescence)</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</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 TCVA 5200 and TCVA 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual</p>

<p>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 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>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> <p>b. TCVA 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 TCVA 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</p>
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	<p>demonstrated in detailed unit and lesson planning.</p> <p>TCVA 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.</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>TCVA 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>2. Curriculum and instruction</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. 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 disciplinespecific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.</p>	<p>a.</p> <p>1. In TCVA 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 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>TCVA 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, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>In TCVA 5400, teachers are introduced to the</p>
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	<p>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>
<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 TCVA 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 TCVA 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 TCVA 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</p>

	<p>creating instructional modifications for gifted students. In addition, in TCVA 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 TCVA 6005, teachers examine their own culture 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. 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>4. In TCVA 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. 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 FourYear-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</p>	<p>5. TCVA 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</p>

	<p>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 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, (TCVA 5100) 2. Social and Emotional development, (TCVA 5100 & TCVA 5200) 3. Communication, Language and Literacy Development, (TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004) 4. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and 5. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600). In TCVA 5200, the teacher is introduced to normal physical, cognitive, and social/emotional development if school aged children beginning at age four.</p>
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6. 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.

7. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.

6. In TCVA 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 TCVA 5400 and TCVA 6004, the teacher examines best practices for literacy development at home and implements these procedures into their teaching assignment.

7. Early childhood development curriculum focuses on the Virginia Early Learning and Development topics are developed in the following iteach courses:

- a. Approaches to Play and Learning, (TCVA 5100, TCVA 5200, TCVA 5300, TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004))
- b. Social and Emotional development, (TCVA 5100 & TCVA 5200)
- c. Communication, Language and Literacy Development, (TCVA 5400,

<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>TCVA 5500, TCVA 5600 & TCVA 6004)</p> <p>d. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and</p> <p>e. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600).</p> <p>8. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <p>a. Child Abuse and Recognition Training</p> <p>b. Emergency First Aid, CPR & AED</p> <p>c. Dyslexia Awareness Training Module</p> <p>d. Behavior Intervention and Support Training</p>
<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>	<p>b.</p> <p>1. In TCVA 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</p>

	<p>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>TCVA 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 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>
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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>2. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 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 TCVA 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>TCVA 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 TCVA 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</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>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 c TCVA 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. TCVA 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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3. Classroom and behavior management

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.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning

<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>environments that enable each learner to meet high standards.</p> <p>TCVA 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. TCVA 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 TCVA 5100, the teachers engage in designing a safe and collaborative classroom based on research.</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</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>complete a project design of their classroom plan.</p>
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<p>4. Assessment of and for learning</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 and help students understand their own progress and growth shall be included.</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 TCVA 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 TCVA 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, to monitor learner progress, and to guide the teacher's and</p>
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- 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.

learner’s decision making. The teacher uses assessment feedback to engage learners in their own growth and goal setting.

- c. TCVA 5300 offers a thorough 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 TCVA 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.

In the Field Experience TCVA 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

<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>the data derived from the analysis. The teacher must provide an analysis and feedback based on demographics and ethnicity of students.</p> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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5. Foundations of education and the teaching profession

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

- b. Attention 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.

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

In TCVA 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.

- b. TCVA 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 TCVA 5600 the teacher will conduct research on the legal landscape and

<p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>determine the legal ramifications of the teaching profession.</p> <p>c. TCVA 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 TCVA 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, TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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6. Language and literacy

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.

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

iteach is committed to the belief that every child can become an able reader and a critical thinker for a lifetime of learning.

- a.
1. In TCVA 5400, the teacher is taught researchbased 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 preskills assessments to determine students' developmental needs.

 2. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept of print, comprehension, oral reading accusation,

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 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.

word recognition, vocabulary, comprehension, and fluency.

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.

TCVA 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. TCVA 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

	<p>often seen as interactive and playful as students draw and share their stories. The teachers will understand the "Writing Process" by observing writing workshop in the primary grades with Teaching Channel videos.</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>b.</p> <p>1. TCVA 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 TCVA 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>
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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.

2. TCVA 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. Additionally, in TCVA 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 accessible and meaningful for learners to assure mastery of the content.

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.

Supervised clinical experiences

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.

All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters.

The teacher will work closely with a Field Supervisor who will complete three classroom observation during the two-semester placement.

VIRGINIA DEPARTMENT OF EDUCATION

PROGRAM STATUS MATRIX REVIEW

2018 PROFESSIONAL STUDIES REQUIREMENTS for PREK-12 ENDORSEMENTS, SECONDARY GRADES 6-12
ENDORSEMENTS

8VAC20-543-140

<p style="text-align: center;">Endorsement Competencies</p>	<p style="text-align: center;">Courses and Experiences</p> <p style="text-align: center;"><i>The response must be written. References to course numbers is not accepted for the only response.</i></p>
<p>1. Human development and learning (birth through adolescence):</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</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 TCVA 5200 and TCVA 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. CVA 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</p>

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 childhood experiences; and family disruptions.

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 as way to increase learning through a Growth Mindset and setting high standards for all students.

In TCVA 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.

TCVA 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).

TCVA 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

	<p>understand and know how to support simultaneous language acquisition and content learning for EIs, how to best support LGBTQ and the support local districts provide for services.</p>
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<p>2. Curriculum and instruction:</p> <p>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.</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. In TCVA 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 these strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</p>
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<p>b. 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>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>TCVA 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>b. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 5700. In study groups or in online venues, the teachers consistently display the best practices associated with effective online learning.</p> <p>c. To ensure, the teacher demonstrates the competency of culturally and linguistically diverse learners, in TCVA 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 TCVA 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>
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<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>g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.</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. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ol style="list-style-type: none"> 1. Child Abuse and Recognition Training 2. Emergency First Aid, CPR & AED 3. Dyslexia Awareness Training Module 4. Behavior Intervention and Support Training <p>g. TCVA 5400 and TCVA 6005 curriculum and instruction are addressed for middle school and secondary grades. TCVA 5400, offers Literacy and content courses specific to grades K6 building blocks of literacy distinguishing between a various approach to instruction (phonics, comprehension, fluency, and writing).</p> <p>Additionally, TCVA 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</p>
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<p>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.</p>	<p>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.</p> <p>h. Assignments throughout the iteach 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.</p>
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<p>3. Assessment of and for learning:</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>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 TCVA 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>TCVA 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>
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<p>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.</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>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.</p> <p>c. TCVA 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 TCVA 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 TCVA 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</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>analysis and feedback based on demographics and ethnicity of students.</p> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>4. Foundations of education and the teaching profession:</p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention 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</p>	<p>a. iteach holds that every classroom teacher should be versed in the history of the American education system.</p> <p>In TCVA 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.</p> <p>b. TCVA 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</p>
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<p>of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>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>c. Additionally, in TCVA 5600 the candidate will conduct research on the legal landscape and determine the legal ramifications of the teaching profession.</p> <p>d. TCVA 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.</p> <p>In an assignment in TCVA 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>e. In the Introductory TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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5. Classroom and behavior management:

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.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.

a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

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.

TCVA 5600 requires students to read, Hollie's *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Students Success*. Teachers will understand and actively implement culturally and responsive teaching and learning strategies.

c. TCVA 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.

d. In TCVA 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.

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.

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

- a. TCVA 5400, the teacher moves from the basic knowledge of literacy instruction in PreK -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 TCVA 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

<p>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.</p> <p>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.</p>	<p>improve comprehension and develop a love of reading.</p> <p>1. In TCVA 5500, the teacher is exposed to the unique needs of the special needs students 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.</p> <p>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.</p> <p>2. TCVA 5400, reading and writing instruction focus on research-based instruction including:</p>
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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.

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. TCVA 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.

TCVA 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

	<p>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>
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<p>7. Supervised clinical experience.</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.</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 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</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 compete 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>
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experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.	
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8VAC20-543-500. Special education general curriculum K-12.

The iteachVIRGINIA program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in [8VAC40-543-140](#), including reading and language acquisition.

<p>1. Foundations: Characteristics, legal, and medical aspects</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the schoolcommunity. This course includes a dedicated discussion of the process while identifyingkeys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionalsunderstand how language, culture, and familybackground influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their relationship to the various disabilities;</p>	<p>Addressed and mastery demonstrated in course 5200. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(4) Medical aspects of disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Educational implications of the various disabilities; and</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>
<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600</p>

<p>(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600/5500</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>6600</p>
<p>2. Assessments and evaluation</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.</p>

<p>a. Ethical issues and responsibilities in the assessment of individuals with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Procedures for screening, pre-referral, referral, and eligibility determinations;</p>	<p>Addressed and mastery demonstrated in course 6601/ 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.</p>	<p>Addressed and mastery demonstrated in course 5530.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management</p>	<p>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</p>

<p>techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>b. Address diverse approaches to classroom organization and set-up based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>

c. Provide positive behavioral supports; and	5 Addressed and mastery demonstrated in course 6500. Please refer to the attached course syllabi for the applicable assessment or assignment
d. Are based on functional assessment of behavior.	Addressed and mastery demonstrated in course 6100. Please refer to the attached course syllabi for the applicable assessment or assignment
4. Collaboration a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:	Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders. The candidate demonstrates mastery of this objective in 5400. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.
(1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;	Addressed and mastery demonstrated in course 5003. Please refer to the attached course syllabi for the applicable assessment or assignment.5003
(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>(5) Understanding the roles and responsibilities of each member of the collaborative team; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Training, managing, and monitoring paraprofessionals;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Involvement of families in the education of their children with disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Understanding the standards of professionalism;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Cooperating with community agencies and other resource providers; and</p>	<p>Addressed and mastery demonstrated in course 6603/5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Models and strategies for promoting students' self-advocacy skills.</p>	<p>Addressed and mastery demonstrated in course 66603/5300.</p>
<p><i>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</i></p>	
<p>1. Characteristics.</p>	
<p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly</p>	<p>A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.</p>

different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:

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, as described by Solomon (2003) and others.

Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.
(1) Autism spectrum disorder;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Deaf-blindness;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Developmental delay;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Emotional disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Hearing impairment, including deaf and hard of hearing;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Learning disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(9) Orthopedic impairment;	Addressed and mastery demonstrated in course 5500/6600.

	Please refer to the attached course syllabi for the applicable assessment or assignment.
(10) Other health impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(11) Speech-language impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(12) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(13) Visual impairment, including blindness.	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Age-span and developmental issues;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.500/6600
(2) Levels of severity;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600
(3) Cognitive functioning;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600

(4) Language development;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Emotional and behavioral adjustment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Social development;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Medical aspects; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Cultural, ethnic, and socioeconomic factors.	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
2. Individualized education program development and implementation.	In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP; Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.
a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development, including timelines, components, team composition, roles, and responsibilities.	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:	Addressed and mastery demonstrated in course 5400.

	Please refer to the attached course syllabi for the applicable assessment or assignment.5400
(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.5700
(2) Make decisions about student progress, instruction, program, accommodations, placement, teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.6601
(3) Develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs 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.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading, and reading and writing across content areas;</p>	<p>Addressed and mastery demonstrated in Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences; and</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5300/6601</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading and writing at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development 5</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(5) Design alternative ways to teach content material including modifying curriculum in both</p>	<p>Addressed and mastery demonstrated in course 6601.</p>

directive and nondirective methodologies;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Instructional strategies for mathematics.	
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:	Teaching Elementary Math course 9003
a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking,	Addressed and mastery demonstrated in course 9003. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>mathematics vocabulary, calculation, and problem-solving;</p>	
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills,</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

diverse learning styles, and technology use;	
(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in courses 5400/5500/6602. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Provide explicit instruction in mathematics at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;	Teaching Elementary Math course 9003
(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;	Addressed and mastery demonstrated in courses 5200/5500. Please refer to the attached course syllabi for the applicable assessment or assignment.5200
(5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;	Addressed and mastery demonstrated in courses 5500/6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700.

<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators, related service providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Knowledge of person-centered planning strategies to promote student involvement in planning; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Assess social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p>

	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Plan and use specialized social skills strategies.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
g. Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
1. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.	Addressed and mastery demonstrated in course 5400 and Literacy course. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.	All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters. The teacher will work closely with a Field Supervisor who will complete at least three classroom observation during the two-semester placement.

	Teachers will teach in the area (Elementary, Secondary, Special Ed) of the endorsement for which they are seeking.
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VAC20-543-460. Special education adapted curriculum K-12.

The iteachVIRGNIA program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The program shall ensure that the candidate has demonstrated the following competencies:

<p>A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:</p>	
<p>1. Foundations. Characteristics, legal, and medical aspects.</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age,</p>	<p>Addressed and mastery demonstrated in course 6600.</p>

<p>varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, such as physical, psychomotor, cognitive, linguistic, social, and emotional development and their relationship to the various disabilities;</p>	<p>Addressed and mastery demonstrated in course 5200.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Medical aspects of disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Educational implications of the various disabilities; and</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>

<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Current regulations governing special education, including individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools; and</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Assessments and evaluation.</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p>

	Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.
a. Ethical issues and responsibilities in the assessment of individuals with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Procedures for screening, prereferral, referral, and eligibility determinations;	Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;	Please refer to the attached course syllabi for the applicable assessment or assignment. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Provide positive behavioral supports; and</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration.</p> <p>Skills in consultation, case management, and collaboration, including and</p> <p>(a) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Virginia Standards of Learning, structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Understanding of the roles and responsibilities of each member of the collaborative team; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Training, managing, and monitoring paraprofessionals;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Involving of families in the education of their children with disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. Understanding the standards of professionalism;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Cooperating with community agencies and other resource providers; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Models and strategies for promoting students' self-advocacy skills.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an	

appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

1. Characteristics.

A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.

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, as described by Solomon (2003) and others.

Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.
a. Demonstrate knowledge of the definitions; characteristics, including medical and health conditions; and learning and behavioral support needs of students with disabilities (K-12) whose cognitive impairments or adaptive skills require adaptations to the general curriculum and whose functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including students with:	The purpose of the instruction in course 5500 is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.
(1) Autism spectrum disorders;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Developmental delay;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Multiple disabilities, including sensory, deaf-blindness, speech-language, orthopedic and other health	Addressed and mastery demonstrated in course 5500/6600.

impairments as an additional disability to those referenced in subdivision 1 a of this subsection.	Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Medical needs, sensory needs, and position and handling needs of children with multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Speech and language development and communication and impact on educational, behavioral, and social interactions;	Addressed and mastery demonstrated in course 5400/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Impact of disability on self-determination and self-advocacy skills; and	Addressed and mastery demonstrated in course 6003. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
2. Individualized education program (IEP) development and implementation.	In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP; Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.
a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Make decisions about student progress, instruction, program, modifications, adaptations, placement, teaching methodology, and transitional services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Be able to write educationally relevant IEP goals and objectives that address self-care and self-management of student physical, sensory, and medical needs that also enhance academic success in the adapted curriculum.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs learners and how to plan instruction that is responsive to these strengths and needs. This</p>

	<p>knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on grade level content standards;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as those found in the professional studies requirements in 8VAC40-543-140. Skills in this area include phonemic and other phonological awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies and writing, as well as the ability to foster appreciation of a variety of literature and independent reading; and reading and writing across the content areas;</p>	<p>Addressed and mastery demonstrated in course Literacy.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Foundational knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics including mathematical concepts, mathematical thinking, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

d. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Strategies to promote successful integration of students with disabilities with their nondisabled peers;	Addressed and mastery demonstrated in course 5100. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Use of technology to promote student learning;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
h. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, diverse learning styles, and technology use;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Implement a blended curriculum that includes teaching academic skills using the aligned Virginia Standards of	Addressed and mastery demonstrated in course 5300/6601.

Learning and incorporating functional and essential life skills into instruction;	Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Provide explicit instruction of reading, writing and mathematics at appropriate developmental and grade level in a cumulative manner to students with disabilities accessing the general education curriculum through an aligned curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Conduct and analyze results of functional behavior assessment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Implement behavioral intervention plans incorporating positive behavioral supports;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Design alternative ways to teach content material including modifying and adapting the general education curriculum;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Develop appropriate transition between grade levels, setting, and environments;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(9) Use assistive and instructional technology, including augmentative and alternative communication methods and systems;	5 Addressed and mastery demonstrated in course 5700 Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(10) Implement and evaluate group management technique and individual	Addressed and mastery demonstrated in course 5700.

interventions that teach and maintain emotional, behavioral, and social skills;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(11) Implement and monitor IEP specified modifications and adaptations within the general education classroom; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(12) Integrate students in the community through collaboration with community service systems.	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Individualized supports and specialized care of students with significant disabilities.	
a. An understanding and application of service delivery for students with significant disabilities and their unique care needs, including the ability to identify the physical, sensory, and health and medical needs of students with significant disabilities and understand how these needs impact the educational program including:	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(1) Understanding of typical physical development of children and application of this knowledge in developing learning experiences for students with significant disabilities;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Basic understanding of the most common medical diagnoses associated with students with significant disabilities and the impact on their functioning in school and community settings;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(3) Understanding of the role muscle tone plays in the positioning and handling of students and familiarity	Addressed and mastery demonstrated in course 6601.

with common positioning equipment used in the classroom; and	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(4) Understanding of alternative and augmentative communication systems and the ability to identify an appropriate communication system based on the needs of the student.	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
b. Understanding of the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service request.	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
c. Ability to develop lesson plans that blend and incorporate the academic, functional, and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
5. Transitioning.	Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.
Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, and self-determination to include goal setting, decision-making, problem-solving, self-awareness and self-advocacy, guardianship, and other legal considerations.	In the course 6003, the teacher candidate will develop the ability to be an advocate for the special needs during the transition phase. This course is currently under development. The course can be submitted prior to implementation.

<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators including career and technical educators and school counselors, related services providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators to include the understanding of consent to share information, including confidentiality and disability disclosure.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world, including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, community independent living, and waivers.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Knowledge of person-centered planning strategies to promote student involvement in planning.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>f. Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>g. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	
<p>(1) Assesses social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Plans and uses specialized social skills strategies.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>h. Knowledge of use and implementation of vocational assessments to encourage and support students' advocacy and self-determination skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>i. Knowledge of legal issues surrounding age of majority and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>j. Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority, and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400</p>
<p>7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Addressed and mastery demonstrated in course 5400/6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400/6602</p>
<p><i>C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.</i></p>	<p>All iteach candidates will be hired as the teacher of record 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 (Secondary, Special Ed) of the endorsement for which they are seeking.</p>

278VAC20-543-120: Elementary Education PreK-6

The iteachVIRGINIA program in elementary education PreK-6 requires that the candidate demonstrate competency in the follow areas:

Competencies	iteach Courses
1. Methods	<p>Professional Courses The purpose of the iteach Professional course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.</p> <ul style="list-style-type: none"> • TCVA 5100: Learning Environments • TCVA 5200: Learner Development • TCVA 5300: Planning for Instruction and Assessment • TCVA 5400: Literacy, 21st Century Instruction, Pedagogical Content Knowledge • TCVA 5500: Learner Differences and Adaptations for Students with Disabilities • TCVA 5600: Diverse Populations, English Learners, and Bilingual Learners <p>Literacy Courses The purpose of the iteach Literacy courses is to prepare pre-service and early service teachers to develop a deep understanding of the science of teaching reading and the research-based instructional practices used to teach reading and writing in the K-3 & 4-8 classroom.</p> <ul style="list-style-type: none"> • TCVA 6004: Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005: Critical Reading and Writing Instruction <p>Methods Courses The purpose of the iteach Methods courses is to equip new teachers with the knowledge and skills to craft and implement engaging learning experiences for students. Embedded and guided by content standards, the courses leverage critical and creative thinking as well as differentiation, assessment, and multi-disciplinary connections. Methodology and content knowledge combine to ensure students are able to access the curriculum in a meaningful way that yields mastery.</p> <ul style="list-style-type: none"> • CCVA 9002: Teaching Elementary English • CCVA 9003: Teaching Elementary Math

	<ul style="list-style-type: none"> • CCVA 9004: Teaching Elementary Science • CCVA 9005: Teaching Elementary Social Studies
<p>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;</p>	<p>The instructional courses TCVA 5100-5600 and Methods courses CCVA 9002-9005 align with Virginia's Foundations Blocks of Learning: Comprehension Standards for four-year olds recognizing the value of early education as laying the foundation for future academic success. Virginia Standards of Learning are introduced in course TCVA 5300 and candidates are required to create lessons using the Virginia SOL standards.</p> <p>Courses CCVA 9002-9005 provide content specific knowledge in the areas of English, mathematics, history, and social science, science, and computer technology.</p>
<p>b. Understanding of current research on the brain, its role in learning, and implications for instruction;</p>	<p>In course TCVA 5200, pre-service and early service teachers learn about student development and research on the brain, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's Taxonomy.</p>
<p>c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;</p>	<p>Course TCVA 5300 focuses on lesson planning using common models that differentiate between various instructional models integrating all subjects selecting the model best suited for the learning task into lesson planning. This instructional course will also equip preservice and early service teachers to develop deep understanding of all content areas, make connections across content, and apply content knowledge in meaningful ways.</p> <p>In TCVA 5400, teachers create an interdisciplinary lesson plan integrating English with other disciplines aligned with their teaching placement.</p>

<p>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</p>	<p>In TCVA 5100, pre-service and early-service teachers learn how to create flexible learning environments that respond and meet the needs of all learners in the classroom.</p> <p>In TCVA 5300, pre-service and early service teachers write lesson objectives using planning models to differentiate between various instructional models and select the model best suited to the learning task. Special attention is given to the importance of differentiated instruction.</p> <p>Differentiated instruction is included as a means to ensure all students are able to access the curriculum in the TCVA 6004 and 6005 Literacy courses as well as the Methods courses CCVA 9002-9005.</p>
<p>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;</p>	<p>In TCVA 5300, the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>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;</p>	<p>In TCVA 5100, pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably candidates learn the importance of: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).</p> <p>TCVA 6004 includes components that focus on classroom culture, environment, classroom management, accountability and cultural relevance.</p> <p>Course CCVA 9002 focuses on how to establish a well managed class with routines where students are engaged in meaningful literacy activities.</p>

<p>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;</p>	<p>In TCVA 5100, teacher candidates learn how to create flexible learning environments that respond and support all learners in the classroom. These understandings intersect with TCVA 5600, where teachers learn how components and understanding of a student's culture and language in the classroom creates a welcoming learning environment. Teacher candidates will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).</p>
<p>h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;</p>	<p>In TCVA 5300, pre-service and early service teachers are introduced to assessment as any tool used to evaluate what students know. Additionally, a focus on limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results to drive instruction. These skills are developed throughout TCVA 5400-5600.</p> <p>The importance of and how to implement formative and summative assessment practices that diagnose and analyze current states of learning to inform instruction are essential and are included in the Literacy courses (TCVA 6004 & 6005) as well as the Methods courses (CCVA 9002-9005).</p>
<p>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</p>	<p>Teacher candidates include reflections in assignments throughout the iteach coursework. In TCVA 5100 specifically, teacher candidates learn the value of professional learning communities, collaboration and how working together supports continuous learning.</p>
<p>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</p>	<p>Qualitative and quantitative research is included throughout the coursework for teacher candidates to develop the ability to analyze, evaluate, and apply to assignments and their practice. Course assignments provide the opportunity for candidates gather, review, analyze, interpret, and apply data.</p>

<p>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</p>	<p>The Virginia Standards of Learning for Computer Technology along with ISTE standards are introduced in course TCVA 5100 and reinforced and applied in all courses. The purpose of the instruction in TCVA 5400 is to help pre-service and early service teachers develop 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.</p>
<p>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.</p>	<p>The purpose of the instruction in TCVA 5200 is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.</p>

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>	<ul style="list-style-type: none"> • TCVA 5400 Literacy, Pedagogical Content Knowledge • TCVA 6004 Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005 Critical Reading and Writing Instruction, • CCVA 9002 Teaching Elementary Methods Course <p>These courses are designed to increase teacher knowledge base and give the teacher practical tools for teaching elementary English and Language Arts.</p>
<p>(1) Assessment and diagnostic teaching. The individual shall:</p>	<p>Course TCVA 6004 includes pre-assessments for use at the start of the year to diagnose student current learning levels in phonics, letter recognition, comprehension, fluency, reading level as well as ongoing formative assessments throughout the year including checklists, Specific Skills Rubrics, Running Records & Anecdotal</p>

	<p>notes. Teacher candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and inform instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>In TCVA 6005, candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students' language acquisitions and literacy development for instructional and accountability purposes.</p> <p>In CCVA 9002, candidates demonstrate knowledge, understanding, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Grade level literacy expectations (Pre-K–3) • CCVA 9002, Module 5: Intervention • TCVA 6004, Module 1: Assessments to inform instruction • TCVA 6005, Module 5: Standardized testing-preparing throughout the school year for elementary and middle school
<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton Gillingham technique (K-1) and remedial support (Grades 2-4) • TCVA 6004, Module 1: <ul style="list-style-type: none"> ○ Beginning year assessments to inform instructional decisions ○ Determine a student's strengths and weaknesses in multiple areas including grade level-readiness, letter recognition, phonological awareness, decoding, fluency, vocabulary, comprehension and writing ○ Formative assessments throughout the year to target students' ongoing needs (Remediation and acceleration) • TCVA 6005, Module 5: Assessments with an emphasis on standardized testing for the intermediate and middle grades classroom.

<p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p>	<p>Teacher candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry in several courses. Numerous examples of Teaching Channel videos of teachers modeling communication strategies in the classroom are shared throughout the courses.</p> <p>In TCVA 5100 and TCVA 5400, technology standards are infused into the content and assignments. Teacher candidates learn how to integrate ISTE standards into learning experiences that teach communication skills including the ability to access, analyze, evaluate and create media.</p> <p>Teacher candidates create a Technology project in TCVA 5400 to demonstrate the ability to teach students how to use various forms of media to collaborate and communicate.</p> <p>In TCVA 6004, TCVA 6005, and CCVA 9002, teacher candidates learn how to create lessons and learning experiences that support the development of listening and speaking skills for their students.</p>
<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(b) Be proficient in developing students' phonological awareness skills;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Intro. to Literacy • TCVA 6004, Module 4: Shared Reading and Formative Assessment – Phonological Awareness • TCVA 9002, Module 1: Reading Instruction Prek-2
<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>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	<ul style="list-style-type: none"> • TCVA 5600, Module 2: Intro to Literacy • TCVA 6005, Module 4: Vocabulary & Strategies for English Learners • CCVA 9002, Module 6: English Language Learners

<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Reader’s Theater and choral reading • TCVA 6004, Module 1: Creating a classroom environment that promotes creative expression through writing and reading • TCVA 6005, Module 4: Interactive read-alouds • CCVA 9002, Module 3: Writing Process - Creative writing beginning in K where children have the freedom and support to grow in a safe environment and take risks.
<p>(3) Reading and literature. The individual shall:</p>	<p>In TCVA 5400, pre-service teachers understand that literacy is a foundational skill for every academic task. From reading a math word problem to writing a scientific hypothesis—even understanding the course syllabus requires literacy. This comprehensive course introduces everything needed to develop beginning readers and writers to more advanced readers and writers able to apply these skills into the content areas.</p> <p>The purpose of the course TCVA 6004 is to prepare pre-service and early service teachers to develop a deep understanding of the Science of Reading instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next-generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students’ needs.</p> <p>In TCVA 6005, pre-service and early service teachers are prepared to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom.</p> <p>CCVA 9002 provides inservice teachers a deeper dive into literacy instruction including technology. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton-Gillingham phonics • CCVA 9002, Module 1: phonemic awareness, phonemes and phonics, word study, and vocabulary development • TCVA 6004, Module 4: Phonological awareness - manipulating sounds of oral language
<p>(b) Be proficient in strategies to increase vocabulary and concept development;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Vocabulary Strategies (6th-12th grades) • TCVA 6004, Module 2: Word Work and Vocabulary providing multiple exposure and words taught in context for a deeper understanding. • TCVA 6005, Module 4 & 5: Vocabulary Enrichment and connecting to reading- anchor charts of unfamiliar words from text, focus on the importance of using standardized test language throughout the year • CCVA 9002, Module 2: Inferences from texts • CCVA 9002, Module 6: Supporting ELL with basic vocabulary in all subjects
<p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Foundations of Literacy • TCVA 6004, Module 4: word meaning • CCVA 9002, Module 6: using visuals
<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>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension strategies and background knowledge, fluency • TCVA 6004, Module 4: Comprehension strategies • TCVA 6005, Module 1: Responding to literature to show comprehension in a variety of ways • CCVA 9002, Modules 1 & 2: Building on basic comprehension skills beginning to understand with a focus on fluency
<p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Fluency, accuracy, and expression • TCVA 6004, Module 4: Fluency and expression in read alouds • CCVA 9002, Modules 1 & 2: Fluency - appropriate speed accuracy, and expression
<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in Content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information.

	<ul style="list-style-type: none"> • CCVA 9002, Modules 1, 2, & 4: Reading for inquiry, asking meaningful questions
(f) Demonstrate the ability to develop comprehension skills in all content areas;	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2 & 4: Reading for inquiry - asking meaningful questions
(g) Demonstrate the ability to foster appreciation of a variety of literature;	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Classrooms with quality literature and independent reading • TCVA 6004, Module 1: Creating literacy rich environments and culturally relevant text • TCVA 6005, Module 1: Responding to quality literature • CCVA 9002, Module 1 & 2: Quality literature for making predictions and visualization to confirm responses
(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and	<ul style="list-style-type: none"> • TCVA 5400, Module 1: (K-5) & Module 2: (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Module 2 & 4: Establishing a reading block that allows for independent reading (Students learn to read best when they read often.)
(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and	<ul style="list-style-type: none"> • TCVA 5400, Module 1 (K-5) & Module 2 (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school

	<ul style="list-style-type: none"> • CCVA 9002, Modules 2 & 4: Establishing a reading block that allows for independent reading (students learn to read best when they read often.)
(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.	<ul style="list-style-type: none"> • TCVA 6004: Metacognitive sketch strategies, anchor charts. • TCVA 6005, Module 1: Analyze literature and respond in writing • CCVA 9002, Module 2: Create classroom blogs
(4) Writing.	<p>TCVA 5400, TCVA 6004, TCVA 6005, and CCVA 9002</p> <p>Teacher candidates understand and use a variety of teaching strategies that encourage elementary students' development of writing skills including domains of composition and the writing process.</p>
(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;	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Process writing beginning in Pre-K develops age appropriate writing and continues through 6th grade • TCVA 6004, Module 7: Explicit instruction, independent writing and conferencing for revision and editing, rubric for evaluating writing • TCVA 6005, Module 3: Mini lessons (grammar, punctuation, usage, word choice, rereading for revision, sentence structure, transitions and paragraphing) • CCVA 9002, Module 3: The Writing Process (pre-writing, drafting, revising, editing, publishing and presentations)
(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";	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Includes spelling stages and invented spelling • TCVA 5400, Module 2: spelling in the middle grades • TCVA 6004, Module 3: Word work with familiar patterns (silent e), rules and word meaning • TCVA 6005, Module 4: Spelling and Language acquisition
(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	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Introduction to Literacy • TCVA 6004, Module 7: Interactive writing • TCVA 6005, Module 3: Integrate content areas • CCVA 9002, Module 3: Writing Instruction

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.	<ul style="list-style-type: none"> • TCVA 5400, Module 3: ISTE digital literacy • TCVA 6005, Module 3: Writing for research; research skills, credible sources, and writing in the content areas • CCVA 9002, Module 4: Writing Instruction
(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.	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a teaching tool • TCVA 5400, Module 5: Technology Pedagogical knowledge and capabilities for teaching and learning • TCVA 9002, Module 7: Integrating technology and methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students in the area of reading, writing and research.
b. Mathematics.	<p>TCVA 5400, TCVA 5600, and CCVA 9003</p> <p>Teaching mathematics in the elementary school classroom in the 21st century requires a focus on critical thinking, problem solving, and conceptual understanding of mathematics content. The purpose of these courses is to provide candidates with the opportunity to gain an understanding of elementary mathematics content and elementary mathematics methods through exploring Virginia Foundation Blocks for Early Learning and the Virginia Standards of Learning Mathematical content standards as well as ACEI standards.</p>
(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6.	<p>Mastery of the Virginia Foundation Blocks for Early Learning: Comprehensive standards for Four-Year-Olds and the Virginia Standards of Learning and additional applicable competencies are included in courses TCVA 5400 and CCVA 9003. In these courses, teacher candidates will know, understand, and use major mathematical concepts and procedures for building foundational mathematics. Beginning in Pre-K through 6th grade, content strands include Number and Number Sense; Computation and Estimation;</p>

<p>Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:</p>	<p>Measurement and Geometry; Probability and Statistics; and Patterns, Functions and Algebra.</p> <p>In TCVA 5400, teachers will learn to develop rich mathematical classroom environments that support the five SOL process standard goals for students including becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include real-world problems and problems that model real-world situations.</p> <p>Additionally, course TCVA 5400 addresses the SOL 5 content standards: Numbers & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability. The inservice teacher learns mathematical understanding, knowledge and skills that students should acquire beginning in prekindergarten through grade 12.</p> <p>The A-E standards are addressed in detail through the reading of professional articles, viewing and reflecting on professional videos from the Teaching Channel in iteach courses TCVA 5400 and CCVA 9002.</p>
<p>(a) Number systems and their structure, basic operations, and properties;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level basic operations and properties standards, Module 5: Conceptual understanding of basic operations and number systems teaching more than facts and procedures
<p>(b) Elementary number theory, ratio, proportion, and percent;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level number theory, ratio, proportion and percent standards
<p>(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level algebraic standards

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	<ul style="list-style-type: none"> • TCVA 5400 Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level Geometry standards
(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.	<ul style="list-style-type: none"> • TCVA 5400, Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level probability and statistics standards
(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability based on the National Council of Teachers of Mathematics standards. In doing so teachers are taught to consistently engage problem-solving, reasoning and proof, communication, connections, and representation. The understanding that conceptual understanding is the foundation for comprehending procedural knowledge is essential included. This understanding supports vertical, sequential learning progressions and gradual mathematical learning. Candidates learn how to determine where the student last experienced success and to begin on that foundation to learn the next skill in the sequence.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 3: Standards and Beyond
(3) Understanding of the multiple representations of mathematical concepts and procedures.	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement,</p>

	<p>data analysis, and probability. In doing so they consistently engage problem-solving, reasoning and proof, communication, connections, and representation.</p> <p>The understanding that there are multiple representations of mathematical concepts and procedures is emphasized. These multiple perspectives are celebrated in the classroom as varied ways to represent and solve problems.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematical Standards • CCVA 9003, Module 3: Standards and Beyond
<p>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9002. In these courses, teacher candidates plan and implement instruction based on knowledge of the five mathematical processes to foster student learning theory, connections across the curriculum, curricular goals, and community.</p> <p>Teacher candidates understand the importance of crafting learning experiences that allow students to communicate their thinking, solutions, connections and representations of mathematical situations.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematics Instruction • CCVA 9003, Module 3: Standards and Beyond • CCVA 9003 Module 7: Problem Solving Strategies
<p>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600 and CCVA 9002.</p> <p>In these courses teacher candidates engage in learning opportunities so they will understand how elementary students differ in their development and approaches to learning. Teachers will create instructional opportunities that are adapted to the culture of diverse students.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning

	<ul style="list-style-type: none"> • CCVA 9003, Module 1: Classroom Culture and Environment
<p>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses teacher candidates understand and use a variety of teaching strategies that leverage the use of calculators, virtual manipulatives, and technology to encourage elementary students' development of critical thinking and problem solving. For example, in TCVA 5400 candidates research technology tools and write an essay about integrating Technology and demonstrating use of technology in lesson planning. In CCVA 9002, the use of technology tools are reinforced.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a Teaching Tool • CCVA 9003, Module 3: Virginia Standards of Learning for use of calculators and technology
<p>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600, and CCVA 9002.</p> <p>In these courses, teacher candidates use their knowledge and understanding of culturally and linguistically responsive teaching among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction in mathematics and to create a supportive learning environment for all learners. Candidates develop the ability to respond to diverse learners using strategies that scaffolds their learning.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment

<p>c. History and social sciences.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9005.</p> <p>The purpose of these content History and Social Sciences courses is to provide the beginning elementary teacher an understanding of the place of History in the elementary curriculum and an understanding of the specific methods to achieve understanding in addition to the theoretical exploration of history and the direction of social sciences as a field of study. These courses focus on strategies and teaching tools that can help children engage in the content, build inquiry for critical thinking skills and allow for connections to the students' everyday lives.</p>
<p>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</p>	<p>Across the nation, social studies standards are typically organized into strands or dimensions. The most commonly used strands are History, Government/Civics, Geography, and Economics. The National Council for Social Studies (NCSS) created the C3 framework for states to use as they create their own teaching standards for social studies. The C3 Frameworks purpose is: <i>“intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards.”</i></p> <p>The Framework outlines four categories within Dimension 2: Civics, Economics, Geography, and History.</p> <p>Teacher candidates will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture, and society applicable to elementary studies. Additionally, the Teacher candidate will demonstrate the ability to use tools and technologies for organizing, analyzing, and interpreting social studies information.</p> <p>Courses TCVA 5400 and CCVA 9005 provide inservice teacher candidates with the opportunity to gain an understanding of elementary History and Social Sciences content and elementary methods through exploring Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards telling a more complete story about how the past has shaped the commonwealth, the nation and the world.</p>
<p>(a) History.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: The teacher will demonstrate essential content knowledge in key concepts of history, geography, civics, economics,

	<p>culture and society applicable to elementary studies</p> <ul style="list-style-type: none"> • CCVA 9005, Module 1: Pre-service teachers will learn that Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past... It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from local to global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of casualty, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence. <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
(i) The contributions of ancient civilizations to modern social and political institutions;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge- teacher develops understanding of contributions of ancient civilizations to modern social and political institutions- Time-line is introduced and established as a classroom visual to be added to throughout the year • CCVA 9005 Module 3: SOLS for grade level specific and instructional strategies including Anchor Charts, research on topics, and complete graphic organizers
(ii) Major events in Virginia history from 1607 to the present;	<ul style="list-style-type: none"> • TCVA 5400 Module 5: Preservice teacher develops understanding of major events in Virginia history from 1607 to the present • CCVA 9005, Module 2 introduces preservice teachers to the use of children's historical fiction, biographies and nonfiction literature. This allows students to make connections and go deeper in their understanding

	<ul style="list-style-type: none"> • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered.
(iii) Key individuals, documents, and events in United States history; and	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops an understanding of contributions of ancient civilizations to modern social and political and Module 3: Research skills of evaluating source quality in websites, magazines, textbooks, journals, newspapers along with media reports • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered. Introduction of primary sources along with integration of technology as a way to research individuals and events in US history as well as review content knowledge in Quizlet, Kahoot, and Padlet
(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pre-service teacher develops an understanding of the evolution of America's constitutional republic and its ideas, institutions, and practices • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered • CCVA 9005, Module 4: Integration Strategies; bringing literature into the lessons through historical texts and lots of different types of writing
(b) Geography.	<p>CCVA 9005, Module 1: Pre-service teachers will learn that geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.</p>
(i) The use of maps and other geographic representations, tools,	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding of the use of maps and other geographic representations, tools, and

<p>and technologies to acquire, process, and report information;</p>	<p>technologies to acquire, process, and report information</p> <ul style="list-style-type: none"> • TCVA 5400, Module 6: Student engagement with geographic tools such as maps and graphs. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all geography is covered.
<p>(ii) The relationship between human activity and the physical environment in the community and the world; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher will understand and teach the relationship between human activity and the physical environment in the community and the world • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
<p>(iii) Physical processes that shape the surface of the earth.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding and teaches the physical processes that shape the surface of the earth. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
<p>(c) Civics.</p>	<p>CCVA 9005 Module 1: The preservice teacher will understand that in a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen and improve communities and societies. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and techniques available to citizens for preserving and changing a society.</p>
<p>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights</p> <p>CCVA 9005, Module 1: Debate complex concepts and Module 3: SOLS for grade level specific and reviewing the</p>

	scope and sequence to make sure all standards are covered.
(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the process of making laws in the United States and the fundamental ideals and principles of a republican form of government</p> <p>CCVA 9005, Module 1: Strategies to engage learners acting out the process of making laws and a formal government and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure standards are covered</p>
(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and	<p>TCVA 5400, Module 5: Preservice teacher develops 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</p> <p>CCVA 9005, Module 1: perform hands-on experiences and create anchor charts to show the information and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
(iv) Local government and civics instruction specific to Virginia.	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of local government and civics instruction specific to Virginia</p> <p>CCVA 9005, Module 1: KWL (Know, Want to know, What did you learn) to brainstorm what students already know about local government and civics specific to Virginia and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
(d) Economics.	<p>CCVA 9005, Module:1 Pre Service teachers will learn that effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national</p>

	<p>economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.</p>
<p>(i) The basic economic principles that underlie the United States market economy;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the basic economic principles that underlie the United States market economy</p> <p>CCVA 9005, Module 1: Create anchor charts as a class and post in the classroom as reference tool while learning is taking place and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(ii) The role of the individual and how economic decisions are made in the market place; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the role of the individual and how economic decisions are made in the marketplace</p> <p>CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(iii) The role of government in the structure of the United States economy.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the role of government in the structure of the United States economy</p> <p>CCVA 9004, Module 1: Acting out the structure of the government and the roles Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:</p>	<p>Teacher candidates will learn best practices for social studies to promote productive, inquiry-based learning. The CCVA 9005 methods course introduces teachers to Historical thinking that requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments from the past. Primary & secondary source documents are a key resource and teachers are instructed to engage students in learning using strategies such as debate, act it out, perform hands-on experiences, artifacts, and creating</p>

	<p>visuals. Throughout the course a focus on good citizenship skills is implemented and addressed in articles, videos, and assignments.</p>
<p>(a) Using artifacts and primary and secondary sources to understand events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Using artifacts, primary and secondary sources- preservice teacher learns to use many types of primary and secondary sources understanding that students are engaged and allow students to use critical thinking skills which leads to deeper thinking
<p>(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Geography Skills and Strategies
<p>(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts, graphs, graphic organizers as instructional strategies to determine characteristics of people, places, and events in history
<p>(d) Asking appropriate questions and summarizing points to answer a question;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Inquiry and Summarizing information
<p>(e) Comparing and contrasting people, places, and events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts to compare and contrast people, places and events in history
<p>(f) Recognizing direct cause and effect relationships in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Create Venn Diagram showing cause and effect and relationships in history
<p>(g) Explaining connections across time and place;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Timelines as visuals and pictures to provide more information
<p>(h) Using a decision-making model to identify costs and benefits of a specific choice made;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Project based learning to model decision making to identify costs and benefits of a specific choice made
<p>(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Civic Virtue- acting out in history and in everyday life
<p>(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Language Arts and Social Sciences and history intergration

<p>d. Science.</p>	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>In TCVA 5400, teacher candidates learn foundational knowledge regarding interdisciplinary lesson planning, differentiation and how to integrate technology into the science curriculum.</p> <p>The primary ideas underlying CCVA 9004 are using an inquiry-based approach to promote problem solving and a deep understanding of science content while embedding science process skills with science concepts. The 5E Instructional Model is emphasized for planning and instruction while various methods of assessment are addressed. The course provides a series of assignments and assessments designed to help the learner construct knowledge about how to use the instructional practices presented.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
<p>(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.</p>	<p>The purpose of this Science Methods CCVA 9004 is to prepare pre-service and early-service teachers to develop a deep understanding of the best instructional practices used to teach science in primary and intermediate classrooms. Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards are introduced so teachers can be an effective science educator. One must understand what science is and how it works. In this course there will be an emphasis on using science process skills to promote curiosity and problem solving abilities that will assist students in their science understanding as well as in their daily lives.</p>
<p>(2) Understanding of the nature of science and scientific inquiry, including the following:</p>	<p>Course TCVA 5400, Module 4: Mastery of the Virginia standard and its competencies is demonstrated in synthesizing the learning about inquiry-based science teaching and learning.</p> <p>In course CCVA 9004, the Nature of Science (NOS) is a main focus. Teacher candidates are expected to know how to engage elementary students in the science inquiry process that includes questioning, planning, and</p>

	conducting investigations, gathering data, constructing explanations and communicating ideas. Basic Science process skills (observation, communication, classifying, inferring, measuring and predicting) are introduced in articles and videos and mastery is assessed in assignments and lesson planning.
(a) Function of research design and experimentation;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content. Foundations of Science Instruction readings.
(b) Role and nature of the theory in explaining and predicting events and phenomena;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(d) Reliability of scientific knowledge and its constant scrutiny and refinement;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(f) Assumptions, influencing conditions, and limits of empirical knowledge.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>One of the most vital student outcomes in all classrooms should be meaningful learning. To attain meaningful learning, multiple methods and patterns of inquiry-based instruction are necessary and unavoidable as they provide rich and meaningful learning experiences for all students. This being noted, there are a variety of methods of instructional planning and delivery that can be used when teaching children science through inquiry. Inquiry-based science takes on an active and engaging exploratory approach. Students have a working role in learning with the purpose of discovery and extending</p>

	<p>knowledge. Included in this role is the importance of safety.</p> <p>To provide teachers with evidence of students' learning and to drive the instruction, both formative and summative assessments are necessary. Teachers are taught how to determine the criteria that is the best method of assessment.</p> <p>Mastery of this Standard and the applicable competencies is demonstrated in Assessment using the Virginia Standards of Learning.</p>
(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan • CCVA 9004, Module 3: The 5E Instructional Model - Science Inquiry Lesson Plan
(f) Design instruction to meet the needs of diverse learners using a variety of techniques;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge-Differentiation - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(g) Evaluate instructional materials, technologies, and teaching practices;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge - Technology project • CCVA 9004, Module 3: The 5E Instructional Model
(h) Conduct formative and summative assessments of student learning;	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Formative and summative assessments of inquiry - based lessons
(i) Incorporate instructional technology to enhance student performance in science; and	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Instructional Technology - Integrate technology into lesson plan to support student learning in science
(j) Ensure student competence in science.	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Various applications of assessments to measure science mastery

<p>(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.</p>	<p>CCVA 9004: Teaching Elementary Science</p> <p>Teacher candidates plan science lessons and create experiences in the four core science areas to introduce students to understandings about science. They understand common misconceptions that children have about science and help them build understandings.</p> <p>The 5E Model is an inquiry-based, student-centered learning cycle used to support teaching and learning. It is a user-friendly model that follows the natural way that we think about and solve problems in our daily lives. The model requires students to: engage, explore, explain, elaborate/extend, and evaluate.</p> <p>Mastery of this Virginia standard and the applicable competencies is demonstrated in: Determining where Lessons/Activities fit into the 5E cycle and planning a lesson using the 5E Instructional Model.</p>
<p>(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:</p>	<p>Course TCVA 5400: 21st Century Instruction, Pedagogical Content Knowledge and CCVA Course 9004 Teaching Elementary Science</p> <p>Teacher candidates will be shown the importance for students to understand what science is and how it works, the processes must be embedded within the content. Science educators should continuously keep in mind that by teaching students the content and processes together, they are teaching students skills that will be used in life. As educators, the responsibility of modeling inquisitiveness, ingenuity, and enthusiasm in science fosters students' valuing and appreciating science and desiring to learn more.</p> <p>Mastery of this Virginia standard and its applicable competencies is demonstrated in Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson.</p>
<p>(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary/Multidisciplinary Lesson Plan • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content; Foundations of Science Instruction readings

(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content
(c) The application of key science principles to solve practical problems; and	<ul style="list-style-type: none"> • CCVA 9004, Module 2: Inquiry-based science; science process skills
(d) A "systems" understanding of the natural world.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
(6) Understanding of the contributions and significance of science including:	<p>Course CCVA 9004: Teaching Elementary Science</p> <p>Teachers are taught in the science methods course that in learning science, students must come to understand both the body of knowledge and the process by which this knowledge is established, extended, refined, and revised. When teaching science, the goal should be to not only develop science vocabulary and understanding of concepts, but to develop critical thinking and inquiry ability as well as understand the historical impact of science. Although the science content standards may vary from grade to grade and state to state, it is important for students to understand and use process skills when learning science. Process skills must be embedded in each science lesson to help students make sense of the world around them and understand the systematic ways that scientists make discoveries and solve problems. However, even the most basic science process skills are used to learn and understand science throughout a student’s science education and lifetime. As Padilla wrote, Science – A Process Approach (SAPA), grouped the science process skills into basic (simpler) and integrated (more complex) process skills.</p>
(a) Its social, cultural, and economic significance;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content; knowing the science content
(b) The relationship of science to mathematics, the design process, and technology; and	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
(c) The historical development of scientific concepts and scientific reasoning.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

Appendix C



Classroom Appraisal and Report Evaluation 2020 – 2021

Growth Plan

Candidate Name
 SSN (last 4 digits)
 Date
 Observation
 Overall Rating
 Content Observed / Grade Level
 Beginning Time
 Lesson Plan
 Course 5600 Completed
 Type of Observation

Exemplary - 4 Proficient - 3 Basic - 2 Unsatisfactory - 1 N/A - Not Applicable

Standard 1: Learner Development	<input type="text"/>	<ul style="list-style-type: none"> • Uses technology appropriately to enhance instruction • Differentiates instruction to meet learners needs • Paces lessons to allow learners to integrate their new learning
<ul style="list-style-type: none"> • Designs developmentally appropriate instruction • Implements developmentally appropriate instruction 		
Standard 2: Learning Differences	<input type="text"/>	Standard 9: Professional Learning and Ethical Practice
<ul style="list-style-type: none"> • Adapts instruction for individual needs • Inquires about students as individuals with diverse backgrounds • Exhibits fairness in supporting all students to learn 		<ul style="list-style-type: none"> • Seeks and accepts feedback to improve teaching effectiveness • Uses self-reflection to improve teaching effectiveness • Demonstrates commitment to the profession
Standard 3: Learning Environments	<input type="text"/>	Standard 10: Leadership and Collaboration
<ul style="list-style-type: none"> • Fosters a safe and respectful environment promoting learning • Organizes time and resources to actively engage students • Manages classroom activity and behavior effectively • Proactively intervenes to redirect student misbehaviors 		<ul style="list-style-type: none"> • Works effectively with school personnel • Works effectively with parents
Standard 4: Content Knowledge	<input type="text"/>	Communication
<ul style="list-style-type: none"> • Demonstrates knowledge of subject matter • Creates meaningful learning experiences 		<ul style="list-style-type: none"> • Communicates effectively • Uses appropriate vocabulary for age of students
Standard 5: Applications of Content	<input type="text"/>	Professional Dispositions
<ul style="list-style-type: none"> • Connects content knowledge to issues in students' lives • Engages students in higher level thinking skills 		
Standard 6: Assessment	<input type="text"/>	
<ul style="list-style-type: none"> • Integrates formal and informal assessments • Communicates timely and useful descriptive feedback • Aligns assessments with objectives and standards • Exhibits fairness in grading practices • Uses a variety of formative and summative assessments 		
Standard 7: Planning for Instruction	<input type="text"/>	Technology
<ul style="list-style-type: none"> • Connects lesson goals with school, district and state standards • Uses assessment data to inform planning for instruction 		<ul style="list-style-type: none"> • Uses available technology to create personalized and authentic learning experiences for students • Uses technology to accommodate learner differences and modify instruction to meet learners' needs • Models digital literacy and ethical use of digital tools for students and peers
Standard 8: Instructional Strategies	<input type="text"/>	
<ul style="list-style-type: none"> • Varies instructional strategies to engage learners 		

Reinforcement / Refinement:

Field Supervisor Signature:

Field Supervisor Name:

Candidate Signature (or email):

Field Supervisor Email:

Appendix D



1140 19th Street, NW | Suite 400 Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 8, 2019

Dr. Diann Huber President iteachU.S.
101 N. Elm Suite 100
Denton, TX 76201

Dear Dr. Huber:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The at iteachU.S. is granted **Accreditation** at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Diann Huber
Dr. Timothy Miller, Texas Education Agency

Appendix E



Teacher Licensure

Intent to Hire

Candidate Name:		GPA:	
SSN:	xxx-xx-xxx	Degree:	

Verification of Eligibility for Hire: Upon admission to the iteachVIRGINIA alternative certification preparation program, a candidate in good standing seeking certification through the Virginia Department of Education approved alternative certification program will use this form to verify eligibility for internship.

1. Pass Praxis II subject area exam.
 - a. Evidence: Copy of passing scores for exam(s) in licensure area.

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Certification Requirements:

1. Teach for one full semester successfully.
 - a. Evidence: Signature from Campus Administrator and iteachVIRGINIA Supervisor/Observer verifying "one successful semester of teaching"
2. Complete courses towards licensure.
 - a. Evidence: Completion of all instructional coursework.
3. Pass Praxis Principles of Learning exam.
 - a. Evidence: Copy of passing scores.

Following information to be completed by hiring school/district:

School Information

School:		Principal:	
Address:		Phone:	
City:		Email:	
Zip:			

District Information

School District:		District Number:	
Address:		City / ZIP:	
H/R Contact:		H/R Email:	

H/R Phone:		H/R Fax:	
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Verification of Field Experience

Beginning Date of Teaching Contract			Ending Date of Teaching Contract			Grade(s) Teaching		Subject Teaching
MM	DD	YY	MM	DD	YY	Lowest	Highest	
Name and Title of Superintendent or Authorized Representative				Date: MM/DD/YY		Telephone	Signature	

Appendix F

5700 Reflection

Second Semester: Reflection 2 Impact on Student Learning

This reflection is based on the Impact on Student Learning activity that is introduced in course 5300. It is based upon the emerging movement of national pre-professional licensure assessments. iteach believes that successful performance on this reflection will be of great benefit to you as your progress in your career.

This will be the most extensive reflection you will submit this year. It will involve several parts and should be saved as a Word or word-processing document and uploaded to instructNET upon completion. Your work must score Proficient in all 16 categories noted on the rubric to pass this assignment. Submissions earning less than proficient in any category will be returned with supervisor feedback to implement in the subsequent submission(s). We look forward to reviewing your best work.

The reflection will include three sections:

5. Knowledge of Students
6. Lesson Plan
7. Analysis of Teaching Effectiveness

Section 1: Knowledge of Students

An in-depth knowledge of your students is critical to effective teaching. Reflect on your students by identifying students' pre-existing knowledge and other factors (e.g. special needs, giftedness, other modifications, student diversity) that will impact how your students learn. This section should include:

- detailed demographics of your class (if you teach more than one class period choose only one class period for this Reflection)
- subgroups (e.g. English language learners, gifted students, students with a common learning disability like dyslexia) of your students and their related learning needs,
- personal, cultural and community strengths of your students and how you will utilize the strengths to meet the diverse needs of your students.

Use specific, factual evidence about students to support your written reflections and eliminate any assumptions or stereotyping.

Section 2: Lesson Plan

Select a lesson plan you have used for the group of students described in part one. The lesson should involve a formative and summative assessment that may be quantitatively measured.

Provide the lesson plan in full.

Whether you use the lesson plan template included in TEPC 5300 or a district lesson plan template, the plan must include:

- State-adopted standards
- Lesson objectives associated with the standard
- Learning theory or theories that you will incorporate into the lesson and why
- Instructional strategies and learning tasks
- Instructional resources and materials, including technology
- Assessment plan for the lesson (formative and summative)
- You should also include a description of the academic language your students will need in order to succeed in this lesson. Academic language will include:
 - key vocabulary in your subject field that your students need to understand for the lesson
 - words that describe what you are asking them to do (e.g. What does it mean to “compare” and “contrast” two ideas? What does it mean to “solve for x”?)
 - words that describe an important structure or idea in your discipline (e.g. What is an “if-then” statement?)
 - Identify at least two examples of academic language that you will use in your lesson, and how you will assess student comprehension of this language, as part of the overall lesson.

In the event your district requires a prescribed lesson plan, it will be your responsibility to identify how you modified the lesson to address the needs of your students, including special populations accommodations and supplementary activities. You will also need to add any of the additional elements NOT included in the district template, e.g. add a section about supporting learning theories or add a section about academic language as needed.

Section 3: Analyzing Teaching Effectiveness

Based on the knowledge of students described in section 1 and the implementation of the lesson plan in provided in section 2, provide a written reflection of what was successful in your instruction and how students responded to your instructions. Provide specific examples of students’ reactions and input. Did you respond immediately to this feedback by modifying your plan in class? If so, what did you modify and why? If not, what could you change (based on students’ responses) when you deliver this lesson in the future?

Questions to be addressed in this reflection are as follows:

- What varieties of assessment strategies or methods did you use?

- How and why were these strategies selected?
- How did your assessment(s) align with your learning objectives and instructional goals?
- Did the summative assessment measure a variety of objectives?
- Were the assessment tasks appropriate for students' abilities and developmental levels?
- What criteria were applied to judge or evaluate student progress?

Now, review your students' performance on the summative assessment. Create a spreadsheet that shows (in a FERPA-compliant way) how your students performed. Now, select at least two student subgroups. This could be male v. female performance, gifted students v. the general class, or performance of ESL students and performance of students with learning disabilities. In your spreadsheet, show how the performance of each subgroup compares to the whole—e.g. Whole group average grade: 87.5 percent, ELL group average grade, 83.4 percent.

Now, add to your written reflection to answer these final two questions:

- What might account for the differences in performance between student groups?
- What could you do differently to ensure all students have equal opportunity to master the material?

Include your spreadsheet analyzing student performance with the reflection.

Considerations for Small Sample Sizes or Unique Teaching Placements

iteach believes that every teacher, regardless of content area, should be able to plan, implement, and assess instruction. Therefore, candidates whose teaching placements do NOT allow them to disaggregate student performance data due to a small sample size should note on their reflection that the sample size of the lesson was not large enough to allow for analysis. Instead, candidates should provide a discussion of the students' mastery of assessed material and name what additional supports or modifications were used or could be used to ensure that the student(s) master learning objectives for the lesson.

If you have any further questions about this reflection assignment, please contact your field supervisor.

Administrator Survey

Classroom Environment - To what extent did the educator preparation program prepare this beginning teacher to:

1. To what extent was this beginning teacher prepared to effectively implement discipline management procedures?
2. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?
4. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?
5. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

Instruction - To what extent did the educator preparation program prepare this beginning teacher to:

6. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?
9. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?
10. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g., instructor, facilitator, audience)?

11. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?

Students with Disabilities - To what extent did the educator preparation program prepare this beginning teacher to:

12. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?
13. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
14. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
15. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?
16. To what extent was this beginning teacher prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP?
17. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?
18. To what extent was this beginning teacher prepared to collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Limited English Proficient Students - To what extent did the educator preparation program prepare this beginning teacher to:

19. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?
20. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?
21. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

22. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?

23. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?

Technology Integration - To what extent did the educator preparation program prepare this beginning teacher to:

Use Technology with Data - To what extent did the educator preparation program prepare this beginning teacher to:

24. To what extent was this beginning teacher prepared to use technology to make learning more active and engaging for students?

25. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

26. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for students?

27. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?

28. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?

29. To what extent was this beginning teacher prepared to teach students developmentally appropriate technology skills?

Criterion

30. To what extent was this beginning teacher prepared to use technology to document student learning to determine when an intervention is necessary and appropriate?

31. To what extent was this beginning teacher prepared to use available technology to collect and manage formative assessment data to guide instruction?

32. What is your overall evaluation of how well the educator preparation program prepared this teacher?

33. How would you rate this teacher's influence on student achievement?

(Scale of 1 – 10; 1 = unacceptable, 10 = exceptional)

Appendix H

iteachU.S Exit Survey Questions

1. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?
 - Yes
 - No

2. The area in which your current teaching assignment is located is best described as (choose one):
 - Rural
 - Suburban/urban fringe
 - Urban
 - Other (please specify)

3. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

4. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared

- Not at all prepared
5. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
6. To what extent were you prepared to build and maintain positive rapport with students?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
7. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
8. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

9. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

10. To what extent were you prepared to use the results of formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

11. To what extent were you prepared to engage and motivate students through learner-centered instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

12. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

13. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

14. To what extent were you prepared to set clear learning goals and align instruction with standards-based content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

15. To what extent were you trained to know and apply the content knowledge standards for your area of certification?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

16. To what extent were you prepared to apply pedagogical content knowledge (PCK) for the purpose of facilitating student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

17. To what extent were you prepared to provide quality and timely feedback to students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

18. Did you have students with disabilities in your classroom?

A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

- Yes
- No

19. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

20. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

21. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

22. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

23. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

24. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

25. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

26. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English.

- Yes
- No

27. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

28. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

29. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

30. To what extent were you prepared to support LEP-ELL students in mastering curricular standards?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

31. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

32. To what extent were you prepared to use technology available on the campus to integrate curriculum standards and technology applications standards to support student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

33. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

34. To what extent were you prepared to teach students developmentally appropriate technology skills?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

35. To what extent were you prepared to use technology to make learning more active and engaging for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

36. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

37. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

38. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

39. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

40. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

41. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

42. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

43. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

44. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

45. To what extent did your Field Supervisor hold an interactive conference with you after each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

46. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

47. Did you ever communicate with your Field Supervisor by email, text, or telephone call?

- Yes
- No

48. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

49. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?

- Always/Almost Always

- Frequently
- Occasionally
- Rarely

50. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

51. To what extent did your Field supervisor ask you for ways he/she can support you?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

52. The Field Supervisor FORMALLY observed me teaching a minimum of three times.

- Yes
- No

53. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.

- Yes
- No

54. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.

VIRGINIA BOARD OF EDUCATION

PROPOSED

GUIDELINES FOR ALTERNATE

ROUTES TO LICENSURE IN

RESPONSE TO HOUSE BILL 2486 OF

THE 2019 VIRGINIA GENERAL

ASSEMBLY

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

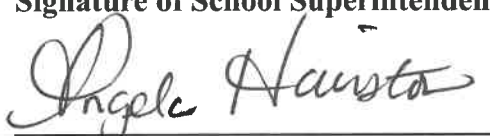

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none"> • Name of School Board\County Public Schools Danville Public Schools • Program Contact Jo Ellen Hylton, Ed.S. Director of Human Resources • Address 341 Main St. Danville, VA 24541 • Phone Number 434-799-6400 • Email Address jehylton@mail.dps.k12.va.us Signature of School Superintendent  	<ul style="list-style-type: none"> • Name of Organization iteach • Program Contact Diann Huber, Ed.D. • Address P.O. Box 1626 Denton, TX 76202 • Phone Number 940-383-8100 • Email Address adminVA@iteach.net • Signature of School Board Chair and Organization Official  Andrew Rozell

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program's parent organization, successfully piloted in Texas more than two decades ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring, and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by the district are:

Visual Art	PreK–12
Science – Biology	6-12
Business Education	6-12
Science – Chemistry	6-12
Computer Science	6-12
Science – Earth and Space	6–12
Elementary	PreK–6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language – Spanish	PreK–12
Foreign Language – French	6–12
Marketing	6–12
Mathematics	6–12
Middle School Math	6–8
Middle School Science	6–8
Middle School English	6–8
Middle School History/Social Studies	6–8
Music – Instrumental	PreK–12
Music – Vocal	PreK–12
Physical Education and Health	PreK–12
Science – Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K–12
Technology Education	6–12
Theatre	PreK–12
Trades and Industry	9–12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in

the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs (\$2,800) interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3,050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video Library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with Teaching Channel. Candidates are enrolled in Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix C) has also been aligned to numerous videos from Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Danville Public Schools (DPS) strives to ensure that all schools are staffed with a licensed teacher in each classroom. As a small, urban school division, we continue to experience critical teacher shortages at all grade levels and across all content areas. We understand that having fully licensed teachers is crucial for the success and well-being of our students. However, the current pipeline of new candidates entering the teaching profession is relatively small, posing a challenge to meet the increasing demand for highly qualified educators. The need for an alternate route is magnified by the high turnover rate that we face being a small urban school district. Danville Public Schools recognizes that filling these vacancies with licensed teachers will not only positively impact student achievement, but also increase the retention of our licensed personnel.

We hope that utilizing the *iteach* program will further enhance our ability to address the staffing gaps we have here at Danville Public Schools. This is where the alternative routes, like *iteach* come into play, providing an opportunity to increase the recruiting pool and addressing the shortage of licensed teachers. *iteach* offers a promising solution for attracting new hires who hold a bachelor's degree. The program's self-paced nature and the flexibility of online asynchronous learning make it highly desirable to individuals seeking a career change. By offering a streamlined pathway to teacher licensure, *iteach* opens doors for talented teachers to join our team.

We are currently working to help our Instructional Aides and other interested staff become licensed teachers. Those who already have Bachelor's Degrees would benefit tremendously from *iteach*VIRGINIA. We have been able to offer significant tuition assistance with CARES funds; however, that funding is now ending. Many of the college/university licensure programs are prohibitively expensive for an adult who is working and supporting a family. The *iteach*VIRGINIA program is cost effective for both our division and/or our potential teachers. Additionally, the flexibility of the individualized program allows teachers to become licensed while working around their personal schedules.

The immediate educational objectives of *iteach*VIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase the Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete *iteach*VIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of *iteach*VIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix D.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to

become teachers, which bolsters teacher retention and provides a teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components.

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

-
- Bachelor's degree from a regionally accredited institution of higher education
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Danville Public Schools (DPS) will evaluate the *iteach* program by utilizing the current evaluation process that is in place for DPS. In order to progress with our Strategic Plan Goal III, *Staff Learning and Growth* and Essential Action 2e: *the division will develop, implement and evaluate division-wide processes for aligning employee evaluation practices with student academic achievement*, DPS employs the Virginia Department of Education’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Self-evaluations, informal and formal observations, and SMART goals are required by DPS to advance licensed personnel’s effectiveness. Data reports providing feedback and completion of these requirements are monitored and gathered throughout the school year by school administrators and the Coordinator of Evaluation and Performance Management. Individual Licensure Plans (ILP) are developed and monitored for provisional licensed teachers. The Individual Licensure Plans will include the *iteach* program participants. Specific data in relation to the *iteach* participants will be collected and presented to the board. Informal surveys to participants and division leaders will be conducted to determine program effectiveness.

In order to maintain consistency and build upon the current evaluation framework, DPS will incorporate the Candidate Appraisal Report and Evaluation Form (CARE) developed by the *iteach* team.

The evaluation process for the *iteach* program will involve multiple components to provide a holistic assessment of the candidates’ teaching abilities. One component of the evaluation is classroom observation, which will occur a minimum of three times during the residency period. Observations will be conducted by an advisor or a district designated classroom observer. The observation forms completed will be submitted to the *iteach* office for review and documentation.

To encourage self-reflection and professional growth, each candidate will be required to submit a self-reflection on one of their observed classroom sessions. This self-reflection will not only meet the requirements set by the *iteach* program, but will also enrich the evaluation process and support the candidates in their journey to becoming an effective teacher.

By integrating the existing evaluation process with the *iteach* program CARE, DPS aims to ensure a comprehensive evaluation of candidates. These approaches will allow for a thorough assessment of teaching skills, classroom management, and instructional strategies.

The *iteach* program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers’ learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate & Satisfaction

Both participant completion and satisfaction will be considered in the evaluation of the program. Surveys of both participants and school administrators will be conducted to determine the satisfaction with the program. Participants will be surveyed on their satisfaction with the overall logistics of the program, the learning expectations, their success with the learning outcomes, and their overall beliefs about their preparedness through the program. The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program participants is set as the minimum.

Division Level Satisfaction

School level administrators will be surveyed to determine their satisfaction with the growth and learning of the teachers who are participating in the program.

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for the program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review. The summary results, along with survey data and observational data, will be shared with the Superintendent. Additionally, data will be shared with the School Board each semester.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience
- TCVA 9002 – Teaching Elementary English Language Arts/Reading

- TCVA 9003 – Teaching Elementary Mathematics
- TCVA 9004 – Teaching Elementary Science
- TCVA 9005 – Teaching Elementary Social Studies

Additional courses will be offered in specific content areas for Elementary and Special Education. All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600 – Teaching Special Education
- TCVA 6601 – Special Education in the Community
- TCVA 6602 – Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603 – Transition Planning for Students with Disabilities

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix C).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects

that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state's classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA's alignment with the proposed content areas for approval is included in the Appendix B.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be "life ready" (Profile of a Virginia Graduate) and (2) develop the following competencies known as the "Five C's":
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher's ability to develop the Five C's are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge • Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom.

[Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other

remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

- **Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).**
Section enhanced with District Input

New teachers at Danville Public Schools receive support in the following ways:

- **Monthly Meetings**

Monthly meetings are conducted each year to assist with the development of certain teaching areas. Google Forms are sent out after each meeting to ensure future meetings address current needs. For the 2022-23 school year, mentors and other teachers, such as ITRTs, were able to assist with our monthly meetings to ensure small group and individual support. Elementary, middle, and high school teachers meet separately so that information is relevant to their needs.

- **Teacher Quality Specialist Contacts**

Contact occurs regularly to support new teachers. These contacts include assisting in the classroom, classroom lesson demonstrations, co-teaching, co-planning, and check-in emails. For the 2022-23 school year, the Teacher Quality Specialist visited classrooms over 420 times and co-taught or demonstrated lessons for over 65 classrooms.

Additional Assistance

Additional assistance, such as hiring retired teachers and giving new teachers time in their mentor's classroom, was given depending on the teacher's needs.

Mentors work with the Teacher Quality Specialist in collaboration with Averett University to implement the statewide mentoring initiative, [Mentoring Virginia](#). Each mentor completes the asynchronous modules. Mentor leaders completed additional training sessions. Dr. Scott, Averett Mentoring Virginia Coordinator, and Dr. Haynsworth, Teacher Quality Specialist, developed a variety of targeted professional developments for Mentor Leads in each building.

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial observation and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observation form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in

consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. Applicants must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I: Admission

- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II: Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. Candidates will apply for a Provisional license through the VDOE as soon as they are eligible.

Transition Point III: Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Courses 5100-5200 • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓ <input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	2 Accepted ✓ <input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	3 Enrolled ✓ <input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	4 Residency <input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full
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As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A, and CARE form, Appendix C.)

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices •
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000: Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course ideally, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1: Professional Knowledge Standard 7: Professionalism
TCVA 5100: Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development ideally completed prior to being eligible for initial licensure and employment.	Standard 5: Learning Environment
TCVA 5200: Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1: Professional Knowledge
TCVA 5300: Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2: Instructional Planning Standard 3: Instructional Delivery Standard 4: Assessment of and for Student Learning

TCVA 5400: Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5500: Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5600: Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice Standard 7: Professionalism
TCVA 5700: Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take Praxis II test as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix C).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form (CARE, Appendix C).

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, TCVA 5700; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon on completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.
- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on Prek12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in TCVA 5300: Planning for Instruction and Assessment. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in TCVA 5300: Planning for Instruction and

Assessment and later becomes a required activity during the Residency, in TCVA 5700: Field Experience. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for TCVA 5700) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and

employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix H) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G), distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience, includes questions about the candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix G) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

Appendix

Appendix A	Master Syllabus
Appendix B	Curriculum Alignment
Appendix C	Classroom Appraisal and Report Evaluation (CARE)
Appendix D	Accreditation Letter
Appendix E	Intent to Hire form
Appendix F	Impact on Student Learning
Appendix G	Administrator Survey
Appendix H	Candidate Exit Survey



Master Syllabus

Purpose of Program Courses

The purpose of the iteach course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.

As a secondary purpose, this instruction is designed to help new teachers to develop needed competencies to succeed on state-mandated pedagogical exams.

Required Instructional Courses:

Course 5000	The Road to Certification - An Overview of Teaching
Course 5100	Learning Environments
Course 5200	Learner Development
Course 5300	Planning for Instruction and Assessment
Course 5400	Literacy, 21st Century Instruction, Pedagogical Content Knowledge
Course 5500	Learner Differences and Adaptations for Students with Disabilities
Course 5600	Diverse Populations, English Learners, Bilingual Learners

Required Additional Text

Learners in course 5600 are required to obtain and read one book:

- Hollie, S. (2011). Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Education.

Format

The program consists of self-paced, asynchronous online courses. There will be no face-to-face meetings during the courses.

Each course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- access to broadband Internet-enabled computer with
- either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for these courses); and
- the ability to play Flash video.

Guiding Learning Theory

The primary theory underlying the courses is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in the courses will strive to make knowledge that fits with the learning expectations for each course as described in this document.

Each course will also provide a series of projects designed to help the learner construct knowledge about the course content. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

The course sequence assumes little to no prior background knowledge about the field of teaching on the part of the learner, however, professional skills including graduate-level reading, writing, and analytical skills are expected, because completion of a bachelor’s degree is a prerequisite for program admission.

Grading Policy

Each course includes required reading and learning activities, assignments, and/or quizzes that allow the learner to demonstrate that he or she has mastered the content of that section. Quizzes are auto-graded. All quizzes, except the summative quiz in Course 5000,

must be completed with a score of 80% or better. Because the material in Course 5000 is so critical to program success, each candidate must earn a score of 100% on that assessment before progressing to the next course, Course 5100.

Assignments: Emerging/Proficient demonstration of mastery is evident by a minimum score that varies by assignment. All assignment submissions are scored according to the assignment’s rubric and returned with instructor feedback and comments regardless of the score. Once an assignment is passed, resubmissions are not accepted. Rather, constructive feedback on how the assignment could have been improved may be generally applied to subsequent assignments.

Scores that represent less than the minimum criteria will be reviewed by the course instructor and returned with comments that should be addressed and implemented before submitting subsequent attempts for review. Three attempts to meet minimum criteria on assignments are auto-generated. Although likely less, instructors are permitted 3-4 days to grade and return assignments.

The learner must earn a course average score of “1.5” (representing Emerging+ competency) or better in order to progress into the next course. Because this is a competency-based program, the learner will not be able to move on to the next course until he or she successfully completes the course in which he or she is currently enrolled. Once a course is passed, progression into the next course updates overnight.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher’s role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher’s role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).

1	Emerging	Characterized by: <ul style="list-style-type: none"> ● The work responds to the activity prompt. ● The work gives consideration to the teacher’s role in the learning process. ● The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> ● The work does not respond to the activity prompt. ● The work shows little to no consideration for the teacher’s role in the learning process. ● The work has many grammatical and/or spelling errors (4 or more).

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the courses and improve subsequent course designs.

iteach Course 5100: Learning Environments

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the power of positive relationships to create a collaborative community of learners
- understand the relationship between high teacher expectations for student performance and scaffolding support.

- develop an understanding of characteristics of an exemplary teacher and personalize this development through the creation of a why and visionary statement, as well as a welcome letter;
- compare and contrast different classroom management protocols and thus, know and be able to express their philosophies of classroom management;
- be able to design a safe and collaborative classroom space plan;
- be 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); and
- recognize the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>3: The teacher will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Layout and Procedures Quiz ● Behavior Management Comparison & Class rules ● Classroom Management quiz ● FERPA Procedures ● Welcome letter
<p>3(a) The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<ul style="list-style-type: none"> ● Why and Visionary Statement ● Behavior Management Comparison & Class rules ● Welcome letter ● Ethics Training

3(d) The teacher will manage the learning environment to engage learners actively.	<ul style="list-style-type: none"> ● First Day Quiz ● Behavior Management Comparison & Class rules ● ● FERPA Procedures
3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	<ul style="list-style-type: none"> ● Welcome Letter ● Classroom Management Quiz ● Behavior Management Comparison & Class rules
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	<ul style="list-style-type: none"> ● Pre-planning quiz ● FERPA Procedures Assignment ● Ethics Training Quiz

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five modules:

- **Module 1: Pre-Planning**
- **Module 2: Classroom Management**
- **Module 3: Classroom Layout and Procedures**
- **Module 4: Preparing for the First Day**
- **Module 5: Legal and Ethical Issues**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 9 hours. The course sequence is:

Module	Assignments and Quizzes
1. Pre-Planning	<ul style="list-style-type: none"> ● Pre-Planning Quiz ● Teacher Why and Visionary Statement

2. Classroom Management	<ul style="list-style-type: none"> ● Classroom Management Quiz ● Behavior Management Comparison and Class Rules Assignment
3. Classroom Layout and Procedures	<ul style="list-style-type: none"> ● Layout and Procedures Quiz
4. Preparing for the First Day	<ul style="list-style-type: none"> ● First Day Quiz
5. Legal and Ethical Issues	<ul style="list-style-type: none"> ● Ethics Training Quiz ● FERPA Procedures Assignment
5. Cumulative Activity	<ul style="list-style-type: none"> ● Cumulative Assignment: Welcome Letter
5. End of Course	<ul style="list-style-type: none"> ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course. In this course there are 5 auto-graded quizzes, 4 rubric graded assignments, and 1 survey.

Grading Policy

Assignment or Assessment	Grading Details
Pre-Planning Quiz	Must score 80% or better
Teacher Why and Visionary Statement	Must score 5 points or more
Classroom Management Quiz	Must score 80% or better
Behavior Management and Class Assignment	Must score 6 points or more
Layout and Procedures Quiz	Must score 80% or better
First Day Quiz	Must score 80% or better
Ethics Training Quiz	Must score 80% or better
FERPA Procedures Assignment	Must score 6 points or more
Cumulative Assignment: Letter to Parents	Must score 6 points or more
End of Course Survey	Completion. No score criteria.

iteach Course 5200: Learner Development

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- know and be able to describe the normal physical, cognitive, and social/emotional development of school-aged learners;
- know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism);
- understand the 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 through the creation an informal assessment tool for learning readiness;
- have developed a personal philosophy of teaching that incorporates major theories and demonstrates the value of the individual learner's development in the learning process, and
- distinguish the various levels of Bloom's taxonomy and be able to describe what learning looks like at each level.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	<ul style="list-style-type: none">• Learner Development Quiz

<p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. The teacher will know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism).</p>	<ul style="list-style-type: none"> ● Educational Philosophy Quiz ● Culminating Course Project: Educational Theory & Philosophy
<p>1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.</p>	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into four sections:

- **Module 1: Stages of Learner Development**
- **Module 2: Educational Philosophy and Learning Theories**
- **Module 3: Factors Impacting Learning**
- **Module 4: Higher-Order Thinking and Bloom's Taxonomy**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 11 and 12 hours. Therefore, the course timeline is as follows:

Module	Assignments and Quizzes
1. Stages of Learner Development	<ul style="list-style-type: none"> • Learner Development Quiz
2. Educational Philosophy and Learning Theories	<ul style="list-style-type: none"> • Educational Philosophy Quiz
3. Factors Impacting Learning	<ul style="list-style-type: none"> • Factors Impacting Learning Quiz • Learning Indicators Assignment
4. Higher-Order Thinking and Bloom's Taxonomy	<ul style="list-style-type: none"> • Higher-Order Thinking Quiz • Bloom's Taxonomy Assignment • Culminating Course Project: Educational Theory and Philosophy Essay • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Learner Development Quiz	13 out of 17 points
Educational Philosophy Quiz	6 out of 8 points
Factors Impacting Learning Quiz	5 out of 6 points
Learning Indicators Assignment	Minimum points: 5 points
Higher Order Thinking Quiz	Must score 80% or better
Bloom's Taxonomy Assignment	Must score 11 points or better
Culminating Course Project: Educational Theory and Philosophy End of Course Survey	Must score 6 points or better Completion. Unscored.

iteach Course 5300: Planning for Instruction and Assessment

Purpose of Course

The purpose of this instruction is to help pre-service and early service 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; and write their own learning objectives and lesson plans. This instruction will

also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- write lesson objectives;
- design a lesson plan;
- recite research-based effective instructional practices;
- conduct a fair and helpful formative assessment;
- conduct a fair and valid summative assessment; and
- apply assessment results toward refinement and reteaching of lesson objectives.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
<p>7.0 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>7.1 The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Formative & Summative Assessment Assignment ● Assessment and Data Analysis Quiz
<p>7.3 The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.0 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.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.1 The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.2 The teacher uses assessment to engage learners in their own growth.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into eight sections:

- **Module 1: Lesson Planning and Writing Objectives**
- **Module 2: Lesson Planning and the Lesson Cycle**
- **Module 3: Instructional Approaches**
- **Module 4: Overview of Assessment**
- **Module 5: Standardized Tests**
- **Module 6: Classroom Assessments (Formative and Summative)**
- **Module 7: Evaluation**
- **Module 8: Using Assessment Results-Planning, Feedback, and Reporting**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 5 and 6 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Overview of Lesson Planning and Writing Objectives	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment
2. Lesson Cycles	

3. Instructional Structures and Strategies	<ul style="list-style-type: none"> • High Yield Strategies Quiz • Planning Instruction Quiz • Lesson Plan Assignment
4. Overview of Assessment	
5. Standardized Testing	<ul style="list-style-type: none"> • Standardized Testing Assignment
6. Classroom Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Formative & Summative Assessment Assignment
7. Evaluation	<ul style="list-style-type: none"> • Evaluation Quiz
8. Using Assessment Results-Planning, Feedback, and Reporting	<ul style="list-style-type: none"> • Assessment and Data Analysis Quiz
8. Cumulative	<ul style="list-style-type: none"> • Summative Assignment: Lesson Plan & Assessment Plan • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Analyzing Objectives Learning Activity	Unscored
Writing Instructional Objectives Assignment	Minimum Score: 6 points
High Yield Strategies Quiz	3 out of 4 points
Planning Instruction Quiz	8 out of 11 points
Lesson Plan Assignment	Minimum Score: 11 points
Standardized Testing Assignment	Minimum Score: 5 points
Formative & Summative Assessment Assignment	Minimum Score: 5 points
Evaluation Quiz	4 out of 5 points

Assessment and Data Analysis Quiz	80%
Summative Assignment: Lesson Plan & Assessment Plan	Minimum Score: 9 points
End of Course Survey	Unscored

iteach Course 5400: Literacy, 21st Century Instruction, and Pedagogical Content Knowledge

Purpose

The purpose of this instruction is to help pre-service and early service teachers develop the 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the building blocks of literacy;
- distinguish between various approaches to literacy instruction (phonics and whole language);
- appreciate the critical role of literacy in each of the core content areas and know strategies to cultivate literacy in specific content areas and grade levels;
- understand the advantages and drawbacks of technology in the classroom and harness technology effectively to bolster instruction;
- describe the value of interdisciplinary instruction and recognize which disciplines integrate most closely with their content area of certification, and
- be able to identify and select content-appropriate instructional strategies.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>4.0 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● Selection of Class Technology Tool Assignment ● Engagement & Differentiation Quiz
<p>4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Literacy Instructional Strategies Assignment
<p>4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Pedagogical Content Knowledge Assignment ● Engagement & Differentiation Quiz
<p>5.0 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● ISTE Standards Reflection
<p>5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection

8.0 The teacher implements and engages learners in developing literacy and communication skills that support learning in the content area(s).	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz • Literacy Instructional Strategies Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

- **Module 1: Building Blocks of Literacy for K-6**
- **Module 2: Literacy in the 7-12 Classroom**
- **Module 3: Technology**
- **Module 4: Interdisciplinary Instruction**
- **Module 5: Pedagogical Content Knowledge**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Building Blocks of Literacy for K-6	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz
2. Literacy in the 7-12 Classroom	<ul style="list-style-type: none"> • Literacy Instructional Strategies Assignment
3. Technology	<ul style="list-style-type: none"> • Class Technology Tool Assignment • ISTE Standards for Students: Reflection
4. Interdisciplinary Instruction	<ul style="list-style-type: none"> • Interdisciplinary Lesson Plan Assignment

5. Pedagogical Content Knowledge	<ul style="list-style-type: none"> Engagement and Differentiation Quiz Pedagogical Content Knowledge Assignment
Cumulative Assignment	<ul style="list-style-type: none"> Cumulative Course Project: Class Technology Initiative Assignment End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Building Blocks of Literacy Quiz	Must score 80% or better
Literacy Instructional Strategies Assignment	Minimum Score: 6 points
Class Technology Tool Assignment	Minimum Score: 6 points
ISTE Standards for Students: Reflection	Minimum Score: 5 points
Interdisciplinary Lesson Plan Assignment	Minimum Score: 13 points
Engagement and Differentiation Quiz	Must score 80% or better
Pedagogical Content Knowledge Assignment	Minimum Score: 6 points
Cumulative Course Project: Class Technology Initiative Assignment	Minimum Score: 6 points
End of Course Survey	Unscored

iteach Course 5500: Learner Differences and Adaptation for Students with Disabilities

Purpose of this Course

The purpose of this instruction is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.

As a secondary purpose, 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).

Learning Expectations

At the conclusion of this course, the standards of the Council for Exceptional Children (CEC) will have been addressed:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Practice
- Standard 7: Collaboration

Further, it is expected that learners will:

- describe the requirements of federal law for accommodating students with disabilities and learning differences in schools;
- 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 be in need of an IEP;
- understand options for accommodating learners who have an IEP in place; and
- recognize and serve the learning needs of gifted students in the mainstream classroom.
- create lesson plans that implement accommodations and modifications.
- complete Dyslexia Training

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● Preparing for the IEP Meeting Assignment ● Instructional Modifications & Accommodations Assignment ● Lesson Plan with Modifications/Accommodations
<p>1 The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Dyslexia Training & Certificate ● Instructional Modifications for Gifted Students Assignment
<p>Progressions 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Instructional Modifications for Gifted Students Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into six sections:

- Module 1: Special Education Laws and Protected Groups
- Module 2: Response to Intervention and the Individualized Education Program
- Module 3: Recognizing and Accommodating Students with a Range of Special Needs
- Module 4: Strategies Make a Difference in the Classroom
- Module 5: Professional Learning and Collaboration Module 6. Gifted Students

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 7 and 8 hours. Therefore, the course timeline is as follows:

Module	Quizzes and Assignments
1. Special Education Laws and Protected Groups	<ul style="list-style-type: none"> • Special Education & Drug Abuse Prevention Quiz
2. Response to Intervention and the Individualized Education Program	<ul style="list-style-type: none"> • Preparing for an IEP Meeting Assignment
3. Recognizing and Accommodating Students with a Range of Special Needs	<ul style="list-style-type: none"> • Instructional Modifications and Accommodations Assignment • Dyslexia Training and Certificate
4. Strategies Make a Difference in the Classroom	(Cumulative)
5. Professional Learning and Collaboration	(Cumulative)
6. Gifted Students	<ul style="list-style-type: none"> • Instructional Modifications for Gifted Students Assignment
6. Cumulative Assignment	<ul style="list-style-type: none"> • Lesson Plan with Modifications/Accommodations Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> • Special Education & Drug Abuse Prevention Quiz 	Must score 80% or better
<ul style="list-style-type: none"> • Preparing for the IEP Meeting 	Minimum of 8 points
<ul style="list-style-type: none"> • Instructional Modifications and Accommodations Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> • Dyslexia Training and Certificate 	Certificate of Completion
<ul style="list-style-type: none"> • Instructional Modifications for Gifted Students Assignment 	Minimum of 9 points

<ul style="list-style-type: none"> • Lesson Plan with Modifications/Accommodations Assignment 	Minimum of 8 points
<ul style="list-style-type: none"> • End of Course Survey 	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5600: Diverse Student Populations, English Language Learners and Bilingual Students

Purpose of this Course

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).

Additional Required Materials

In addition to the technology required for all courses in the iteach program, this course requires additional outside reading material.

Candidates are required to obtain:

Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- Read and implement knowledge and strategies from the course text into assignments.
- appreciate the value and challenges of cultural differences in the classroom;
- understand and know how to implement Culturally and Linguistically Responsive Teaching and Learning in the classroom and in learning experiences
- understand the teacher's responsibility to ELs; and the supports local districts provide for services
- support simultaneous language acquisition and content learning for ELs.
- learn how best to support LGBTQ students

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

VIRGINIA DEPARTMENT OF EDUCATION

State Mandated Teacher Trainings

Virginia candidates are required to complete four state mandated trainings to seek initial licensure. The completion certificates for these trainings will be uploaded in an assignment in module 3, at the end of this course.

General information may be located here: <https://doe.virginia.gov/teaching/licensure/>

All trainings are included via the web addresses below except the Emergency First Aid, CPT & AED training. The Virginia DOE suggests using approved training provided by the American Heart Association or the American Red Cross to meet this requirement.

Child Abuse and Recognition Training

https://doe.virginia.gov/teaching/licensure/child_abuse_training.shtml

Emergency First Aid, CPR & AED

https://doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Dyslexia Awareness Training Module

<https://doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>

Behavior Intervention and Support Training <https://cieesodu.org/initiatives/restraint-and-seclusion/>

Cultural Competency Training (Effective July 1, 2023) [Cultural Competency Training](#)

At the end of this course:

Objectives	Evidence
<p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Serving LGBTQ Students Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Accommodations for ELLs Assignment ● ELL Training Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Serving LGBTQ Students Assignment ● Accommodations for ELLs Assignment ● Theory of Teaching Essay Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into three sections:

- **Module 1:** Culturally Responsive Teaching and Learning
- **Module 2:** Bilingual and ESL Program Models and Introduction to Teaching English Learners
- **Module 3:** Emerging Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 15 hours. In this course, there are 2 quizzes and 6 assignments. The course sequence is as follows:

Module	Quizzes and Assignments
1. Culturally & Linguistically Responsive (CLR) Teaching and Learning	<ul style="list-style-type: none"> • CLR Quiz • CLR Lesson Plan • CLR Book Report & Reflection
2. Bilingual & ESL Program Models & Introduction to Teaching Strategies for Second Language Learners	<ul style="list-style-type: none"> • ELL Training Assignment • Referral Process and Meeting English Learner's Needs Assignment • Teaching English Learners Quiz • Accommodations for English Learners Assignment
3. Emerging Issues	<ul style="list-style-type: none"> • Serving LGBTQ Students Assignment
Cumulative	<ul style="list-style-type: none"> • Theory of Teaching Essay Assignment • Trainings & End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Score Minimum Criteria
CLR Quiz	Minimum Criteria: At least 80%
CLR Lesson Plan	Minimum of 9 points

CLR Book Report & Reflection	Minimum of 8 points
ELL Training Assignment	Minimum of 5 points
Referral Process and Meeting English Learner's Needs	Minimum of 5 points
Teaching English Learners Quiz	Minimum Criteria: At least 80%
Accommodations for English Learners Assignment	Minimum of 8 points
Serving LGBTQ Students Assignment	Minimum of 8 points
Theory of Teaching Essay Assignment	Minimum of 9 points
Trainings & End of Course Survey	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).

0	Unsatisfactory	Characterized by: <ul style="list-style-type: none">● The work does not respond to the activity prompt.● The work shows little to no consideration for the teacher's role in the learning process.● The work has many grammatical and/or spelling errors (4 or more).
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iteach Course 5700: Field Experience

Purpose of Course

The purpose of this course is for the teacher to apply knowledge and skills in a 4 semester credit hour (minimum of 560 classroom hours of field based experience) residency course. During this field based experience, theoretical approaches, screening/identification, educational placement considerations will be addressed.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate dispositions of highly effective teacher.
- reflect on their own strengths and growth opportunities with regard to these dispositions.
- demonstrate the highest standards of ethical behavior;
- work as an effective team member, including understanding horizontal and vertical alignment and the role of school team in alignment of curriculum;
- display effective classroom teaching • cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Observation by Field Supervisor Reflection Impact on Student Learning Reflection CARE Form
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Observation by Field Supervisor Reflection CARE Form

1.2 The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Impact on Student Learning Reflection CARE Form
1.3 The teacher incorporates content knowledge in the delivery of course content	CARE Form
1.4 The teacher demonstrates the ability to implement curricular modifications and strategies into instruction.	Impact on Student Learning Reflection CARE Form

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

In this field-based course, candidates will have the opportunity to demonstrate mastery of learning objectives of this course at different times during the Residency placement, depending on the individual placement. Therefore, to ensure progress toward mastery, candidates will be observed and evaluated on progress toward these objectives using a classroom Appraisal Report and Evaluation (CARE) form a minimum of three times during the Residency period (minimum of 30 weeks or 900 contact hours). Additionally, candidates will be required to complete two Reflections on their Residency placement; they are intended to be completed sequentially.

Reflection 1: Observation by Field Supervisor

Reflection 2: Impact on Student Learning Reflection

Grading Policy

Assignment or Evaluation	Grading Details
Observation by Field Supervisor Reflection	1-4 scale
Impact on Student Learning Reflection	1-4 scale
CARE Form (minimum 3)	1-4 scale

Time spent with students is precious and does not provide opportunities for retakes. Therefore, as the culminating experience of the iteach program, assignments in this course may not be resubmitted. The candidate's score on each assigned reflection, as well as his or her performance during each CARE evaluation in the classroom, will be considered holistically in evaluating the candidate's Residency experience as "Successful" or "Unsuccessful." Candidates should aim to earn scores of "3— Proficient" and "4— Exemplary" on all assignments, but the candidate's professional improvement during the Residency period will also be considered.

Sources

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Solomon, G, (2003). Project-based learning: A primer. *Technology and Learning*, 23(6), 20-30. Retrieved from <http://libproxy.library.unt.edu:2055/docview/212095605>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

iteach Course 6600: Teaching Special Education

Purpose of Course

The purpose of this instruction is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Learners will also be required to complete a series of online assignments and assessments, in addition to face-to-face evaluation via the Content Specific Classroom Assessment Report and Evaluation form (CCARE), during the program Residency.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guiding Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to

make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the federal guidelines for special education students
- understand the Response to Intervention (RTI) and the role of the Campus and Special Education teacher
- understand special education eligibility and how it will affect the learning process
- understand and analyze special education law and role of school community, special education, general education and families
- understand all types of special education populations and how each affect the school community
- understand and analyze the process and the impact on the school community for special education students to engage their learning experience in the least restrictive environment

Goals and Objectives

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Outline Essay Due Process Definitions Mini Assessments

<p>1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>	<p>Case Studies Outline Essay Mini Assessments Outline</p>
<p>2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Case Studies Mini Assessments</p>
<p>2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p>	<p>Case Studies Mini Assessments</p>
<p>3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</p>	<p>Essay Topic Mini Assessments</p>
<p>4.1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>	<p>Case Study Essay Topic Outline Mini Assessments</p>
<p>5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.</p>	<p>Case Study Essay Outline Mini Assessments</p>
<p>6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>	<p>Case Studies</p>

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- **Module 1:** Federal Governance
- **Module 2:** Response to Intervention
- **Module 3:** Eligibility
- **Module 4:** Special Education Law
- **Module 5:** Special Populations
- **Module 6:** Least Restrictive Environment

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 7-8 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Federal Governance	Case Study Essay Topic
2. Response to Intervention	Mini Assessment
3. Eligibility	Case Study Outline
4. Special Education Law	Case Study Due Process Definitions
5. Special Population	Case Study Essay Topic
6. Least Restrictive Environment	Case Study Mini Assessment

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Because the best measure of a teachers occurs in the classroom, the Content Specific Classroom Assessment Report and Evaluation form (CCARE), completed by the Field Supervisor during the candidate’s Residency, is also used by the program to evaluate applied knowledge learned during this course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section. This sections may also include other optional learning activities. All assignments must be completed with a

score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Assignment or Assessment	Grading Details
Essay on Changing Sp. Ed. Law	1-3 scale; minimum score “1”
Mini Assessment on RTI	Must score 80% or better
Outline of Sp. Ed. Eligibility	1-3 scale; minimum score “1”
Definitions for Due Process	1-3 scale; minimum score “1”
Essay about Special Populations	1-3 scale; minimum score “1”
Mini Assessment on Least Restrictive Env.	Must score 80% or better
Case Study Examples	1-3 scale; minimum score “1”
All Course Assignments	At least minimum score

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help:

<http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

iteach Course 6601: Special Education in the School Community

Purpose of Course

The purpose of this instruction is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Expectations:

At the conclusion of this course, it is expected that learners will:

- understand the importance of PLAAFP's and how they drive a student's IEP.

- understand needs of students and how to properly create appropriate and measurable IEP goals.
- understand the importance and legal requirements for transition planning.
- understand the difference between accommodations and modifications and how to implement.
- understand all assisted technology and related services for special education students.
- understand all support services and teaching strategies for special education students.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

Goals and Objectives:

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Scenarios Transition IEP Writing Essay Topic Lesson Planning

1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments Essay Topic Lesson Planning
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies Mini Assessments Essay Topic Lesson Planning

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- Module 1: Present Levels of Academic Achievement and Functional Performance
- Module 2: IEP Goal Writing

- Module 3: Transition
- Module 4: Accommodations/Modifications
- Module 5: Assistive Technology and Related Services
- Module 6: Special Education Support Services

Although instruction is self-paced, it is intended to be equivalent to approximately 36 seat/contact hours, with each section of study requiring approximately 6 hours.

Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Present Levels of Academic Achievement and Functional Performance	Case Study PLAAFP Scenarios PLAAFP Writing
2. IEP Goal Writing	Case Study Mini Assessment
3. Transition	Case Study Transition Goal Writing Activity
4. Accommodations/Modifications	Case Study Assessment
5. Assistive Technology and Related Services	Case Study Essay
6. Special Education Support Services	Case Study Mini Assessment Lesson Planning

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section.

These sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
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As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

In development stage:

TCVA6602: Methods for Teaching Students with Severe and Profound Disabilities

TCVA 6603: Transition Planning for Students with Disabilities

Appendix B

Curriculum Alignment

The alignment of the iteachVIRGINIA curriculum and the competencies of the elementary education and special education content areas are provided to illustrate that the candidates completing the Elementary education program, or the Special Education program demonstrate the identified state content area competencies.

VIRGINIA DEPARTMENT OF EDUCATION

PROGRAM STATUS MATRIX REVIEW

PROFESSIONAL STUDIES REQUIREMENTS for

Early/Primary Education, Elementary Education and Middle Education Endorsements.

8VAC20-543-90

Endorsement Competencies	Courses and Experiences
<i>PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements</i>	

<p>1. Human development and learning (birth through adolescence</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</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 TCVA 5200 and TCVA 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual</p>
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in guiding learning experiences and relating meaningfully to students.

- b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related 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.

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.

- b. TCVA 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.

In TCVA 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>TCVA 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.</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>TCVA 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>
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2. Curriculum and instruction

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

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

a.

1. In TCVA 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 model best suited to the learning task; including appropriate technologies and media in writing their own learning objectives and lesson plans.

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.

TCVA 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, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

In TCVA 5400, teachers are introduced to the International Society for Technology

Education (ISTE) as the essential role of

	<p>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 TCVA 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 TCVA 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 TCVA 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</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</p>	<p>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 TCVA 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 TCVA 6005, teachers examine their own culture 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 TCVA 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. TCVA 5400, focuses on the importance of family engagement in ways to promote children’s language and literacy development. Current articles in <i>The</i></p>
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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 FourYear-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.

Reading Teacher, 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.

The importance of family communication is displayed through the Teaching Channel videos that deepen collaborative engagement with colleagues, learners, and learners' families. Written communication projects throughout courses displays a deeper understanding.

Early childhood development iteach curriculum focuses on 1. Approaches to Play and Learning, (TCVA 5100) 2. Social and Emotional development, (TCVA 5100 & TCVA 5200) 3. Communication, Language and Literacy Development, (TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004) 4. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and 5. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600). In TCVA 5200, the teacher is introduced to normal physical, cognitive, and

<p>6. 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>7. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p>	<p>social/emotional development if school aged children beginning at age four.</p> <p>6. In TCVA 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 TCVA 5400 and TCVA 6004, the teacher examines best practices for 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> <ul style="list-style-type: none"> a. Approaches to Play and Learning, (TCVA 5100, TCVA 5200, TCVA 5300, TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004)) b. Social and Emotional development, (TCVA 5100 & TCVA 5200) c. Communication, Language and Literacy Development, (TCVA 5400,
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<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>TCVA 5500, TCVA 5600 & TCVA 6004)</p> <p>d. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and</p> <p>e. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600).</p> <p>8. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ol style="list-style-type: none"> a. Child Abuse and Recognition Training b. Emergency First Aid, CPR & AED c. Dyslexia Awareness Training Module d. Behavior Intervention and Support Training
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b. Middle education 6-8 curriculum and instruction

1. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in disciplinespecific methodology; varied and effective methods of communication with and among students; selection and use of

b.

1. In TCVA 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

materials, including media and contemporary technologies; and evaluation of pupil performance.

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 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.

TCVA 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 rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<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>2. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 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 TCVA 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>TCVA 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 TCVA 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</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>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 c TCVA 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. TCVA 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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3. Classroom and behavior management

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.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning

<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>environments that enable each learner to meet high standards.</p> <p>TCVA 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. TCVA 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 TCVA 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>
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<p>4. Assessment of and for learning</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>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 TCVA 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 TCVA 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>
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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.

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 feedback to engage learners in their own growth and goal setting.

c. TCVA 5300 offers a thorough 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 TCVA 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>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>In the Field Experience TCVA 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> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>5. Foundations of education and the teaching profession</p>	
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- Skills in this area shall be designed to develop an understanding
- a. of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.

- Attention shall be given to the legal status of teachers and
- b. 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.

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

In TCVA 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.

- b. TCVA 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 TCVA 5600 the teacher will conduct research on the legal landscape and

6. Language and literacy

- 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.
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,

iteach is committed to the belief that every child can become an able reader and a critical thinker for a lifetime of learning.

- a.
1. In TCVA 5400, the teacher is taught researchbased 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 preskills assessments to determine students' developmental needs.
 2. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept of print, comprehension, oral reading accusation,

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 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.

word recognition, vocabulary, comprehension, and fluency.

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.

TCVA 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. TCVA 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

	<p>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 the "Writing Process" by observing writing workshop in the primary grades with Teaching Channel videos.</p>
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b. Middle education - language acquisition and reading development

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.

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.

b.

1. TCVA 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.

In TCVA 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.

2. TCVA 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.

Additionally, in TCVA 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

	<p>she teaches and creates learning experiences that make these</p>
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<p>Supervised clinical experiences</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>aspects of the discipline 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>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>
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PROGRAM STATUS MATRIX REVIEW

**2018 PROFESSIONAL STUDIES REQUIREMENTS for PREK-12 ENDORSEMENTS, SECONDARY GRADES 6-12
ENDORSEMENTS**

8VAC20-543-140

<p align="center">Endorsement Competencies</p>	<p align="center">Courses and Experiences <i>The response must be written. References to course numbers is not accepted for the only response.</i></p>
<p>1. Human development and learning (birth through adolescence):</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</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 TCVA 5200 and TCVA 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. CVA 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</p>

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 childhood experiences; and family disruptions.

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 as way to increase learning through a Growth Mindset and setting high standards for all students.

In TCVA 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.

TCVA 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).

TCVA 5600, develops a deep understanding of Culturally and Linguistically Responsive Teaching and Learning. Teachers will appreciate the value and challenges of

	<p>cultural differences in the classroom, as well as understand and know how to support simultaneous</p>
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	<p>language acquisition and content learning for Els, how to best support LGBTQ and the support local districts provide for services.</p>
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<p>Curriculum and instruction:</p> <p>2.</p> <p>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;</p> <p>a.</p> <p>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.</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. In TCVA 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 these strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</p>
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<p>b. 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>TCVA 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>b. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 5700. In study groups or in online venues, the teachers consistently display the best practices associated with effective online learning.</p>
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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 TCVA 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 TCVA 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. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ol style="list-style-type: none"> 1. Child Abuse and Recognition Training 2. Emergency First Aid, CPR & AED 3. Dyslexia Awareness Training Module 4. Behavior Intervention and Support Training
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g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

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.

g. TCVA 5400 and TCVA 6005 curriculum and instruction are addressed for middle school and secondary grades. TCVA 5400, offers Literacy and content courses specific to grades K6 building blocks of literacy distinguishing between a various approach to instruction (phonics, comprehension, fluency, and writing).

Additionally, TCVA 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. Assignments throughout the iteach 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

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

<p>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, 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</p>	<p>without bias. These concepts are introduced and explored in TCVA 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>TCVA 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, 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.</p> <p>c. TCVA 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>
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<p>assessment data to make decisions about how to improve instruction and student performance.</p> <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>The thorough knowledge of assessment is demonstrated in the Cumulative Course Project in TCVA 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 TCVA 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> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>4. Foundations of education and the teaching profession:</p>	
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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.

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

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

In TCVA 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. TCVA 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.

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

d. TCVA 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

	<p>(FERPA); Teaching Channel videos provide Ethical teacher expectations.</p> <p>In an assignment in TCVA 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>e. In the Introductory TCVA 5000, mastery knowledge of the Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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<p>5. Classroom and behavior management:</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>a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.</p> <p>TCVA 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>
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	<p>Through an understanding of “Community Engagement,” the teacher becomes committed to working with learners, colleagues, families, and</p>
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<p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.</p>	<p>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>TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>TCVA 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>
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c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

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.

c. TCVA 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.

d. In TCVA 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.

Language and literacy

6.

- 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.

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

- a. TCVA 5400, the teacher moves from the basic knowledge of literacy instruction in PreK -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 TCVA 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

<p>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.</p> <p>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.</p>	<p>improve comprehension and develop a love of reading.</p> <p>1. In TCVA 5500, the teacher is exposed to the unique needs of the special needs students 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.</p> <p>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.</p> <p>2. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept</p>
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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.

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. TCVA 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.

TCVA 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.
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<p>7. Supervised clinical experience.</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.</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 endorsement is sought. One year of successful fulltime 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.</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>
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8VAC20-543-500. Special education general curriculum K-12.

The iteachVIRGINIA program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in [8VAC40-543-140](#), including reading and language acquisition.

<p>1. Foundations: Characteristics, legal, and medical aspects</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their</p>	<p>Addressed and mastery demonstrated in course 5200.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

relationship to the various disabilities;	
(4) Medical aspects of disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Educational implications of the various disabilities; and	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.	Addressed and mastery demonstrated in course 6600/5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:	The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.
(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.6600

<p>Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	
<p>(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600/5500</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>6600</p>
<p>2. Assessments and evaluation</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web</p>

	based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.
a. Ethical issues and responsibilities in the assessment of individuals with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Procedures for screening, prereferral, referral, and eligibility determinations;	Addressed and mastery demonstrated in course 6601/ 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.

g. Knowledge of the Virginia Accountability System, assessment options, and procedures for	Addressed and mastery demonstrated in course 5530.
participation for students with disabilities.	Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>
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<p>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>b. Address diverse approaches to classroom organization and set-up based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>c. Provide positive behavioral supports; and</p>	<p>5 Addressed and mastery demonstrated in course 6500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration</p> <p>a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400.</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5003</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with coplanning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Understanding the roles and responsibilities of each member of the collaborative team; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Training, managing, and monitoring paraprofessionals;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Involvement of families in the education of their children with disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Understanding the standards of professionalism;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Cooperating with community agencies and other resource providers; and</p>	<p>Addressed and mastery demonstrated in course 6603/5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>f. Models and strategies for promoting students' self-advocacy skills.</p>	<p>Addressed and mastery demonstrated in course 66603/5300.</p>
<p><i>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</i></p>	
<p>1. Characteristics.</p>	
<p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</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>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, as described by Solomon (2003) and others.</p> <p>Additionally, 5300, focuses on individual differences and their impact on student ability to learn. Factors (including motivation, selfconcept, intelligence, prior knowledge, environment, and personal interpretation) that contribute to learners’ readiness to learn and recognize whether students are ready to learn through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.</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 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 status, attention deficit disorders, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.</p>
(1) Autism spectrum disorder;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(2) Deaf-blindness;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(3) Developmental delay;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(4) Emotional disability;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(5) Hearing impairment, including deaf and hard of hearing;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(6) Intellectual disability;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(7) Learning disability;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(8) Multiple disabilities;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(9) Orthopedic impairment;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(10) Other health impairment;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(11) Speech-language impairment;	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(12) Traumatic brain injury; and	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
(13) Visual impairment, including blindness.	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
b. Knowledge of characteristics shall include:	

<p>(1) Age-span and developmental issues;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.500/6600</p>
<p>(2) Levels of severity;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600</p>
<p>(3) Cognitive functioning;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600</p>
<p>(4) Language development;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Emotional and behavioral adjustment;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Social development;</p>	<p>5ddressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Medical aspects; and</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(8) Cultural, ethnic, and socioeconomic factors.</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>2. Individualized education program development and implementation.</p>	<p>In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP;</p>
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	<p>Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.</p>
<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development, including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.5700</p>

<p>(2) Make decisions about student progress, instruction, program, accommodations, placement, teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs 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.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading, and reading and writing across content areas;</p>	<p>Addressed and mastery demonstrated in Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences; and</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5300/6601</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading and writing at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development 5</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

(5) Design alternative ways to teach content material including modifying curriculum in both	Addressed and mastery demonstrated in course 6601.
directive and nondirective methodologies;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Instructional strategies for mathematics.	
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:	Teaching Elementary Math course 9003
a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>b. Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking, mathematics vocabulary, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 9003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the</p>	<p>Addressed and mastery demonstrated in courses 5400/5500/6602.</p>

<p>elementary, middle, and secondary levels;</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction in mathematics at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Teaching Elementary Math course 9003</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in courses 5200/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5200</p>
<p>(5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;</p>	<p>Addressed and mastery demonstrated in courses 5500/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Use assistive and instructional technology in order to access the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700.
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<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators, related service providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Knowledge of person-centered planning strategies to promote student involvement in planning; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(1) Assess social skill strengths and needs; and	Addressed and mastery demonstrated in course 6603.

	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Plan and use specialized social skills strategies.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
g. Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development

<p>7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Addressed and mastery demonstrated in course 5400 and Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.</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.</p>

VAC20-543-460. Special education adapted curriculum K-

12.

The iteachVIRGNIA program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The program shall ensure that the candidate has demonstrated the following competencies:

A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:

1. Foundations. Characteristics, legal, and medical aspects.

The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

a. Knowledge of the foundation for educating students with disabilities, including:	6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.

in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;	
(3) Normal patterns of development, such as physical, psychomotor, cognitive, linguistic, social, and emotional development and their relationship to the various disabilities;	Addressed and mastery demonstrated in course 5200. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Medical aspects of disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Educational implications of the various disabilities; and	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.	Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>
<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	
<p>(2) Current regulations governing special education, including individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools; and</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>2. Assessments and evaluation.</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct</p>
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	<p>application for current and future classrooms.</p>
<p>a. Ethical issues and responsibilities in the assessment of individuals with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Procedures for screening, prereferral, referral, and eligibility determinations;</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterionreferenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Provide positive behavioral supports; and</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration.</p> <p>Skills in consultation, case management, and collaboration, including and</p> <p>(a) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Virginia Standards of Learning, structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with coplanning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Understanding of the roles and responsibilities of each member of the collaborative team; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Training, managing, and monitoring paraprofessionals;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Involving of families in the education of their children with disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. Understanding the standards of professionalism;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Cooperating with community agencies and other resource providers; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Models and strategies for promoting students' self-advocacy skills.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The	

candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an

appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

<p>1. Characteristics.</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>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, as described by Solomon (2003) and others.</p> <p>Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.</p> <p>In 5400, the teacher is led to understand and demonstrate the strengths and needs of individual learners. How to identify and select contentappropriate 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.</p> <p>Course 5500, teachers learn how students’</p>
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	<p>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.</p>
<p>a. Demonstrate knowledge of the definitions; characteristics, including medical and health conditions; and learning and behavioral support needs of students with disabilities (K-12) whose cognitive impairments or adaptive skills require adaptations to the general curriculum and whose functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including students with:</p>	<p>The purpose of the instruction in course 5500 is to help pre-service and early service teachers learn about how students’ differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher’s responsibility to the individual student.</p>
<p>(1) Autism spectrum disorders;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Developmental delay;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Intellectual disability;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Traumatic brain injury; and</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(5) Multiple disabilities, including sensory, deaf-blindness, speechlanguage, orthopedic and other health impairments as an additional disability	Addressed and mastery demonstrated in course 5500/6600.
to those referenced in subdivision 1 a of this subsection.	Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Medical needs, sensory needs, and position and handling needs of children with multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Speech and language development and communication and impact on educational, behavioral, and social interactions;	Addressed and mastery demonstrated in course 5400/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Impact of disability on selfdetermination and self-advocacy skills; and	Addressed and mastery demonstrated in course 6003. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
2. Individualized education program (IEP) development and implementation.	In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP; Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.

<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Make decisions about student progress, instruction, program, modifications, adaptations, placement, teaching methodology, and transitional services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Be able to write educationally relevant IEP goals and objectives that address self-care and self-management of student physical, sensory, and medical needs that also enhance academic success in the adapted curriculum.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs learners and how to plan instruction that is responsive to these strengths and needs. This knowledge is evidenced through a written assignment</p>
	<p>as well as lesson planning. Emphasis is given to culturally relevant curriculum.</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 rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on grade level content standards;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as those found in the professional studies requirements in 8VAC40-543-140. Skills in this area include phonemic and other phonological awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies and writing, as well as the ability to foster appreciation of a variety of literature and independent reading; and reading and writing across the content areas;</p>	<p>Addressed and mastery demonstrated in course Literacy.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Foundational knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics including mathematical concepts, mathematical thinking, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Implement a blended curriculum that includes teaching academic skills using the aligned Virginia Standards of Learning and incorporating functional and essential life skills into instruction;</p>	<p>Addressed and mastery demonstrated in course 5300/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading, writing and mathematics at appropriate developmental and grade level in a cumulative manner to students with disabilities accessing the general education curriculum through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Conduct and analyze results of functional behavior assessment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(5) Implement behavioral intervention plans incorporating positive behavioral supports;</p>	<p>Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Design alternative ways to teach content material including modifying and adapting the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(8) Develop appropriate transition between grade levels, setting, and environments;</p>	<p>Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(9) Use assistive and instructional technology, including augmentative and alternative communication methods and systems;</p>	<p>5 Addressed and mastery demonstrated in course 5700 Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(10) Implement and evaluate group management technique and individual interventions that teach and maintain emotional, behavioral, and social skills;</p>	<p>Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(11) Implement and monitor IEP specified modifications and adaptations within the general education classroom; and</p>	<p>Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(12) Integrate students in the community through collaboration with community service systems.</p>	<p>Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>4. Individualized supports and specialized care of students with significant disabilities.</p>	
<p>a. An understanding and application of service delivery for students with significant disabilities and their unique care needs, including the ability to identify the physical, sensory, and health and medical needs of students with significant disabilities and understand how these needs impact the educational program including:</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Understanding of typical physical development of children and application of this knowledge in developing learning experiences for students with significant disabilities;</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Basic understanding of the most common medical diagnoses associated with students with significant disabilities and the impact on their functioning in school and community settings;</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Understanding of the role muscle tone plays in the positioning and handling of students and familiarity with common positioning equipment used in the classroom; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Understanding of alternative and augmentative communication systems and the ability to identify an appropriate communication system based on the needs of the student.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understanding of the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service request.</p>	<p>Addressed and mastery demonstrated in course 6602.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>c. Ability to develop lesson plans that blend and incorporate the academic, functional, and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>5. Transitioning.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, and selfdetermination to include goal setting, decision-making, problem-solving, self-awareness and self-advocacy, guardianship, and other legal considerations.</p>	<p>In the course 6003, the teacher candidate will develop the ability to be an advocate for the special needs during the transition phase.</p> <p>This course is currently under development. The course can be submitted prior to implementation.</p>
<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators including career and technical educators and school counselors, related services providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators to include the understanding of consent to share information, including confidentiality and disability disclosure.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world, including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, community independent living, and waivers.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>e. Knowledge of person-centered planning strategies to promote student involvement in planning.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>f. Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>g. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	
<p>(1) Assesses social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Plans and uses specialized social skills strategies.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>h. Knowledge of use and implementation of vocational assessments to encourage and support students' advocacy and selfdetermination skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>i. Knowledge of legal issues surrounding age of majority and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>j. Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority, and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment 5400
7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.	Addressed and mastery demonstrated in course 5400/6603. Please refer to the attached course syllabi for the applicable assessment or assignment 5400/6602
<i>C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.</i>	All iteach candidates will be hired as the teacher of record for a period of two semesters. The teacher will work closely with a Field Supervisor who will complete at least three classroom observation during the two-semester placement. Teachers will teach in the area (Secondary, Special Ed) of the endorsement for which they are seeking.

278VAC20-543-120: Elementary Education PreK-6

The iteachVIRGINIA program in elementary education PreK-6 requires that the candidate demonstrate competency in the follow areas:

Competencies	iteach Courses
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<p>1. Methods</p>	<p>Professional Courses</p> <p>The purpose of the iteach Professional course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.</p> <ul style="list-style-type: none"> • TCVA 5100: Learning Environments • TCVA 5200: Learner Development • TCVA 5300: Planning for Instruction and Assessment • TCVA 5400: Literacy, 21st Century Instruction, Pedagogical Content Knowledge • TCVA 5500: Learner Differences and Adaptations for Students with Disabilities • TCVA 5600: Diverse Populations, English Learners, and Bilingual Learners <p>Literacy Courses</p> <p>The purpose of the iteach Literacy courses is to prepare pre-service and early service teachers to develop a deep understanding of the science of teaching reading and the research-based instructional practices used to teach reading and writing in the K-3 & 4-8 classroom.</p> <ul style="list-style-type: none"> • TCVA 6004: Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005: Critical Reading and Writing Instruction <p>Methods Courses</p> <p>The purpose of the iteach Methods courses is to equip new teachers with the knowledge and skills to craft and implement engaging learning experiences for students. Embedded and guided by content standards, the courses leverage critical and creative thinking as well as differentiation, assessment, and multi-disciplinary connections. Methodology and content knowledge combine to ensure students are able to access the curriculum in a meaningful way that yields mastery.</p> <ul style="list-style-type: none"> • CCVA 9002: Teaching Elementary English • CCVA 9003: Teaching Elementary Math
	<ul style="list-style-type: none"> • CCVA 9004: Teaching Elementary Science • CCVA 9005: Teaching Elementary Social Studies

<p>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;</p>	<p>The instructional courses TCVA 5100-5600 and Methods courses CCVA 9002-9005 align with Virginia's Foundations Blocks of Learning: Comprehension Standards for four-year olds recognizing the value of early education as laying the foundation for future academic success. Virginia Standards of Learning are introduced in course TCVA 5300 and candidates are required to create lessons using the Virginia SOL standards.</p> <p>Courses CCVA 9002-9005 provide content specific knowledge in the areas of English, mathematics, history, and social science, science, and computer technology.</p>
<p>b. Understanding of current research on the brain, its role in learning, and implications for instruction;</p>	<p>In course TCVA 5200, pre-service and early service teachers learn about student development and research on the brain, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's Taxonomy.</p>
<p>c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;</p>	<p>Course TCVA 5300 focuses on lesson planning using common models that differentiate between various instructional models integrating all subjects selecting the model best suited for the learning task into lesson planning. This instructional course will also equip preservice and early service teachers to develop deep understanding of all content areas, make connections across content, and apply content knowledge in meaningful ways.</p> <p>In TCVA 5400, teachers create an interdisciplinary lesson plan integrating English with other disciplines aligned with their teaching placement.</p>

<p>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</p>	<p>In TCVA 5100, pre-service and early-service teachers learn how to create flexible learning environments that respond and meet the needs of all learners in the classroom.</p> <p>In TCVA 5300, pre-service and early service teachers write lesson objectives using planning models to differentiate between various instructional models and select the model best suited to the learning task. Special attention is given to the importance of differentiated instruction.</p> <p>Differentiated instruction is included as a means to ensure all students are able to access the curriculum in the TCVA 6004 and 6005 Literacy courses as well as the Methods courses CCVA 9002-9005.</p>
<p>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;</p>	<p>In TCVA 5300, the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>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;</p>	<p>In TCVA 5100, pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably candidates learn the importance of: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).</p> <p>TCVA 6004 includes components that focus on classroom culture, environment, classroom management, accountability and cultural relevance.</p> <p>Course CCVA 9002 focuses on how to establish a well managed class with routines where students are engaged in meaningful literacy activities.</p>

<p>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;</p>	<p>In TCVA 5100, teacher candidates learn how to create flexible learning environments that respond and support all learners in the classroom. These understandings intersect with TCVA 5600, where teachers learn how components and understanding of a student's culture and language in the classroom creates a welcoming learning environment. Teacher candidates will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).</p>
<p>h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;</p>	<p>In TCVA 5300, pre-service and early service teachers are introduced to assessment as any tool used to evaluate what students know. Additionally, a focus on limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results to drive instruction. These skills are developed throughout TCVA 5400-5600.</p> <p>The importance of and how to implement formative and summative assessment practices that diagnose and analyze current states of learning to inform instruction are essential and are included in the Literacy courses (TCVA 6004 & 6005) as well as the Methods courses (CCVA 9002-9005).</p>
<p>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</p>	<p>Teacher candidates include reflections in assignments throughout the iteach coursework. In TCVA 5100 specifically, teacher candidates learn the value of professional learning communities, collaboration and how working together supports continuous learning.</p>
<p>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</p>	<p>Qualitative and quantitative research is included throughout the coursework for teacher candidates to develop the ability to analyze, evaluate, and apply to assignments and their practice. Course assignments provide the opportunity for candidates gather, review, analyze, interpret, and apply data.</p>

<p>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</p>	<p>The Virginia Standards of Learning for Computer Technology along with ISTE standards are introduced in course TCVA 5100 and reinforced and applied in all courses. The purpose of the instruction in TCVA 5400 is to help pre-service and early service teachers develop 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems--that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.</p>
<p>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.</p>	<p>The purpose of the instruction in TCVA 5200 is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.</p>

<p>2. Knowledge and Skills</p>	
<p>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure.</p>	<ul style="list-style-type: none"> • TCVA 5400 Literacy, Pedagogical Content Knowledge • TCVA 6004 Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005 Critical Reading and Writing Instruction, • CCVA 9002 Teaching Elementary Methods Course <p>These courses are designed to increase teacher knowledge base and give the teacher practical tools for teaching elementary English and Language Arts.</p>

<p>(1) Assessment and diagnostic teaching. The individual shall:</p>	<p>Course TCVA 6004 includes pre-assessments for use at the start of the year to diagnose student current learning levels in phonics, letter recognition, comprehension, fluency, reading level as well as ongoing formative assessments throughout the year including checklists, Specific Skills Rubrics, Running Records & Anecdotal notes. Teacher candidates know, understand, and use</p>
	<p>formal and informal assessment strategies to plan, evaluate and inform instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>In TCVA 6005, candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students' language acquisitions and literacy development for instructional and accountability purposes.</p> <p>In CCVA 9002, candidates demonstrate knowledge, understanding, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Grade level literacy expectations (Pre-K–3) • CCVA 9002, Module 5: Intervention • TCVA 6004, Module 1: Assessments to inform instruction • TCVA 6005, Module 5: Standardized testing-preparing throughout the school year for elementary and middle school

<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton Gillingham technique (K-1) and remedial support (Grades 2-4) • TCVA 6004, Module 1: <ul style="list-style-type: none"> ○ Beginning year assessments to inform instructional decisions ○ Determine a student's strengths and weaknesses in multiple areas including grade level-readiness, letter recognition, phonological awareness, decoding, fluency, vocabulary, comprehension and writing ○ Formative assessments throughout the year to target students' ongoing needs (Remediation and acceleration) • TCVA 6005, Module 5: Assessments with an emphasis on standardized testing for the intermediate and middle grades classroom.
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<p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p>	<p>Teacher candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry in several courses. Numerous examples of Teaching Channel videos of teachers modeling communication strategies in the classroom are shared throughout the courses.</p> <p>In TCVA 5100 and TCVA 5400, technology standards are infused into the content and assignments. Teacher candidates learn how to integrate ISTE standards into learning experiences that teach communication skills including the ability to access, analyze, evaluate and create media.</p> <p>Teacher candidates create a Technology project in TCVA 5400 to demonstrate the ability to teach students how to use various forms of media to collaborate and communicate.</p> <p>In TCVA 6004, TCVA 6005, and CCVA 9002, teacher candidates learn how to create lessons and learning experiences that support the development of listening and speaking skills for their students.</p>
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<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
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<p>(b) Be proficient in developing students' phonological awareness skills;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Intro. to Literacy • TCVA 6004, Module 4: Shared Reading and Formative Assessment – Phonological Awareness • TCVA 9002, Module 1: Reading Instruction Prek-2
<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>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	<ul style="list-style-type: none"> • TCVA 5600, Module 2: Intro to Literacy • TCVA 6005, Module 4: Vocabulary & Strategies for English Learners • CCVA 9002, Module 6: English Language Learners
<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Reader's Theater and choral reading • TCVA 6004, Module 1: Creating a classroom environment that promotes creative expression through writing and reading • TCVA 6005, Module 4: Interactive read-alouds • CCVA 9002, Module 3: Writing Process - Creative writing beginning in K where children have the freedom and support to grow in a safe environment and take risks.

<p>(3) Reading and literature. The individual shall:</p>	<p>In TCVA 5400, pre-service teachers understand that literacy is a foundational skill for every academic task. From reading a math word problem to writing a scientific hypothesis—even understanding the course syllabus requires literacy. This comprehensive course introduces everything needed to develop beginning readers and writers to more advanced readers and writers able to apply these skills into the content areas.</p> <p>The purpose of the course TCVA 6004 is to prepare preservice and early service teachers to develop a deep understanding of the Science of Reading instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next-generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students’ needs.</p> <p>In TCVA 6005, pre-service and early service teachers are prepared to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom.</p> <p>CCVA 9002 provides inservice teachers a deeper dive into literacy instruction including technology. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>
<p>(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes,</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton-Gillingham phonics • CCVA 9002, Module 1: phonemic awareness, phonemes and phonics, word study, and vocabulary development
<p>morphemes, word analysis, and decoding skills;</p>	<ul style="list-style-type: none"> • TCVA 6004, Module 4: Phonological awareness - manipulating sounds of oral language

<p>(b) Be proficient in strategies to increase vocabulary and concept development;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Vocabulary Strategies (6th-12th grades) • TCVA 6004, Module 2: Word Work and Vocabulary providing multiple exposure and words taught in context for a deeper understanding. • TCVA 6005, Module 4 & 5: Vocabulary Enrichment and connecting to reading- anchor charts of unfamiliar words from text, focus on the importance of using standardized test language throughout the year • CCVA 9002, Module 2: Inferences from texts • CCVA 9002, Module 6: Supporting ELL with basic vocabulary in all subjects
<p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Foundations of Literacy • TCVA 6004, Module 4: word meaning • CCVA 9002, Module 6: using visuals
<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>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension strategies and background knowledge, fluency • TCVA 6004, Module 4: Comprehension strategies • TCVA 6005, Module 1: Responding to literature to show comprehension in a variety of ways • CCVA 9002, Modules 1 & 2: Building on basic comprehension skills beginning to understand with a focus on fluency
<p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Fluency, accuracy, and expression • TCVA 6004, Module 4: Fluency and expression in read alouds • CCVA 9002, Modules 1 & 2: Fluency - appropriate speed accuracy, and expression
<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in Content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2, & 4: Reading for inquiry, asking meaningful questions

<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2 & 4: Reading for inquiry - asking meaningful questions
<p>(g) Demonstrate the ability to foster appreciation of a variety of literature;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Classrooms with quality literature and independent reading • TCVA 6004, Module 1: Creating literacy rich environments and culturally relevant text • TCVA 6005, Module 1: Responding to quality literature • CCVA 9002, Module 1 & 2: Quality literature for making predictions and visualization to confirm responses
<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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: (K-5) & Module 2: (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Module 2 & 4: Establishing a reading block that allows for independent reading (Students learn to read best when they read often.)
<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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1 (K-5) & Module 2 (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Modules 2 & 4: Establishing a reading block that allows for independent reading (students learn to read best when they read often.)

<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.</p>	<ul style="list-style-type: none"> • TCVA 6004: Metacognitive sketch strategies, anchor charts. • TCVA 6005, Module 1: Analyze literature and respond in writing • CCVA 9002, Module 2: Create classroom blogs
<p>(4) Writing.</p>	<p>TCVA 5400, TCVA 6004, TCVA 6005, and CCVA 9002</p> <p>Teacher candidates understand and use a variety of teaching strategies that encourage elementary students' development of writing skills including domains of composition and the writing process.</p>
<p>(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;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Process writing beginning in Pre-K develops age appropriate writing and continues through 6th grade • TCVA 6004, Module 7: Explicit instruction, independent writing and conferencing for revision and editing, rubric for evaluating writing • TCVA 6005, Module 3: Mini lessons (grammar, punctuation, usage, word choice, rereading for revision, sentence structure, transitions and paragraphing) • CCVA 9002, Module 3: The Writing Process (prewriting, drafting, revising, editing, publishing and presentations)
<p>(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";</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Includes spelling stages and invented spelling • TCVA 5400, Module 2: spelling in the middle grades • TCVA 6004, Module 3: Word work with familiar patterns (silent e), rules and word meaning • TCVA 6005, Module 4: Spelling and Language acquisition
<p>(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Introduction to Literacy • TCVA 6004, Module 7: Interactive writing • TCVA 6005, Module 3: Integrate content areas • CCVA 9002, Module 3: Writing Instruction

<p>(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: ISTE digital literacy • TCVA 6005, Module 3: Writing for research; research skills, credible sources, and writing in the content areas • CCVA 9002, Module 4: Writing Instruction
<p>(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a teaching tool • TCVA 5400, Module 5: Technology Pedagogical knowledge and capabilities for teaching and learning • TCVA 9002, Module 7: Integrating technology and methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students in the area of reading, writing and research.
<p>b. Mathematics.</p>	<p>TCVA 5400, TCVA 5600, and CCVA 9003</p> <p>Teaching mathematics in the elementary school classroom in the 21st century requires a focus on critical thinking, problem solving, and conceptual understanding of mathematics content. The purpose of these courses is to provide candidates with the opportunity to gain an understanding of elementary mathematics content and elementary mathematics methods through exploring Virginia Foundation Blocks for Early Learning and the Virginia Standards of Learning Mathematical content standards as well as ACEI standards.</p>
<p>(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:</p>	<p>Mastery of the Virginia Foundation Blocks for Early Learning: Comprehensive standards for Four-YearOlds and the Virginia Standards of Learning and additional applicable competencies are included in courses TCVA 5400 and CCVA 9003. In these courses, teacher candidates will know, understand, and use major mathematical concepts and procedures for building foundational mathematics. Beginning in Pre-K through 6th grade, content strands include Number and Number Sense; Computation and Estimation; Measurement and Geometry; Probability and Statistics; and Patterns, Functions and Algebra.</p> <p>In TCVA 5400, teachers will learn to develop rich mathematical classroom environments that support the five SOL process standard goals for students including becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and</p>

	<p>interpret practical situations. Practical situations include real-world problems and problems that model realworld situations.</p> <p>Additionally, course TCVA 5400 addresses the SOL 5 content standards: Numbers & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability. The inservice teacher learns mathematical understanding, knowledge and skills that students should acquire beginning in prekindergarten through grade 12.</p> <p>The A-E standards are addressed in detail through the reading of professional articles, viewing and reflecting on professional videos from the Teaching Channel in iteach courses TCVA 5400 and CCVA 9002.</p>
(a) Number systems and their structure, basic operations, and properties;	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level basic operations and properties standards, Module 5: Conceptual understanding of basic operations and number systems teaching more than facts and procedures
(b) Elementary number theory, ratio, proportion, and percent;	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level number theory, ratio, proportion and percent standards
(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;	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level algebraic standards

<p>(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational</p>	<ul style="list-style-type: none"> • TCVA 5400 Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level Geometry standards
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<p>geometry; and constructions; and</p>	
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<p>(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level probability and statistics standards
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<p>(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability based on the National Council of Teachers of Mathematics standards. In doing so teachers are taught to consistently engage problem-solving, reasoning and proof, communication, connections, and representation. The understanding that conceptual understanding is the foundation for comprehending procedural knowledge is essential included. This understanding supports vertical, sequential learning progressions and gradual mathematical learning. Candidates learn how to determine where the student last experienced success and to begin on that foundation to learn the next skill in the sequence.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 3: Standards and Beyond
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<p>(3) Understanding of the multiple representations of mathematical concepts and procedures.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability. In doing so they consistently engage problem-solving, reasoning and proof, communication, connections, and representation.</p> <p>The understanding that there are multiple representations of mathematical concepts and procedures is emphasized. These multiple perspectives are celebrated in the classroom as varied ways to represent and solve problems.</p>
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	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematical Standards • CCVA 9003, Module 3: Standards and Beyond
<p>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9002. In these courses, teacher candidates plan and implement instruction based on knowledge of the five mathematical processes to foster student learning theory, connections across the curriculum, curricular goals, and community.</p> <p>Teacher candidates understand the importance of crafting learning experiences that allow students to communicate their thinking, solutions, connections and representations of mathematical situations.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematics Instruction • CCVA 9003, Module 3: Standards and Beyond • CCVA 9003 Module 7: Problem Solving Strategies

<p>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600 and CCVA 9002.</p> <p>In these courses teacher candidates engage in learning opportunities so they will understand how elementary students differ in their development and approaches to learning. Teachers will create instructional opportunities that are adapted to the culture of diverse students.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment
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<p>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses teacher candidates understand and use a variety of teaching strategies that leverage the use of calculators, virtual manipulatives, and technology to encourage elementary students' development of critical thinking and problem solving. For example, in TCVA 5400 candidates research technology tools and write an essay about integrating Technology and demonstrating use of technology in lesson planning. In CCVA 9002, the use of technology tools are reinforced.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a Teaching Tool • CCVA 9003, Module 3: Virginia Standards of Learning for use of calculators and technology
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<p>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600, and CCVA 9002.</p> <p>In these courses, teacher candidates use their knowledge and understanding of culturally and linguistically responsive teaching among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction in mathematics and to create a supportive learning environment for all learners. Candidates develop the ability to respond to diverse learners using strategies that scaffolds their learning.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment
<p>c. History and social sciences.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9005.</p> <p>The purpose of these content History and Social Sciences courses is to provide the beginning elementary teacher an understanding of the place of History in the elementary curriculum and an understanding of the specific methods to achieve understanding in addition to the theoretical exploration of history and the direction of social sciences as a field of study. These courses focus on strategies and teaching tools that can help children engage in the content, build inquiry for critical thinking skills and allow for connections to the students' everyday lives.</p>

<p>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</p>	<p>Across the nation, social studies standards are typically organized into strands or dimensions. The most commonly used strands are History, Government/Civics, Geography, and Economics. The National Council for Social Studies (NCSS) created the C3 framework for states to use as they create their own teaching standards for social studies. The C3 Frameworks purpose is: <i>"intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards."</i></p> <p>The Framework outlines four categories within Dimension 2: Civics, Economics, Geography, and History.</p> <p>Teacher candidates will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture, and society applicable to elementary studies. Additionally, the Teacher candidate will demonstrate the ability to use tools and technologies for organizing, analyzing, and interpreting social studies information.</p> <p>Courses TCVA 5400 and CCVA 9005 provide inservice teacher candidates with the opportunity to gain an understanding of elementary History and Social Sciences content and elementary methods through exploring Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards telling a more complete story about how the past has shaped the commonwealth, the nation and the world.</p>
<p>(a) History.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: The teacher will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture and society applicable to elementary studies • CCVA 9005, Module 1: Pre-service teachers will learn that Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past... It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that

	<p>range from local to global. Historical thinking is a process of chronological reasoning, which means</p>
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	<p>wrestling with issues of casualty, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
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<p>(i) The contributions of ancient civilizations to modern social and political institutions;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge- teacher develops understanding of contributions of ancient civilizations to modern social and political institutions- Time-line is introduced and established as a classroom visual to be added to throughout the year • CCVA 9005 Module 3: SOLS for grade level specific and instructional strategies including Anchor Charts, research on topics, and complete graphic organizers
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<p>(ii) Major events in Virginia history from 1607 to the present;</p>	<ul style="list-style-type: none"> • TCVA 5400 Module 5: Preservice teacher develops understanding of major events in Virginia history from 1607 to the present • CCVA 9005, Module 2 introduces preservice teachers to the use of children’s historical fiction, biographies and nonfiction literature. This allows students to make connections and go deeper in their understanding • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered.
<p>(iii) Key individuals, documents, and events in United States history; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops an understanding of contributions of ancient civilizations to modern social and political and Module 3: Research skills of evaluating source quality in websites, magazines, textbooks, journals, newspapers along with media reports • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered. Introduction of primary sources along with integration of technology as a way to research individuals and events in US history as well as review content knowledge in Quizlet, Kahoot, and Padlet
<p>(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pre-service teacher develops an understanding of the evolution of America's constitutional republic and its ideas, institutions, and practices • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered • CCVA 9005, Module 4: Integration Strategies; bringing literature into the lessons through historical texts and lots of different types of writing

(b) Geography.	<p>CCVA 9005, Module 1: Pre-service teachers will learn that geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.</p>
(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding of the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information • TCVA 5400, Module 6: Student engagement with geographic tools such as maps and graphs. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all geography is covered.
(ii) The relationship between human activity and the physical environment in the community and the world; and	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher will understand and teach the relationship between human activity and the physical environment in the community and the world • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
(iii) Physical processes that shape the surface of the earth.	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding and teaches the physical processes that shape the surface of the earth.
	<ul style="list-style-type: none"> • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.

<p>(c) Civics.</p>	<p>CCVA 9005 Module 1: The preservice teacher will understand that in a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen and improve communities and societies. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn state and local governments; markets; courts and legal systems; civil society; other nations’ systems and practices; international institutions; and techniques available to citizens for preserving and changing a society.</p>
<p>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights</p> <p>CCVA 9005, Module 1: Debate complex concepts and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.</p>
<p>(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the process of making laws in the United States and the fundamental ideals and principles of a republican form of government</p> <p>CCVA 9005, Module 1: Strategies to engage learners acting out the process of making laws and a formal government and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure standards are covered</p>
<p>(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops 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</p>

	<p>CCVA 9005, Module 1: perform hands-on experiences and create anchor charts to show the information and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(iv) Local government and civics instruction specific to Virginia.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of local government and civics instruction specific to Virginia</p> <p>CCVA 9005, Module 1: KWL (Know, Want to know, What did you learn) to brainstorm what students already know about local government and civics specific to Virginia and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(d) Economics.</p>	<p>CCVA 9005, Module:1 Pre Service teachers will learn that effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.</p>

<p>(i) The basic economic principles that underlie the United States market economy;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the basic economic principles that underlie the United States market economy</p> <p>CCVA 9005, Module 1: Create anchor charts as a class and post in the classroom as reference tool while learning is taking place and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(ii) The role of the individual and how economic decisions are made in the market place; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the role of the individual and how economic decisions are made in the marketplace</p> <p>CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(iii) The role of government in the structure of the United States economy.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the role of government in the structure of the United States economy</p> <p>CCVA 9004, Module 1: Acting out the structure of the government and the roles Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decisionmaking, and responsible citizenship by:</p>	<p>Teacher candidates will learn best practices for social studies to promote productive, inquiry-based learning. The CCVA 9005 methods course introduces teachers to Historical thinking that requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments from the past. Primary & secondary source documents are a key resource and teachers are instructed to engage students in learning using strategies such as debate, act it out, perform hands-on experiences, artifacts, and creating visuals. Throughout the course a focus on good citizenship skills is implemented and addressed in articles, videos, and assignments.</p>
<p>(a) Using artifacts and primary and secondary sources to understand events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Using artifacts, primary and secondary sources- preservice teacher learns to use many types of primary and secondary sources understanding that students are engaged and allow students to use critical thinking skills which leads to deeper thinking

(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Geography Skills and Strategies
(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts, graphs, graphic organizers as instructional strategies to determine characteristics of people, places, and events in history
(d) Asking appropriate questions and summarizing points to answer a question;	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Inquiry and Summarizing information
(e) Comparing and contrasting people, places, and events in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts to compare and contrast people, places and events in history
(f) Recognizing direct cause and effect relationships in history;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Create Venn Diagram showing cause and effect and relationships in history
(g) Explaining connections across time and place;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Timelines as visuals and pictures to provide more information
(h) Using a decision-making model to identify costs and benefits of a specific choice made;	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Project based learning to model decision making 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	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Civic Virtue- acting out in history and in everyday life
(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Language Arts and Social Sciences and history intergration

<p>d. Science.</p>	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>In TCVA 5400, teacher candidates learn foundational knowledge regarding interdisciplinary lesson planning, differentiation and how to integrate technology into the science curriculum.</p> <p>The primary ideas underlying CCVA 9004 are using an inquiry-based approach to promote problem solving and a deep understanding of science content while embedding science process skills with science concepts. The 5E Instructional Model is emphasized for planning and instruction while various methods of assessment are addressed. The course provides a series of assignments and assessments designed to help the learner construct knowledge about how to use the instructional practices presented.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p>
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	<p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
<p>(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.</p>	<p>The purpose of this Science Methods CCVA 9004 is to prepare pre-service and early-service teachers to develop a deep understanding of the best instructional practices used to teach science in primary and intermediate classrooms. Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards are introduced so teachers can be an effective science educator. One must understand what science is and how it works. In this course there will be an emphasis on using science process skills to promote curiosity and problem solving abilities that will assist students in their science understanding as well as in their daily lives.</p>

<p>(2) Understanding of the nature of science and scientific inquiry, including the following:</p>	<p>Course TCVA 5400, Module 4: Mastery of the Virginia standard and its competencies is demonstrated in synthesizing the learning about inquiry-based science teaching and learning.</p> <p>In course CCVA 9004, the Nature of Science (NOS) is a main focus. Teacher candidates are expected to know how to engage elementary students in the science inquiry process that includes questioning, planning, and conducting investigations, gathering data, constructing explanations and communicating ideas. Basic Science process skills (observation, communication, classifying, inferring, measuring and predicting) are introduced in articles and videos and mastery is assessed in assignments and lesson planning.</p>
<p>(a) Function of research design and experimentation;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(b) Role and nature of the theory in explaining and predicting events and phenomena;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(d) Reliability of scientific knowledge and its constant scrutiny and refinement;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
<p>(f) Assumptions, influencing conditions, and limits of empirical knowledge.</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.

<p>(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:</p>	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>One of the most vital student outcomes in all classrooms should be meaningful learning. To attain meaningful learning, multiple methods and patterns of inquiry-based instruction are necessary and unavoidable as they provide rich and meaningful learning experiences for all students. This being noted, there are a variety of methods of instructional planning and delivery that can be used when teaching children science through inquiry. Inquiry-based science takes on an active and engaging exploratory approach. Students have a working role in learning with the purpose of discovery and extending knowledge. Included in this role is the importance of safety.</p> <p>To provide teachers with evidence of students' learning and to drive the instruction, both formative and summative assessments are necessary. Teachers are taught how to determine the criteria that is the best method of assessment.</p> <p>Mastery of this Standard and the applicable competencies is demonstrated in Assessment using the Virginia Standards of Learning.</p>
<p>(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
<p>(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
	<ul style="list-style-type: none"> • CCVA 9004, Module 3: The 5E Instructional Model - Science Inquiry Lesson Plan
<p>(f) Design instruction to meet the needs of diverse learners using a variety of techniques;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge-Differentiation - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan

(g) Evaluate instructional materials, technologies, and teaching practices;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge - Technology project • CCVA 9004, Module 3: The 5E Instructional Model
(h) Conduct formative and summative assessments of student learning;	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Formative and summative assessments of inquiry - based lessons
(i) Incorporate instructional technology to enhance student performance in science; and	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Instructional Technology - Integrate technology into lesson plan to support student learning in science
(j) Ensure student competence in science.	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Various applications of assessments to measure science mastery
(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.	<p>CCVA 9004: Teaching Elementary Science</p> <p>Teacher candidates plan science lessons and create experiences in the four core science areas to introduce students to understandings about science. They understand common misconceptions that children have about science and help them build understandings.</p> <p>The 5E Model is an inquiry-based, student-centered learning cycle used to support teaching and learning. It is a user-friendly model that follows the natural way that we think about and solve problems in our daily lives. The model requires students to: engage, explore, explain, elaborate/extend, and evaluate.</p> <p>Mastery of this Virginia standard and the applicable competencies is demonstrated in: Determining where Lessons/Activities fit into the 5E cycle and planning a lesson using the 5E Instructional Model.</p>
(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:	Course TCVA 5400: 21 st Century Instruction, Pedagogical Content Knowledge and CCVA Course 9004 Teaching Elementary Science

	<p>Teacher candidates will be shown the importance for students to understand what science is and how it works, the processes must be embedded within the content. Science educators should continuously keep in mind that by teaching students the content and processes together, they are teaching students skills that will be used in life. As educators, the responsibility of modeling inquisitiveness, ingenuity, and enthusiasm in science fosters students' valuing and appreciating science and desiring to learn more.</p> <p>Mastery of this Virginia standard and its applicable competencies is demonstrated in Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson.</p>
(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary/Multidisciplinary Lesson Plan • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content; Foundations of Science Instruction readings
(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content
(c) The application of key science principles to solve practical problems; and	<ul style="list-style-type: none"> • CCVA 9004, Module 2: Inquiry-based science; science process skills
(d) A "systems" understanding of the natural world.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

<p>(6) Understanding of the contributions and significance of science including:</p>	<p>Course CCVA 9004: Teaching Elementary Science</p> <p>Teachers are taught in the science methods course that in learning science, students must come to understand both the body of knowledge and the process by which this knowledge is established, extended, refined, and revised. When teaching science, the goal should be to not only develop science vocabulary and understanding of concepts, but to develop critical thinking and inquiry ability as well as understand the historical impact of science. Although the science content standards may vary from grade to grade and state to state, it is important for students to understand and use process skills when learning science. Process skills must be embedded in each science lesson to help students make sense of the world around them and understand the systematic ways that scientists make discoveries and solve problems. However, even the most basic science process skills are used to learn and understand science throughout a student’s science education and lifetime. As Padilla wrote, Science – A Process Approach (SAPA), grouped the science process skills into basic (simpler) and integrated (more complex) process skills.</p>
<p>(a) Its social, cultural, and economic significance;</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content; knowing the science content
<p>(b) The relationship of science to mathematics, the design process, and technology; and</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
<p>(c) The historical development of scientific concepts and scientific reasoning.</p>	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

Appendix C



Classroom Appraisal and Report Evaluation 2020 – 2021

Growth Plan

Candidate Name
 SSN (last 4 digits)
 Date
 Observation
 Overall Rating
 Content Observed / Grade Level
 Beginning Time
 Lesson Plan
 Course 5600 Completed
 Type of Observation

Exemplary - 4 Proficient - 3 Basic - 2 Unsatisfactory - 1 N/A - Not Applicable

Standard 1: Learner Development	<input type="text"/>
• Designs developmentally appropriate instruction	
• Implements developmentally appropriate instruction	
Standard 2: Learning Differences	<input type="text"/>
• Adapts instruction for individual needs	
• Inquires about students as individuals with diverse backgrounds	
• Exhibits fairness in supporting all students to learn	
Standard 3: Learning Environments	<input type="text"/>
• Fosters a safe and respectful environment promoting learning	
• Organizes time and resources to actively engage students	
• Manages classroom activity and behavior effectively	
• Proactively intervenes to redirect student misbehaviors	
Standard 4: Content Knowledge	<input type="text"/>
• Demonstrates knowledge of subject matter	
• Creates meaningful learning experiences	
Standard 5: Applications of Content	<input type="text"/>
• Connects content knowledge to issues in students' lives	
• Engages students in higher level thinking skills	
Standard 6: Assessment	<input type="text"/>
• Integrates formal and informal assessments	
• Communicates timely and useful descriptive feedback	
• Aligns assessments with objectives and standards	
• Exhibits fairness in grading practices	
• Uses a variety of formative and summative assessments	
Standard 7: Planning for Instruction	<input type="text"/>
• Connects lesson goals with school, district and state standards	
• Uses assessment data to inform planning for instruction	
Standard 8: Instructional Strategies	<input type="text"/>
• Varies instructional strategies to engage learners	
• Uses technology appropriately to enhance instruction	
• Differentiates instruction to meet learners needs	
• Paces lessons to allow learners to integrate their new learning	
Standard 9: Professional Learning and Ethical Practice	<input type="text"/>
• Seeks and accepts feedback to improve teaching effectiveness	
• Uses self-reflection to improve teaching effectiveness	
• Demonstrates commitment to the profession	
Standard 10: Leadership and Collaboration	<input type="text"/>
• Works effectively with school personnel	
• Works effectively with parents	
Communication	<input type="text"/>
• Communicates effectively	
• Uses appropriate vocabulary for age of students	
Professional Dispositions	<input type="text"/>
Technology	<input type="text"/>
• Uses available technology to create personalized and authentic learning experiences for students	
• Uses technology to accommodate learner differences and modify instruction to meet learners' needs	
• Models digital literacy and ethical use of digital tools for students and peers	

Reinforcement / Refinement:

Field Supervisor Signature:

Field Supervisor Name:

Candidate Signature (or email):

Field Supervisor Email:

Appendix D



1140 19th Street, NW | Suite 400 Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620 caepnet.org

November 8, 2019

Dr. Diann Huber President iteachU.S.
101 N. Elm Suite 100
Denton, TX 76201

Dear Dr. Huber:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The at iteachU.S. is granted **Accreditation** at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive style with a large initial "C" and "K".

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Diann Huber



Teacher Licensure Intent to Hire

Candidate Name:		GPA:	
SSN:	xxx-xx-xxx	Degree:	

Verification of Eligibility for Hire: Upon admission to the iteachVIRGINIA alternative certification preparation program, a candidate in good standing seeking certification through the Virginia Department of Education approved alternative certification program will use this form to verify eligibility for internship.

1. Pass Praxis II subject area exam.

a. Evidence: Copy of passing scores for exam(s) in licensure area.

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Certification Requirements:

1. Teach for one full semester successfully.
 - a. Evidence: Signature from Campus Administrator and iteachVIRGINIA Supervisor/Observer verifying "one successful semester of teaching"*
2. Complete courses towards licensure.
 - a. Evidence: Completion of all instructional coursework.*
3. Pass Praxis Principles of Learning exam.
 - a. Evidence: Copy of passing scores.*

Following information to be completed by hiring

school/district: School Information

School:		Principal:	
Address:		Phone:	
City:		Email:	
Zip:			

District Information

School District:		District Number:	
------------------	--	------------------	--

Address:		City / ZIP:	
H/R Contact:		H/R Email:	
H/R Phone:		H/R Fax:	

Verification of Field Experience

Beginning Date of Teaching Contract			Ending Date of Teaching Contract			Grade(s) Teaching		Subject Teaching
MM	DD	YY	MM	DD	YY	Lowest	Highest	
Name and Title of Superintendent or Authorized Representative				Date: MM/DD/YY		Telephone		Signature

Appendix F

5700 Reflection

Second Semester: Reflection 2 Impact on Student Learning

This reflection is based on the Impact on Student Learning activity that is introduced in course 5300. It is based upon the emerging movement of national pre-professional licensure assessments. iteach believes that successful performance on this reflection will be of great benefit to you as your progress in your career.

This will be the most extensive reflection you will submit this year. It will involve several parts and should be saved as a Word or word-processing document and uploaded to instructNET upon completion. Your work must score Proficient in all 16 categories noted on the rubric to pass this assignment. Submissions earning less than proficient in any category will be returned with supervisor feedback to implement in the subsequent submission(s). We look forward to reviewing your best work.

The reflection will include three sections:

5. Knowledge of Students
6. Lesson Plan
7. Analysis of Teaching Effectiveness

Section 1: Knowledge of Students

An in-depth knowledge of your students is critical to effective teaching. Reflect on your students by identifying students' pre-existing knowledge and other factors (e.g. special needs, giftedness, other modifications, student diversity) that will impact how your students learn. This section should include:

- detailed demographics of your class (if you teach more than one class period choose only one class period for this Reflection)
- subgroups (e.g. English language learners, gifted students, students with a common learning disability like dyslexia) of your students and their related learning needs,
- personal, cultural and community strengths of your students and how you will utilize the strengths to meet the diverse needs of your students.

Use specific, factual evidence about students to support your written reflections and eliminate any assumptions or stereotyping.

Section 2: Lesson Plan

Select a lesson plan you have used for the group of students described in part one. The lesson should involve a formative and summative assessment that may be quantitatively measured.

Provide the lesson plan in full.

Whether you use the lesson plan template included in TEPC 5300 or a district lesson plan template, the plan must include:

- State-adopted standards
- Lesson objectives associated with the standard
- Learning theory or theories that you will incorporate into the lesson and why
- Instructional strategies and learning tasks
- Instructional resources and materials, including technology
- Assessment plan for the lesson (formative and summative)
- You should also include a description of the academic language your students will need in order to succeed in this lesson. Academic language will include:
 - key vocabulary in your subject field that your students need to understand for the lesson
 - words that describe what you are asking them to do (e.g. What does it mean to “compare” and “contrast” two ideas? What does it mean to “solve for x”?)
 - words that describe an important structure or idea in your discipline (e.g. What is an “ifthen” statement?)
 - Identify at least two examples of academic language that you will use in your lesson, and how you will assess student comprehension of this language, as part of the overall lesson.

In the event your district requires a prescribed lesson plan, it will be your responsibility to identify how you modified the lesson to address the needs of your students, including special populations accommodations and supplementary activities. You will also need to add any of the additional elements NOT included in the district template, e.g. add a section about supporting learning theories or add a section about academic language as needed.

Section 3: Analyzing Teaching Effectiveness

Based on the knowledge of students described in section 1 and the implementation of the lesson plan in provided in section 2, provide a written reflection of what was successful in your instruction and how students responded to your instructions. Provide specific examples of students’ reactions and input. Did you respond immediately to this feedback by modifying your plan in class? If so, what did you modify

and why? If not, what could you change (based on students' responses) when you deliver this lesson in the future?

Questions to be addressed in this reflection are as follows:

- What varieties of assessment strategies or methods did you use?
- How and why were these strategies selected?
- How did your assessment(s) align with your learning objectives and instructional goals?
- Did the summative assessment measure a variety of objectives?
- Were the assessment tasks appropriate for students' abilities and developmental levels?
- What criteria were applied to judge or evaluate student progress?

Now, review your students' performance on the summative assessment. Create a spreadsheet that shows (in a FERPA-compliant way) how your students performed. Now, select at least two student subgroups. This could be male v. female performance, gifted students v. the general class, or performance of ESL students and performance of students with learning disabilities. In your spreadsheet, show how the performance of each subgroup compares to the whole—e.g. Whole group average grade: 87.5 percent, ELL group average grade, 83.4 percent.

Now, add to your written reflection to answer these final two questions:

- What might account for the differences in performance between student groups?
- What could you do differently to ensure all students have equal opportunity to master the material?

Include your spreadsheet analyzing student performance with the reflection.

Considerations for Small Sample Sizes or Unique Teaching Placements

iteach believes that every teacher, regardless of content area, should be able to plan, implement, and assess instruction. Therefore, candidates whose teaching placements do NOT allow them to disaggregate student performance data due to a small sample size should note on their reflection that the sample size of the lesson was not large enough to allow for analysis. Instead, candidates should provide a discussion of the students' mastery of assessed material and name what additional supports or modifications were used or could be used to ensure that the student(s) master learning objectives for the lesson.

If you have any further questions about this reflection assignment, please contact your field supervisor.

Appendix G

Administrator Survey

Classroom Environment - To what extent did the educator preparation program prepare this beginning teacher to:

1. To what extent was this beginning teacher prepared to effectively implement discipline management procedures?
2. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?
4. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?
5. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

Instruction - To what extent did the educator preparation program prepare this beginning teacher to:

6. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?
9. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?
10. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g., instructor, facilitator, audience)?
11. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?

Students with Disabilities - To what extent did the educator preparation program prepare this beginning teacher to:

12. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?
13. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
14. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
15. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?
16. To what extent was this beginning teacher prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP?
17. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?
18. To what extent was this beginning teacher prepared to collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Limited English Proficient Students - To what extent did the educator preparation program prepare this beginning teacher to:

19. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?
20. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?
21. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?
22. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?
23. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?

Technology Integration - To what extent did the educator preparation program prepare this beginning teacher to:

Use Technology with Data - To what extent did the educator preparation program prepare this beginning teacher to:

24. To what extent was this beginning teacher prepared to use technology to make learning more active and engaging for students?
25. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?
26. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for students?
27. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?
28. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?
29. To what extent was this beginning teacher prepared to teach students developmentally appropriate technology skills?

Criterion

30. To what extent was this beginning teacher prepared to use technology to document student learning to determine when an intervention is necessary and appropriate?
31. To what extent was this beginning teacher prepared to use available technology to collect and manage formative assessment data to guide instruction?
32. What is your overall evaluation of how well the educator preparation program prepared this teacher?
33. How would you rate this teacher's influence on student achievement?

(Scale of 1 – 10; 1 = unacceptable, 10 = exceptional)

Appendix H

8. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?
- Yes
 - No
2. The area in which your current teaching assignment is located is best described as (choose one):
- Rural
 - Suburban/urban fringe
 - Urban
 - Other (please specify)
3. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
4. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
5. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

6. To what extent were you prepared to build and maintain positive rapport with students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

7. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

8. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

9. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared

- Not at all prepared

10. To what extent were you prepared to use the results of formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

11. To what extent were you prepared to engage and motivate students through learnercentered instruction? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

12. To what extent were you prepared to integrate effective modeling, questioning, and selfreflection (self-assessment) strategies into instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

13. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

14. To what extent were you prepared to set clear learning goals and align instruction with standards-based content? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

15. To what extent were you trained to know and apply the content knowledge standards for your area of certification?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

16. To what extent were you prepared to apply pedagogical content knowledge (PCK) for the purpose of facilitating student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

17. To what extent were you prepared to provide quality and timely feedback to students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

18. Did you have students with disabilities in your classroom?

A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

- Yes

- No

19. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

20. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

21. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

22. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

23. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

24. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

25. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

26. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English.

- Yes
- No

27. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

28. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

29. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

30. To what extent were you prepared to support LEP-ELL students in mastering curricular standards? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

31. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

32. To what extent were you prepared to use technology available on the campus to integrate curriculum standards and technology applications standards to support student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared

Not at all prepared

-

33. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

34. To what extent were you prepared to teach students developmentally appropriate technology skills?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

35. To what extent were you prepared to use technology to make learning more active and engaging for students? • Well prepared

- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

36. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared

•

Not at all prepared

37. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

38. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

39. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

40. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

- Always/Almost Always

•

- Frequently
- Occasionally

Rarely

41. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

42. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

43. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

44. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

•

- Always/Almost Always
- Frequently
- Occasionally

Rarely

•

45. To what extent did your Field Supervisor hold an interactive conference with you after each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

46. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

47. Did you ever communicate with your Field Supervisor by email, text, or telephone call?

- Yes
- No

48. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

49. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom? • Always/Almost Always

- Frequently
- Occasionally
- Rarely

50. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

51. To what extent did your Field supervisor ask you for ways he/she can support you?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

52. The Field Supervisor FORMALLY observed me teaching a minimum of three times.

- Yes
- No

53. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.

- Yes
- No

54. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.

VIRGINIA BOARD OF EDUCATION

PROPOSED

GUIDELINES FOR ALTERNATE

ROUTES TO LICENSURE IN

RESPONSE TO HOUSE BILL 2486 OF

THE 2019 VIRGINIA GENERAL

ASSEMBLY

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.

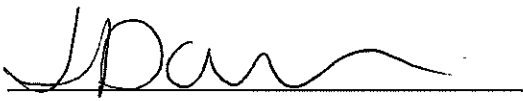

A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none">• Name of School Board\County Public Schools Lancaster County Public Schools• Program Contact Kelvin Evans• Address 2330 Irvington Road Weems, Virginia VA 22576• Phone Number 804.462.5100 ext. 7001• Email Address kevans@lcs.k12.va.us <p>Signature of School Superintendent</p> 	<ul style="list-style-type: none">• Name of Organization iteach• Program Contact Diann Huber, Ed.D.• Address P.O. Box 1626 Denton, TX 76202• Phone Number 940-383-8100• Email Address adminVA@iteach.net• Signature of School Board Chair and Organization Official  <p>Andrew Rozell</p>

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than two decades ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring, and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by the district are:

Visual Art	PreK–12
Science – Biology	6-12

Business Education	6-12
Science – Chemistry	6-12
Computer Science	6-12
Science – Earth and Space	6–12
Elementary	PreK–6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6–12
Marketing	6–12
Mathematics	6–12
Middle School Math	6–8
Middle School Science	6–8
Middle School English	6–8
Middle School History/Social Studies	6–8
Music – Instrumental	PreK–12
Music – Vocal	PreK–12
Physical Education and Health	PreK–12
Science – Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K–12
Technology Education	6–12
Theatre	PreK–12
Trades and Industry	9–12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs (\$2,800) interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3,050. In the event that the candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video Library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with Teaching Channel. Candidates are enrolled in Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix C) has also been aligned to numerous videos from Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

- **Justify the need for the alternate route program.**

Lancaster County Public Schools is in a rural setting. The closest four-year colleges and universities are more than an hour away. The rural location brings challenges to securing fully certified teachers. We have had success hiring teachers with a bachelor's degree. It would be extremely beneficial to offer iteach to newly hired teachers who hold a bachelor's degree. The program is affordable at \$3,050 and can be completed in one year. Our new teachers will find this option economical and manageable.

Lancaster County Public Schools has experienced a growing number of unfilled teacher positions, with a steady incline in shortages over the last three years. In 2022-2023, after significant increased intentional recruitment, the previous year's vacancies were filled, but the division was then faced with another round of separations that left the division with almost as many new vacancies for the upcoming school year. We have increased interest in teaching by career switchers, paraprofessionals, or undergraduate degree seekers who substitute teach, but need the means to support the nature of their credentialing requirements.

Lancaster County Public Schools is a small division located on the orthern neck. About 12% of Lancaster

teachers are provisional license holders or applicants. We anticipate this percentage will continue to increase as we experience off time attrition over the course of the year and in alignment with recent trends. Lancaster County is a small, diverse, growing community, and we seek to remove barriers to licensure for qualified community members who wish to become teachers. In addition to including quality content, the iteach program offers two items that are incredibly important in the labor market today—affordability and flexibility. As we seek to diversify and increase our teaching force, affordability of a licensure program plays a key role. Many individuals who seek to switch careers have already allocated significant funds for foundational degrees, and expensive and lengthy requirements may deter them from a career field in which they have great interest and could contribute their skills. Following a global pandemic, flexibility has become important to many. Career switchers come from a variety of life stages and are more likely than traditionally trained students to have family and community obligations in addition to work. The flexibility of online, asynchronous learning is an option that many career switchers would find appealing. Finally, many career switchers are interested in teaching elementary school, and there has been a shortage of career switcher programs offered for candidates interested in elementary school. Meanwhile, our need for elementary teachers has increased dramatically due to increased attrition, a smaller pipeline of traditionally trained teachers and growth of our student population.

Lancaster Public Schools started the 2022 school year with many vacancies in both elementary and secondary areas. While this number continues to decrease, Lancaster is continuing to hire teachers who are not fully certified and are obtaining licensure through the provisional route to teaching.

The Lancaster division educates 1100 children in 2 schools: We have experienced a growing number of unfilled teacher positions, with a steady incline in shortages over the last three years. We have increased interest in teaching by undergraduate degree candidates and need the means to support their credentialing requirements. Since 2018 the percentage of provisionally licensed teachers has been 18.27% (2018), 6.32% (2019), 13.10% (2020), and 15.38% (2021). Preliminary 2022 data indicates that our teaching staff is comprised of 18.07% provisionally licensed teachers. We estimate that this number could double for the upcoming school year.

To best fulfill our mission of ensuring our students graduate college, career, and citizen-ready, our teachers need to be well-prepared and to have knowledge of our students' needs. Furthermore, Lancaster serves a diverse community, and we seek to remove barriers to licensure for qualified community members who wish to become teachers. To fill vacant positions, we must recruit provisionally licensed teachers and pre-service education candidates who are seeking full licensure in Virginia. We have partnerships with our local universities; however, many of the teacher candidates do not remain on the Peninsula after completing local teacher licensure programs. With a smaller pipeline of traditionally trained teachers, Lancaster is hiring teachers who are not fully certified and are obtaining licensure through the provisional route to teaching. Therefore, it would be extremely beneficial to offer iteach to newly hired teachers who hold a bachelor's degree. As we seek to increase and to diversify our teaching force, licensure plays a key role. Degree holders come from a variety of life stages and are more likely than traditionally trained students to have family and community obligations in addition to work. In addition to including quality content, the iteach program offers two characteristics that are crucial in today's labor market—affordability and flexibility.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase the Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies.**

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of

Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix D.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides a teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and

socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components.

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**

Lancaster County Public Schools will evaluate the iteach program using multiple metrics. The completion rate along with teacher evaluation scores on the 8 Performance Standards, will be used to determine effectiveness. The information will be shared with the board.

Evaluation of the program's implementation and success will include participation in the state's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. This allows for direct feedback on teacher performance in alignment with the state standards. Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success. Satisfactory or higher ratings will be expected for success. Student and parent feedback can be collected through end of course or end of year surveys to provide additional stakeholder feedback.

Lancaster Public Schools will engage in evaluation of the iteach program with multiple measures. As most participants are expected to complete the program in one-year, Lancaster will evaluate the percentage of Lancaster teachers who successfully complete the program and measure de-identified evaluation ratings of the teachers in aggregate one-year later. Additionally, we will conduct a survey of completers and principals of completers to better understand how the program is working to prepare our teachers for their new careers. Finally, we will make a report to our local school board annually on program progress.

Lancaster Public Schools will engage in evaluation of the iteach program with multiple measures. First, Lancaster will evaluate participants in the iteach program using the standardized process, Lancaster Teacher Development & Evaluation Process (TDEP), which assesses effective teaching focused on instructional practice and student growth. The evaluation of teacher performance is aimed to ensure and promote engaging and relevant learning experiences for students and foster professional growth for educators. Through pre and post collaborative discussions and classroom observations by administrators, teachers will be evaluated using indicators based on the VDOE performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, Culturally Responsive Teaching and Equitable Practices Professionalism, and Student Academic Progress. Supervising administrators utilize multiple measures to rate and assess levels of proficiency to include highly effective, effective, needs improvement, or unsatisfactory. This allows for direct feedback on teacher performance in alignment with the state standards. Effective or higher ratings will be expected for success.

The second area of program evaluation will be program satisfaction. Lancaster County will implement an outcome-based evaluation process that will be centered around key components of a successful program. Data will be gathered at least two times per year through satisfaction surveys completed by school administrators and program participants. Additionally, informal surveys, observational feedback, and anecdotal records by school leaders will provide valuable feedback on program success.

Additionally, Lancaster County Human Resources Director will monitor program satisfaction as it relates to program completion and licensure, performance evaluation, and teacher retention. Program participants will also receive support through supervising administrators, New Teacher Academy Quality Teacher Induction Program (QTIP), instructional coaches, school PLCs, and ongoing professional development that offer collaborative guidance on experiences that provisionally licensed teachers need to grow in the teaching profession.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate & Satisfaction

Both participant completion and satisfaction will be considered in the evaluation of the program. Surveys of both participants and school administrators will be conducted to determine the satisfaction with the program. Participants will be surveyed on their satisfaction with the overall logistics of the program, the learning expectations, their success with the learning outcomes, and their overall beliefs about their

preparedness through the program. The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program participants is set as the minimum.

Division Level Satisfaction

School level administrators will be surveyed to determine their satisfaction with the growth and learning of the teachers who are participating in the program.

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for the program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review. The summary results, along with survey data and observational data, will be shared with the Superintendent. Additionally, data will be shared with the School Board each semester.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience
- TCVA 9002 – Teaching Elementary English Language Arts/Reading
- TCVA 9003 – Teaching Elementary Mathematics
- TCVA 9004 – Teaching Elementary Science
- TCVA 9005 – Teaching Elementary Social Studies

Additional courses will be offered in specific content areas for Elementary and Special Education.

All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600 – Teaching Special Education
- TCVA 6601 – Special Education in the Community
- TCVA 6602 – Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603 – Transition Planning for Students with Disabilities

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix C).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix B.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program's targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students’ views in order to understand their prior knowledge • Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom.

[Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

- **Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).**
Section enhanced with District Input

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial observation and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observation form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. Applicants must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I: Admission

- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II: Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the

recommendation of an employing school division or accredited nonpublic school. Candidates will apply for a Provisional license through the VDOE as soon as they are eligible.

Transition Point III: Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Courses 5100-5200 • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

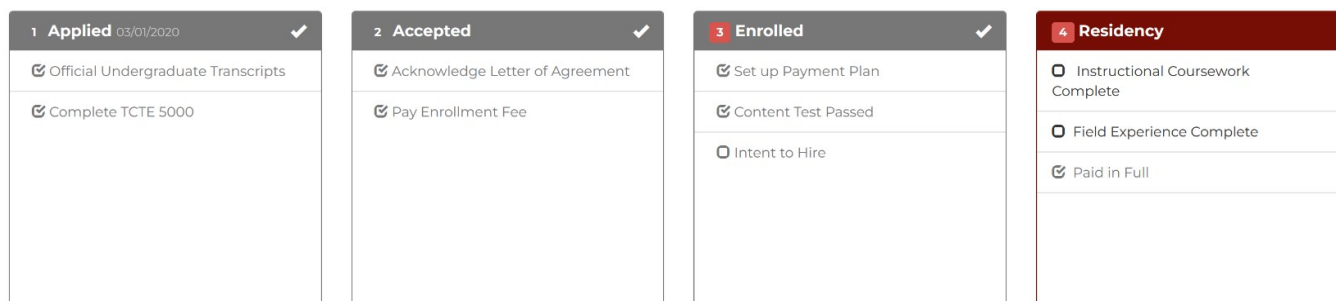
Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart's desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate's program homepage:



As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program's mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A, and CARE form, Appendix C.)

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program's administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium's (InTASC's) Model Core Teaching Standards and supports the teacher's growth in the six categories of Virginia's standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices •
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000: Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course ideally, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1: Professional Knowledge Standard 7: Professionalism
TCVA 5100: Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development ideally completed prior to being eligible for initial licensure and employment.	Standard 5: Learning Environment
TCVA 5200: Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1: Professional Knowledge
TCVA 5300: Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2: Instructional Planning Standard 3: Instructional Delivery Standard 4: Assessment of and for Student Learning

TCVA 5400: Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5500: Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5600: Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice Standard 7: Professionalism
TCVA 5700: Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take Praxis II test as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix C).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form (CARE, Appendix C).

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that

findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, TCVA 5700; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for

program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on PreK12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in TCVA 5300: Planning for Instruction and Assessment. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in TCVA 5300: Planning for Instruction and Assessment and later becomes a required activity during the Residency, in TCVA 5700: Field Experience. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for TCVA 5700) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix H) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G), distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience, includes questions about the

candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix G) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

Appendix

Appendix A	Master Syllabus
Appendix B	Curriculum Alignment
Appendix C	Classroom Appraisal and Report Evaluation (CARE)
Appendix D	Accreditation Letter
Appendix E	Intent to Hire form
Appendix F	Impact on Student Learning
Appendix G	Administrator Survey
Appendix H	Candidate Exit Survey



Master Syllabus

Purpose of Program Courses

The purpose of the iteach course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.

As a secondary purpose, this instruction is designed to help new teachers to develop needed competencies to succeed on state-mandated pedagogical exams.

Required Instructional Courses:

Course 5000	The Road to Certification - An Overview of Teaching
Course 5100	Learning Environments
Course 5200	Learner Development
Course 5300	Planning for Instruction and Assessment
Course 5400	Literacy, 21st Century Instruction, Pedagogical Content Knowledge
Course 5500	Learner Differences and Adaptations for Students with Disabilities
Course 5600	Diverse Populations, English Learners, Bilingual Learners

Required Additional Text

Learners in course 5600 are required to obtain and read one book:

- Hollie, S. (2011). Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Education.

Format

The program consists of self-paced, asynchronous online courses. There will be no face-to-face meetings during the courses.

Each course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- access to broadband Internet-enabled computer with
- either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for these courses); and
- the ability to play Flash video.

Guiding Learning Theory

The primary theory underlying the courses is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in the courses will strive to make knowledge that fits with the learning expectations for each course as described in this document.

Each course will also provide a series of projects designed to help the learner construct knowledge about the course content. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

The course sequence assumes little to no prior background knowledge about the field of teaching on the part of the learner, however, professional skills including graduate-level reading, writing, and analytical skills are expected, because completion of a bachelor’s degree is a prerequisite for program admission.

Grading Policy

Each course includes required reading and learning activities, assignments, and/or quizzes that allow the learner to demonstrate that he or she has mastered the content of that section. Quizzes are auto-graded. All quizzes, except the summative quiz in Course 5000, must be completed with a score of 80% or better. Because the material in Course 5000 is so critical to program success, each candidate must earn a score of 100% on that assessment before progressing to the next course, Course 5100.

Assignments: Emerging/Proficient demonstration of mastery is evident by a minimum score that varies by assignment. All assignment submissions are scored according to the assignment's rubric and returned with instructor feedback and comments regardless of the score. Once an assignment is passed, resubmissions are not accepted. Rather, constructive feedback on how the assignment could have been improved may be generally applied to subsequent assignments.

Scores that represent less than the minimum criteria will be reviewed by the course instructor and returned with comments that should be addressed and implemented before submitting subsequent attempts for review. Three attempts to meet minimum criteria on assignments are auto-generated. Although likely less, instructors are permitted 3-4 days to grade and return assignments.

The learner must earn a course average score of "1.5" (representing Emerging+ competency) or better in order to progress into the next course. Because this is a competency-based program, the learner will not be able to move on to the next course until he or she successfully completes the course in which he or she is currently enrolled. Once a course is passed, progression into the next course updates overnight.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).

0	Unsatisfactory	Characterized by: <ul style="list-style-type: none">• The work does not respond to the activity prompt.• The work shows little to no consideration for the teacher's role in the learning process.• The work has many grammatical and/or spelling errors (4 or more).
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Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the courses and improve subsequent course designs.

iteach Course 5100: Learning Environments

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the power of positive relationships to create a collaborative community of learners
- understand the relationship between high teacher expectations for student performance and scaffolding support.
- develop an understanding of characteristics of an exemplary teacher and personalize this development through the creation of a why and visionary statement, as well as a welcome letter;
- compare and contrast different classroom management protocols and thus, know and be able to express their philosophies of classroom management;
- be able to design a safe and collaborative classroom space plan;
- be 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); and
- recognize the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>3: The teacher will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Layout and Procedures Quiz ● Behavior Management ● Comparison & Class rules ● Classroom Management quiz ● FERPA Procedures ● Welcome letter
<p>3(a) The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<ul style="list-style-type: none"> ● Why and Visionary Statement ● Behavior Management ● Comparison & Class rules ● Welcome letter ● Ethics Training
<p>3(d) The teacher will manage the learning environment to engage learners actively.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Behavior Management ● Comparison & Class rules ● FERPA Procedures
<p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>	<ul style="list-style-type: none"> ● Welcome Letter ● Classroom Management Quiz ● Behavior Management ● Comparison & Class rules
<p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>	<ul style="list-style-type: none"> ● Pre-planning quiz ● FERPA Procedures Assignment ● Ethics Training Quiz

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five modules:

- **Module 1: Pre-Planning**
- **Module 2: Classroom Management**
- **Module 3: Classroom Layout and Procedures**
- **Module 4: Preparing for the First Day**
- **Module 5: Legal and Ethical Issues**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 9 hours. The course sequence is:

Module	Assignments and Quizzes
1. Pre-Planning	<ul style="list-style-type: none"> • Pre-Planning Quiz • Teacher Why and Visionary Statement
2. Classroom Management	<ul style="list-style-type: none"> • Classroom Management Quiz • Behavior Management Comparison and Class Rules • Assignment
3. Classroom Layout and Procedures	<ul style="list-style-type: none"> • Layout and Procedures Quiz
4. Preparing for the First Day	<ul style="list-style-type: none"> • First Day Quiz
5. Legal and Ethical Issues	<ul style="list-style-type: none"> • Ethics Training Quiz • FERPA Procedures Assignment
5. Cumulative Activity	<ul style="list-style-type: none"> • Cumulative Assignment: Welcome Letter
5. End of Course	<ul style="list-style-type: none"> • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

In this course there are 5 auto-graded quizzes, 4 rubric graded assignments, and 1 survey.

Grading Policy

Assignment or Assessment	Grading Details
Pre-Planning Quiz	Must score 80% or better
Teacher Why and Visionary Statement	Must score 5 points or more
Classroom Management Quiz	Must score 80% or better

Behavior Management and Class Assignment	Must score 6 points or more
Layout and Procedures Quiz	Must score 80% or better
First Day Quiz	Must score 80% or better
Ethics Training Quiz	Must score 80% or better
FERPA Procedures Assignment	Must score 6 points or more
Cumulative Assignment: Letter to Parents	Must score 6 points or more
End of Course Survey	Completion. No score criteria.

iteach Course 5200: Learner Development

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- know and be able to describe the normal physical, cognitive, and social/emotional development of school-aged learners;
- know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism);
- understand the 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 through the creation an informal assessment tool for learning readiness;
- have developed a personal philosophy of teaching that incorporates major theories and demonstrates the value of the individual learner's development in the learning process, and
- distinguish the various levels of Bloom's taxonomy and be able to describe what learning looks like at each level.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	<ul style="list-style-type: none">• Learner Development Quiz

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. The teacher will know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism).	<ul style="list-style-type: none"> ● Educational Philosophy Quiz ● Culminating Course Project: Educational Theory & Philosophy
1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into four sections:

- **Module 1: Stages of Learner Development**
- **Module 2: Educational Philosophy and Learning Theories**
- **Module 3: Factors Impacting Learning**
- **Module 4: Higher-Order Thinking and Bloom's Taxonomy**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 11 and 12 hours. Therefore, the course timeline is as follows:

Module	Assignments and Quizzes
1. Stages of Learner Development	<ul style="list-style-type: none"> ● Learner Development Quiz

2. Educational Philosophy and Learning Theories	<ul style="list-style-type: none"> ● Educational Philosophy Quiz
3. Factors Impacting Learning	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
4. Higher-Order Thinking and Bloom's Taxonomy	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment ● Culminating Course Project: Educational Theory and Philosophy Essay ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Learner Development Quiz	13 out of 17 points
Educational Philosophy Quiz	6 out of 8 points
Factors Impacting Learning Quiz	5 out of 6 points
Learning Indicators Assignment	Minimum points: 5 points
Higher Order Thinking Quiz	Must score 80% or better
Bloom's Taxonomy Assignment	Must score 11 points or better
Culminating Course Project: Educational Theory and Philosophy	Must score 6 points or better
End of Course Survey	Completion. Unscored.

iteach Course 5300: Planning for Instruction and Assessment

Purpose of Course

The purpose of this instruction is to help pre-service and early service 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; and write their own learning objectives and lesson plans. This instruction will also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- write lesson objectives;
- design a lesson plan;
- recite research-based effective instructional practices;
- conduct a fair and helpful formative assessment;
- conduct a fair and valid summative assessment; and
- apply assessment results toward refinement and reteaching of lesson objectives.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
7.0 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none">● Writing Instructional Objectives Assignment● High Yield Strategies Quiz● Planning Instruction Quiz● Lesson Plan Assignment

<p>7.1 The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Formative & Summative Assessment Assignment ● Assessment and Data Analysis Quiz
<p>7.3 The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.0 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.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.1 The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.2 The teacher uses assessment to engage learners in their own growth.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into eight sections:

- **Module 1: Lesson Planning and Writing Objectives**
- **Module 2: Lesson Planning and the Lesson Cycle**
- **Module 3: Instructional Approaches**
- **Module 4: Overview of Assessment**
- **Module 5: Standardized Tests**
- **Module 6: Classroom Assessments (Formative and Summative)**
- **Module 7: Evaluation**
- **Module 8: Using Assessment Results-Planning, Feedback, and Reporting**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 5 and 6 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Overview of Lesson Planning and Writing Objectives	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment
2. Lesson Cycles	

3. Instructional Structures and Strategies	<ul style="list-style-type: none"> • High Yield Strategies Quiz • Planning Instruction Quiz • Lesson Plan Assignment
4. Overview of Assessment	
5. Standardized Testing	<ul style="list-style-type: none"> • Standardized Testing Assignment
6. Classroom Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Formative & Summative Assessment Assignment
7. Evaluation	<ul style="list-style-type: none"> • Evaluation Quiz
8. Using Assessment Results-Planning, Feedback, and Reporting	<ul style="list-style-type: none"> • Assessment and Data Analysis Quiz
8. Cumulative	<ul style="list-style-type: none"> • Summative Assignment: Lesson Plan & Assessment Plan • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Analyzing Objectives Learning Activity	Unscored
Writing Instructional Objectives Assignment	Minimum Score: 6 points
High Yield Strategies Quiz	3 out of 4 points
Planning Instruction Quiz	8 out of 11 points
Lesson Plan Assignment	Minimum Score: 11 points
Standardized Testing Assignment	Minimum Score: 5 points
Formative & Summative Assessment Assignment	Minimum Score: 5 points
Evaluation Quiz	4 out of 5 points
Assessment and Data Analysis Quiz	80%

Summative Assignment: Lesson Plan & Assessment Plan	Minimum Score: 9 points
End of Course Survey	Unscored

iteach Course 5400: Literacy, 21st Century Instruction, and Pedagogical Content Knowledge

Purpose

The purpose of this instruction is to help pre-service and early service teachers develop the 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the building blocks of literacy;
- distinguish between various approaches to literacy instruction (phonics and whole language);
- appreciate the critical role of literacy in each of the core content areas and know strategies to cultivate literacy in specific content areas and grade levels;
- understand the advantages and drawbacks of technology in the classroom and harness technology effectively to bolster instruction;
- describe the value of interdisciplinary instruction and recognize which disciplines integrate most closely with their content area of certification, and
- be able to identify and select content-appropriate instructional strategies.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>4.0 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● Selection of Class Technology Tool Assignment ● Engagement & Differentiation Quiz
<p>4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Literacy Instructional Strategies Assignment
<p>4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Pedagogical Content Knowledge Assignment ● Engagement & Differentiation Quiz
<p>5.0 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● ISTE Standards Reflection
<p>5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>8.0 The teacher implements and engages learners in developing literacy and communication skills that support learning in the content area(s).</p>	<ul style="list-style-type: none"> ● Building Blocks of Literacy Quiz ● Literacy Instructional Strategies Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

- **Module 1: Building Blocks of Literacy for K-6**
- **Module 2: Literacy in the 7-12 Classroom**
- **Module 3: Technology**
- **Module 4: Interdisciplinary Instruction**
- **Module 5: Pedagogical Content Knowledge**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Building Blocks of Literacy for K-6	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz
2. Literacy in the 7-12 Classroom	<ul style="list-style-type: none"> • Literacy Instructional Strategies Assignment
3. Technology	<ul style="list-style-type: none"> • Class Technology Tool Assignment • ISTE Standards for Students: Reflection
4. Interdisciplinary Instruction	<ul style="list-style-type: none"> • Interdisciplinary Lesson Plan Assignment
5. Pedagogical Content Knowledge	<ul style="list-style-type: none"> • Engagement and Differentiation Quiz • Pedagogical Content Knowledge Assignment
Cumulative Assignment	<ul style="list-style-type: none"> • Cumulative Course Project: Class Technology Initiative Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Building Blocks of Literacy Quiz	Must score 80% or better
Literacy Instructional Strategies Assignment	Minimum Score: 6 points
Class Technology Tool Assignment	Minimum Score: 6 points
ISTE Standards for Students: Reflection	Minimum Score: 5 points
Interdisciplinary Lesson Plan Assignment	Minimum Score: 13 points
Engagement and Differentiation Quiz	Must score 80% or better
Pedagogical Content Knowledge Assignment	Minimum Score: 6 points
Cumulative Course Project: Class Technology Initiative Assignment	Minimum Score: 6 points
End of Course Survey	Unscored

iteach Course 5500: Learner Differences and Adaptation for Students with Disabilities

Purpose of this Course

The purpose of this instruction is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.

As a secondary purpose, 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).

Learning Expectations

At the conclusion of this course, the standards of the Council for Exceptional Children (CEC) will have been addressed:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Practice
- Standard 7: Collaboration

Further, it is expected that learners will:

- describe the requirements of federal law for accommodating students with disabilities and learning differences in schools;
- 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 be in need of an IEP;
- understand options for accommodating learners who have an IEP in place; and
- recognize and serve the learning needs of gifted students in the mainstream classroom.
- create lesson plans that implement accommodations and modifications.
- complete Dyslexia Training

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Preparing for the IEP Meeting Assignment ● Instructional Modifications & Accommodations Assignment ● Lesson Plan with Modifications/Accommodations
1 The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Dyslexia Training & Certificate ● Instructional Modifications for Gifted Students Assignment
Progressions 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Instructional Modifications for Gifted Students Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into six sections:

- Module 1: Special Education Laws and Protected Groups
- Module 2: Response to Intervention and the Individualized Education Program
- Module 3: Recognizing and Accommodating Students with a Range of Special Needs
- Module 4: Strategies Make a Difference in the Classroom
- Module 5: Professional Learning and Collaboration Module 6. Gifted Students

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 7 and 8 hours. Therefore, the course timeline is as follows:

Module	Quizzes and Assignments
1. Special Education Laws and Protected Groups	<ul style="list-style-type: none"> Special Education & Drug Abuse Prevention Quiz
2. Response to Intervention and the Individualized Education Program	<ul style="list-style-type: none"> Preparing for an IEP Meeting Assignment
3. Recognizing and Accommodating Students with a Range of Special Needs	<ul style="list-style-type: none"> Instructional Modifications and Accommodations Assignment Dyslexia Training and Certificate
4. Strategies Make a Difference in the Classroom	(Cumulative)
5. Professional Learning and Collaboration	(Cumulative)
6. Gifted Students	<ul style="list-style-type: none"> Instructional Modifications for Gifted Students Assignment
6. Cumulative Assignment	<ul style="list-style-type: none"> Lesson Plan with Modifications/Accommodations Assignment End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> Special Education & Drug Abuse Prevention Quiz 	Must score 80% or better
<ul style="list-style-type: none"> Preparing for the IEP Meeting 	Minimum of 8 points
<ul style="list-style-type: none"> Instructional Modifications and Accommodations Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> Dyslexia Training and Certificate 	Certificate of Completion

<ul style="list-style-type: none"> • Instructional Modifications for Gifted Students Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> • Lesson Plan with Modifications/Accommodations Assignment 	Minimum of 8 points
<ul style="list-style-type: none"> • End of Course Survey 	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5600: Diverse Student Populations, English Language Learners and Bilingual Students

Purpose of this Course

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).

Additional Required Materials

In addition to the technology required for all courses in the iteach program, this course requires additional outside reading material.

Candidates are required to obtain:

Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- Read and implement knowledge and strategies from the course text into assignments.
- appreciate the value and challenges of cultural differences in the classroom;
- understand and know how to implement Culturally and Linguistically Responsive Teaching and Learning in the classroom and in learning experiences
- understand the teacher's responsibility to ELs; and the supports local districts provide for services
- support simultaneous language acquisition and content learning for ELs.
- learn how best to support LGBTQ students

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

VIRGINIA DEPARTMENT OF EDUCATION

State Mandated Teacher Trainings

Virginia candidates are required to complete four state mandated trainings to seek initial licensure. The completion certificates for these trainings will be uploaded in an assignment in module 3, at the end of this course.

General information may be located here: <https://doe.virginia.gov/teaching/licensure/>

All trainings are included via the web addresses below except the Emergency First Aid, CPT & AED training. The Virginia DOE suggests using approved training provided by the American Heart Association or the American Red Cross to meet this requirement.

Child Abuse and Recognition Training

https://doe.virginia.gov/teaching/licensure/child_abuse_training.shtml

Emergency First Aid, CPR & AED

https://doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Dyslexia Awareness Training Module

<https://doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>

Behavior Intervention and Support Training <https://cieesodu.org/initiatives/restraint-and-seclusion/>

Cultural Competency Training (Effective July 1, 2023) <https://culturalcpd.emediava.org/>

At the end of this course:

Objectives	Evidence
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none">• CLR Quiz• CLR Lesson Plan• Book Report Assignment• Serving LGBTQ Students Assignment• Theory of Teaching Essay Assignment

<p>Progression for Standards 1 & 2: 1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Accommodations for ELLs Assignment ● ELL Training Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Serving LGBTQ Students Assignment ● Accommodations for ELLs Assignment ● Theory of Teaching Essay Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into three sections:

- **Module 1:** Culturally Responsive Teaching and Learning
- **Module 2:** Bilingual and ESL Program Models and Introduction to Teaching English Learners
- **Module 3:** Emerging Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 15 hours. In this course, there are 2 quizzes and 6 assignments. The course sequence is as follows:

Module	Quizzes and Assignments
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1. Culturally & Linguistically Responsive (CLR) Teaching and Learning	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● CLR Book Report & Reflection
2. Bilingual & ESL Program Models & Introduction to Teaching Strategies for Second Language Learners	<ul style="list-style-type: none"> ● ELL Training Assignment ● Referral Process and Meeting English Learner's Needs Assignment ● Teaching English Learners Quiz ● Accommodations for English Learners Assignment
3. Emerging Issues	<ul style="list-style-type: none"> ● Serving LGBTQ Students Assignment
Cumulative	<ul style="list-style-type: none"> ● Theory of Teaching Essay Assignment ● Trainings & End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Score Minimum Criteria
CLR Quiz	Minimum Criteria: At least 80%
CLR Lesson Plan	Minimum of 9 points
CLR Book Report & Reflection	Minimum of 8 points
ELL Training Assignment	Minimum of 5 points
Referral Process and Meeting English Learner's Needs	Minimum of 5 points
Teaching English Learners Quiz	Minimum Criteria: At least 80%
Accommodations for English Learners Assignment	Minimum of 8 points
Serving LGBTQ Students Assignment	Minimum of 8 points
Theory of Teaching Essay Assignment	Minimum of 9 points
Trainings & End of Course Survey	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5700: Field Experience

Purpose of Course

The purpose of this course is for the teacher to apply knowledge and skills in a 4 semester credit hour (minimum of 560 classroom hours of field based experience) residency course. During this field based experience, theoretical approaches, screening/identification, educational placement considerations will be addressed.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate dispositions of highly effective teacher.
- reflect on their own strengths and growth opportunities with regard to these dispositions.
- demonstrate the highest standards of ethical behavior;
- work as an effective team member, including understanding horizontal and vertical alignment and the role of school team in alignment of curriculum;
- display effective classroom teaching • cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Observation by Field Supervisor Reflection Impact on Student Learning Reflection CARE Form
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Observation by Field Supervisor Reflection CARE Form

1.2 The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Impact on Student Learning Reflection CARE Form
1.3 The teacher incorporates content knowledge in the delivery of course content	CARE Form
1.4 The teacher demonstrates the ability to implement curricular modifications and strategies into instruction.	Impact on Student Learning Reflection CARE Form

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

In this field-based course, candidates will have the opportunity to demonstrate mastery of learning objectives of this course at different times during the Residency placement, depending on the individual placement. Therefore, to ensure progress toward mastery, candidates will be observed and evaluated on progress toward these objectives using a classroom Appraisal Report and Evaluation (CARE) form a minimum of three times during the Residency period (minimum of 30 weeks or 900 contact hours). Additionally, candidates will be required to complete two Reflections on their Residency placement; they are intended to be completed sequentially.

Reflection 1: Observation by Field Supervisor

Reflection 2: Impact on Student Learning Reflection

Grading Policy

Assignment or Evaluation	Grading Details
Observation by Field Supervisor Reflection	1-4 scale
Impact on Student Learning Reflection	1-4 scale
CARE Form (minimum 3)	1-4 scale

Time spent with students is precious and does not provide opportunities for retakes. Therefore, as the culminating experience of the iteach program, assignments in this course may not be resubmitted. The candidate's score on each assigned reflection, as well as his or her performance during each CARE evaluation in the classroom, will be considered holistically in evaluating the candidate's Residency experience as

“Successful” or “Unsuccessful.” Candidates should aim to earn scores of “3— Proficient” and “4— Exemplary” on all assignments, but the candidate’s professional improvement during the Residency period will also be considered.

Sources

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Solomon, G, (2003). Project-based learning: A primer. *Technology and Learning*, 23(6), 20-30. Retrieved from <http://libproxy.library.unt.edu:2055/docview/212095605>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

iteach Course 6600: Teaching Special Education

Purpose of Course

The purpose of this instruction is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Learners will also be required to complete a series of online assignments and assessments, in addition to face-to-face evaluation via the Content Specific Classroom Assessment Report and Evaluation form (CCARE), during the program Residency.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guiding Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to

make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the federal guidelines for special education students
- understand the Response to Intervention (RTI) and the role of the Campus and Special Education teacher
- understand special education eligibility and how it will affect the learning process
- understand and analyze special education law and role of school community, special education, general education and families
- understand all types of special education populations and how each affect the school community
- understand and analyze the process and the impact on the school community for special education students to engage their learning experience in the least restrictive environment

Goals and Objectives

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Outline Essay Due Process Definitions Mini Assessments

<p>1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>	<p>Case Studies Outline Essay Mini Assessments Outline</p>
<p>2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Case Studies Mini Assessments</p>
<p>2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p>	<p>Case Studies Mini Assessments</p>
<p>3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</p>	<p>Essay Topic Mini Assessments</p>
<p>4.1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>	<p>Case Study Essay Topic Outline Mini Assessments</p>
<p>5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.</p>	<p>Case Study Essay Outline Mini Assessments</p>
<p>6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>	<p>Case Studies</p>

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- **Module 1:** Federal Governance
- **Module 2:** Response to Intervention
- **Module 3:** Eligibility
- **Module 4:** Special Education Law
- **Module 5:** Special Populations
- **Module 6:** Least Restrictive Environment

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 7-8 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Federal Governance	Case Study Essay Topic
2. Response to Intervention	Mini Assessment
3. Eligibility	Case Study Outline
4. Special Education Law	Case Study Due Process Definitions
5. Special Population	Case Study Essay Topic
6. Least Restrictive Environment	Case Study Mini Assessment

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Because the best measure of a teachers occurs in the classroom, the Content Specific Classroom Assessment Report and Evaluation form (CCARE), completed by the Field Supervisor during the candidate’s Residency, is also used by the program to evaluate applied knowledge learned during this course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section. This sections may also include other optional learning activities. All assignments must be completed with a

score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Assignment or Assessment	Grading Details
Essay on Changing Sp. Ed. Law	1-3 scale; minimum score “1”
Mini Assessment on RTI	Must score 80% or better
Outline of Sp. Ed. Eligibility	1-3 scale; minimum score “1”
Definitions for Due Process	1-3 scale; minimum score “1”
Essay about Special Populations	1-3 scale; minimum score “1”
Mini Assessment on Least Restrictive Env.	Must score 80% or better
Case Study Examples	1-3 scale; minimum score “1”
All Course Assignments	At least minimum score

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help:

<http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

iteach Course 6601: Special Education in the School Community

Purpose of Course

The purpose of this instruction is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Expectations:

At the conclusion of this course, it is expected that learners will:

- understand the importance of PLAAFP's and how they drive a student's IEP.
- understand needs of students and how to properly create appropriate and measurable IEP goals.
- understand the importance and legal requirements for transition planning.

- understand the difference between accommodations and modifications and how to implement.
- understand all assisted technology and related services for special education students.
- understand all support services and teaching strategies for special education students.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. 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, as described by Soloman (2003) and others.

Goals and Objectives:

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Scenarios Transition IEP Writing Essay Topic Lesson Planning

1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments Essay Topic Lesson Planning
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies Mini Assessments Essay Topic Lesson Planning

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- Module 1: Present Levels of Academic Achievement and Functional Performance
- Module 2: IEP Goal Writing

- Module 3: Transition
- Module 4: Accommodations/Modifications
- Module 5: Assistive Technology and Related Services
- Module 6: Special Education Support Services

Although instruction is self-paced, it is intended to be equivalent to approximately 36 seat/contact hours, with each section of study requiring approximately 6 hours.

Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Present Levels of Academic Achievement and Functional Performance	Case Study PLAAFP Scenarios PLAAFP Writing
2. IEP Goal Writing	Case Study Mini Assessment
3. Transition	Case Study Transition Goal Writing Activity
4. Accommodations/Modifications	Case Study Assessment
5. Assistive Technology and Related Services	Case Study Essay
6. Special Education Support Services	Case Study Mini Assessment Lesson Planning

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section.

These sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

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All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden.

Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

In development stage:

TCVA6602: Methods for Teaching Students with Severe and Profound Disabilities

TCVA 6603: Transition Planning for Students with Disabilities

Curriculum Alignment

The alignment of the iteachVIRGINIA curriculum and the competencies of the elementary education and special education content areas are provided to illustrate that the candidates completing the Elementary education program, or the Special Education program demonstrate the identified state content area competencies.

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

Endorsement Competencies	Courses and Experiences
<i>PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements</i>	
<p>1. Human development and learning (birth through adolescence)</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</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 TCVA 5200 and TCVA 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual</p>

<p>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 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>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> <p>b. TCVA 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 TCVA 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</p>
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	<p>demonstrated in detailed unit and lesson planning.</p> <p>TCVA 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.</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>TCVA 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>2. Curriculum and instruction</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. 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 disciplinespecific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.</p>	<p>a.</p> <p>1. In TCVA 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 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>TCVA 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, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>In TCVA 5400, teachers are introduced to the</p>
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	<p>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>
<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 TCVA 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 TCVA 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 TCVA 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</p>

	<p>creating instructional modifications for gifted students. In addition, in TCVA 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 TCVA 6005, teachers examine their own culture 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. 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>4. In TCVA 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. 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 FourYear-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</p>	<p>5. TCVA 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</p>

	<p>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 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, (TCVA 5100) 2. Social and Emotional development, (TCVA 5100 & TCVA 5200) 3. Communication, Language and Literacy Development, (TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004) 4. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and 5. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600). In TCVA 5200, the teacher is introduced to normal physical, cognitive, and social/emotional development if school aged children beginning at age four.</p>
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6. 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.

7. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.

6. In TCVA 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 TCVA 5400 and TCVA 6004, the teacher examines best practices for literacy development at home and implements these procedures into their teaching assignment.

7. Early childhood development curriculum focuses on the Virginia Early Learning and Development topics are developed in the following iteach courses:

- a. Approaches to Play and Learning, (TCVA 5100, TCVA 5200, TCVA 5300, TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004))
- b. Social and Emotional development, (TCVA 5100 & TCVA 5200)
- c. Communication, Language and Literacy Development, (TCVA 5400,

<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>TCVA 5500, TCVA 5600 & TCVA 6004)</p> <p>d. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and</p> <p>e. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600).</p> <p>8. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <p>a. Child Abuse and Recognition Training</p> <p>b. Emergency First Aid, CPR & AED</p> <p>c. Dyslexia Awareness Training Module</p> <p>d. Behavior Intervention and Support Training</p>
<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>	<p>b.</p> <p>1. In TCVA 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</p>

	<p>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>TCVA 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 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>
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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>2. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 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 TCVA 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>TCVA 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 TCVA 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</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>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 c TCVA 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. TCVA 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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3. Classroom and behavior management

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.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning

<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>environments that enable each learner to meet high standards.</p> <p>TCVA 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. TCVA 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 TCVA 5100, the teachers engage in designing a safe and collaborative classroom based on research.</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</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>complete a project design of their classroom plan.</p>
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<p>4. Assessment of and for learning</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 and help students understand their own progress and growth shall be included.</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 TCVA 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 TCVA 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, to monitor learner progress, and to guide the teacher's and</p>
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<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>learner’s decision making. The teacher uses assessment feedback to engage learners in their own growth and goal setting.</p> <p>c. TCVA 5300 offers a thorough 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 TCVA 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 TCVA 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</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>the data derived from the analysis. The teacher must provide an analysis and feedback based on demographics and ethnicity of students.</p> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>5. Foundations of education and the teaching profession</p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention 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.</p>	<p>a. iteach holds that every classroom teacher should be versed in the history of the American education system.</p> <p>In TCVA 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. TCVA 5500 teaches the requirements of federal law for accommodating students with disabilities and learning differences in 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 TCVA 5600 the teacher will conduct research on the legal landscape and</p>
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<p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>determine the legal ramifications of the teaching profession.</p> <p>c. TCVA 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 TCVA 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, TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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6. Language and literacy

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.

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

iteach is committed to the belief that every child can become an able reader and a critical thinker for a lifetime of learning.

- a.
 1. In TCVA 5400, the teacher is taught researchbased 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 preskills assessments to determine students' developmental needs.

 2. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept of print, comprehension, oral reading accusation,

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 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.

word recognition, vocabulary, comprehension, and fluency.

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.

TCVA 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. TCVA 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

	<p>often seen as interactive and playful as students draw and share their stories. The teachers will understand the "Writing Process" by observing writing workshop in the primary grades with Teaching Channel videos.</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>b.</p> <p>1. TCVA 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 TCVA 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>
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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.

2. TCVA 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. Additionally, in TCVA 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 accessible and meaningful for learners to assure mastery of the content.

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.

Supervised clinical experiences

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.

All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters.

The teacher will work closely with a Field Supervisor who will complete three classroom observation during the two-semester placement.

VIRGINIA DEPARTMENT OF EDUCATION

PROGRAM STATUS MATRIX REVIEW

2018 PROFESSIONAL STUDIES REQUIREMENTS for PREK-12 ENDORSEMENTS, SECONDARY GRADES 6-12
ENDORSEMENTS

8VAC20-543-140

<p style="text-align: center;">Endorsement Competencies</p>	<p style="text-align: center;">Courses and Experiences</p> <p style="text-align: center;"><i>The response must be written. References to course numbers is not accepted for the only response.</i></p>
<p>1. Human development and learning (birth through adolescence):</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</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 TCVA 5200 and TCVA 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. CVA 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</p>

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 childhood experiences; and family disruptions.

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 as way to increase learning through a Growth Mindset and setting high standards for all students.

In TCVA 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.

TCVA 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).

TCVA 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

	<p>understand and know how to support simultaneous language acquisition and content learning for EIs, how to best support LGBTQ and the support local districts provide for services.</p>
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<p>2. Curriculum and instruction:</p> <p>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.</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. In TCVA 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 these strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</p>
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<p>b. 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>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>TCVA 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>b. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 5700. In study groups or in online venues, the teachers consistently display the best practices associated with effective online learning.</p> <p>c. To ensure, the teacher demonstrates the competency of culturally and linguistically diverse learners, in TCVA 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 TCVA 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>
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<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>g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.</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. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ol style="list-style-type: none"> 1. Child Abuse and Recognition Training 2. Emergency First Aid, CPR & AED 3. Dyslexia Awareness Training Module 4. Behavior Intervention and Support Training <p>g. TCVA 5400 and TCVA 6005 curriculum and instruction are addressed for middle school and secondary grades. TCVA 5400, offers Literacy and content courses specific to grades K6 building blocks of literacy distinguishing between a various approach to instruction (phonics, comprehension, fluency, and writing).</p> <p>Additionally, TCVA 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</p>
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<p>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.</p>	<p>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.</p> <p>h. Assignments throughout the iteach 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.</p>
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<p>3. Assessment of and for learning:</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>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 TCVA 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>TCVA 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>
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<p>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.</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>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.</p> <p>c. TCVA 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 TCVA 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 TCVA 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</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>analysis and feedback based on demographics and ethnicity of students.</p> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>4. Foundations of education and the teaching profession:</p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention 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</p>	<p>a. iteach holds that every classroom teacher should be versed in the history of the American education system.</p> <p>In TCVA 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.</p> <p>b. TCVA 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</p>
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<p>of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>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>c. Additionally, in TCVA 5600 the candidate will conduct research on the legal landscape and determine the legal ramifications of the teaching profession.</p> <p>d. TCVA 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.</p> <p>In an assignment in TCVA 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>e. In the Introductory TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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5. Classroom and behavior management:

- 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.

- b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.

- a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

- 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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

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.

TCVA 5600 requires students to read, Hollie's *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Students Success*. Teachers will understand and actively implement culturally and responsive teaching and learning strategies.

c. TCVA 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.

d. In TCVA 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.

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.

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

- a. TCVA 5400, the teacher moves from the basic knowledge of literacy instruction in PreK -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 TCVA 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

<p>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.</p> <p>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.</p>	<p>improve comprehension and develop a love of reading.</p> <p>1. In TCVA 5500, the teacher is exposed to the unique needs of the special needs students 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.</p> <p>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.</p> <p>2. TCVA 5400, reading and writing instruction focus on research-based instruction including:</p>
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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.

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. TCVA 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.

TCVA 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

	<p>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>
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<p>7. Supervised clinical experience.</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.</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 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</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 compete 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>
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experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.	
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8VAC20-543-500. Special education general curriculum K-12.

The iteachVIRGINIA program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in [8VAC40-543-140](#), including reading and language acquisition.

<p>1. Foundations: Characteristics, legal, and medical aspects</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the schoolcommunity. This course includes a dedicated discussion of the process while identifyingkeys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionalsunderstand how language, culture, and familybackground influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their relationship to the various disabilities;</p>	<p>Addressed and mastery demonstrated in course 5200.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(4) Medical aspects of disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Educational implications of the various disabilities; and</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>
<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600</p>

<p>(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600/5500</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>6600</p>
<p>2. Assessments and evaluation</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.</p>

<p>a. Ethical issues and responsibilities in the assessment of individuals with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Procedures for screening, pre-referral, referral, and eligibility determinations;</p>	<p>Addressed and mastery demonstrated in course 6601/ 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.</p>	<p>Addressed and mastery demonstrated in course 5530.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management</p>	<p>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</p>

<p>techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>b. Address diverse approaches to classroom organization and set-up based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>

c. Provide positive behavioral supports; and	5 Addressed and mastery demonstrated in course 6500. Please refer to the attached course syllabi for the applicable assessment or assignment
d. Are based on functional assessment of behavior.	Addressed and mastery demonstrated in course 6100. Please refer to the attached course syllabi for the applicable assessment or assignment
4. Collaboration a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:	Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders. The candidate demonstrates mastery of this objective in 5400. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.
(1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;	Addressed and mastery demonstrated in course 5003. Please refer to the attached course syllabi for the applicable assessment or assignment.5003
(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>(5) Understanding the roles and responsibilities of each member of the collaborative team; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Training, managing, and monitoring paraprofessionals;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Involvement of families in the education of their children with disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Understanding the standards of professionalism;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Cooperating with community agencies and other resource providers; and</p>	<p>Addressed and mastery demonstrated in course 6603/5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Models and strategies for promoting students' self-advocacy skills.</p>	<p>Addressed and mastery demonstrated in course 66603/5300.</p>
<p><i>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</i></p>	
<p>1. Characteristics.</p>	
<p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly</p>	<p>A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.</p>

different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:

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, as described by Solomon (2003) and others.

Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.
(1) Autism spectrum disorder;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Deaf-blindness;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Developmental delay;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Emotional disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Hearing impairment, including deaf and hard of hearing;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Learning disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(9) Orthopedic impairment;	Addressed and mastery demonstrated in course 5500/6600.

	Please refer to the attached course syllabi for the applicable assessment or assignment.
(10) Other health impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(11) Speech-language impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(12) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(13) Visual impairment, including blindness.	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Age-span and developmental issues;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.500/6600
(2) Levels of severity;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600
(3) Cognitive functioning;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600

<p>(4) Language development;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Emotional and behavioral adjustment;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Social development;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Medical aspects; and</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(8) Cultural, ethnic, and socioeconomic factors.</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Individualized education program development and implementation.</p>	<p>In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP;</p> <p>Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.</p>
<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development, including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400.</p>

	Please refer to the attached course syllabi for the applicable assessment or assignment.5400
(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.5700
(2) Make decisions about student progress, instruction, program, accommodations, placement, teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.6601
(3) Develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs 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.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading, and reading and writing across content areas;</p>	<p>Addressed and mastery demonstrated in Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences; and</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5300/6601</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading and writing at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development 5</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(5) Design alternative ways to teach content material including modifying curriculum in both</p>	<p>Addressed and mastery demonstrated in course 6601.</p>

directive and nondirective methodologies;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Instructional strategies for mathematics.	
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:	Teaching Elementary Math course 9003
a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking,	Addressed and mastery demonstrated in course 9003. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>mathematics vocabulary, calculation, and problem-solving;</p>	
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills,</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

diverse learning styles, and technology use;	
(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in courses 5400/5500/6602. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Provide explicit instruction in mathematics at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;	Teaching Elementary Math course 9003
(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;	Addressed and mastery demonstrated in courses 5200/5500. Please refer to the attached course syllabi for the applicable assessment or assignment.5200
(5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;	Addressed and mastery demonstrated in courses 5500/6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700.

<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators, related service providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Knowledge of person-centered planning strategies to promote student involvement in planning; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Assess social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p>

	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Plan and use specialized social skills strategies.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
g. Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
1. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.	Addressed and mastery demonstrated in course 5400 and Literacy course. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.	All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters. The teacher will work closely with a Field Supervisor who will complete at least three classroom observation during the two-semester placement.

	Teachers will teach in the area (Elementary, Secondary, Special Ed) of the endorsement for which they are seeking.
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VAC20-543-460. Special education adapted curriculum K-12.

The iteachVIRGNIA program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The program shall ensure that the candidate has demonstrated the following competencies:

<p>A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:</p>	
<p>1. Foundations. Characteristics, legal, and medical aspects.</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age,</p>	<p>Addressed and mastery demonstrated in course 6600.</p>

<p>varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, such as physical, psychomotor, cognitive, linguistic, social, and emotional development and their relationship to the various disabilities;</p>	<p>Addressed and mastery demonstrated in course 5200.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Medical aspects of disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Educational implications of the various disabilities; and</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>

<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Current regulations governing special education, including individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools; and</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Assessments and evaluation.</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p>

	Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.
a. Ethical issues and responsibilities in the assessment of individuals with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Procedures for screening, prereferral, referral, and eligibility determinations;	Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;	Please refer to the attached course syllabi for the applicable assessment or assignment. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Provide positive behavioral supports; and</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration.</p> <p>Skills in consultation, case management, and collaboration, including and</p> <p>(a) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Virginia Standards of Learning, structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Understanding of the roles and responsibilities of each member of the collaborative team; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Training, managing, and monitoring paraprofessionals;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Involving of families in the education of their children with disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. Understanding the standards of professionalism;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Cooperating with community agencies and other resource providers; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Models and strategies for promoting students' self-advocacy skills.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an	

appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

1. Characteristics.

A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.

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, as described by Solomon (2003) and others.

Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.
a. Demonstrate knowledge of the definitions; characteristics, including medical and health conditions; and learning and behavioral support needs of students with disabilities (K-12) whose cognitive impairments or adaptive skills require adaptations to the general curriculum and whose functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including students with:	The purpose of the instruction in course 5500 is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.
(1) Autism spectrum disorders;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Developmental delay;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Multiple disabilities, including sensory, deaf-blindness, speech-language, orthopedic and other health	Addressed and mastery demonstrated in course 5500/6600.

impairments as an additional disability to those referenced in subdivision 1 a of this subsection.	Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Medical needs, sensory needs, and position and handling needs of children with multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Speech and language development and communication and impact on educational, behavioral, and social interactions;	Addressed and mastery demonstrated in course 5400/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Impact of disability on self-determination and self-advocacy skills; and	Addressed and mastery demonstrated in course 6003. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
2. Individualized education program (IEP) development and implementation.	In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP; Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.
a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Make decisions about student progress, instruction, program, modifications, adaptations, placement, teaching methodology, and transitional services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Be able to write educationally relevant IEP goals and objectives that address self-care and self-management of student physical, sensory, and medical needs that also enhance academic success in the adapted curriculum.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs learners and how to plan instruction that is responsive to these strengths and needs. This</p>

	<p>knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on grade level content standards;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as those found in the professional studies requirements in 8VAC40-543-140. Skills in this area include phonemic and other phonological awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies and writing, as well as the ability to foster appreciation of a variety of literature and independent reading; and reading and writing across the content areas;</p>	<p>Addressed and mastery demonstrated in course Literacy.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Foundational knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics including mathematical concepts, mathematical thinking, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

d. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Strategies to promote successful integration of students with disabilities with their nondisabled peers;	Addressed and mastery demonstrated in course 5100. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Use of technology to promote student learning;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
h. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, diverse learning styles, and technology use;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Implement a blended curriculum that includes teaching academic skills using the aligned Virginia Standards of	Addressed and mastery demonstrated in course 5300/6601.

Learning and incorporating functional and essential life skills into instruction;	Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Provide explicit instruction of reading, writing and mathematics at appropriate developmental and grade level in a cumulative manner to students with disabilities accessing the general education curriculum through an aligned curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Conduct and analyze results of functional behavior assessment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Implement behavioral intervention plans incorporating positive behavioral supports;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Design alternative ways to teach content material including modifying and adapting the general education curriculum;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Develop appropriate transition between grade levels, setting, and environments;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(9) Use assistive and instructional technology, including augmentative and alternative communication methods and systems;	5 Addressed and mastery demonstrated in course 5700 Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(10) Implement and evaluate group management technique and individual	Addressed and mastery demonstrated in course 5700.

interventions that teach and maintain emotional, behavioral, and social skills;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(11) Implement and monitor IEP specified modifications and adaptations within the general education classroom; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(12) Integrate students in the community through collaboration with community service systems.	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Individualized supports and specialized care of students with significant disabilities.	
a. An understanding and application of service delivery for students with significant disabilities and their unique care needs, including the ability to identify the physical, sensory, and health and medical needs of students with significant disabilities and understand how these needs impact the educational program including:	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(1) Understanding of typical physical development of children and application of this knowledge in developing learning experiences for students with significant disabilities;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Basic understanding of the most common medical diagnoses associated with students with significant disabilities and the impact on their functioning in school and community settings;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(3) Understanding of the role muscle tone plays in the positioning and handling of students and familiarity	Addressed and mastery demonstrated in course 6601.

with common positioning equipment used in the classroom; and	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(4) Understanding of alternative and augmentative communication systems and the ability to identify an appropriate communication system based on the needs of the student.	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
b. Understanding of the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service request.	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
c. Ability to develop lesson plans that blend and incorporate the academic, functional, and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
5. Transitioning.	Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.
Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, and self-determination to include goal setting, decision-making, problem-solving, self-awareness and self-advocacy, guardianship, and other legal considerations.	In the course 6003, the teacher candidate will develop the ability to be an advocate for the special needs during the transition phase. This course is currently under development. The course can be submitted prior to implementation.

<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators including career and technical educators and school counselors, related services providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators to include the understanding of consent to share information, including confidentiality and disability disclosure.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world, including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, community independent living, and waivers.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Knowledge of person-centered planning strategies to promote student involvement in planning.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>f. Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>g. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	
<p>(1) Assesses social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Plans and uses specialized social skills strategies.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>h. Knowledge of use and implementation of vocational assessments to encourage and support students' advocacy and self-determination skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>i. Knowledge of legal issues surrounding age of majority and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>j. Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority, and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400</p>
<p>7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Addressed and mastery demonstrated in course 5400/6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400/6602</p>
<p><i>C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.</i></p>	<p>All iteach candidates will be hired as the teacher of record 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 (Secondary, Special Ed) of the endorsement for which they are seeking.</p>

278VAC20-543-120: Elementary Education PreK-6

The iteachVIRGINIA program in elementary education PreK-6 requires that the candidate demonstrate competency in the follow areas:

Competencies	iteach Courses
<p>1. Methods</p>	<p>Professional Courses The purpose of the iteach Professional course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.</p> <ul style="list-style-type: none"> • TCVA 5100: Learning Environments • TCVA 5200: Learner Development • TCVA 5300: Planning for Instruction and Assessment • TCVA 5400: Literacy, 21st Century Instruction, Pedagogical Content Knowledge • TCVA 5500: Learner Differences and Adaptations for Students with Disabilities • TCVA 5600: Diverse Populations, English Learners, and Bilingual Learners <p>Literacy Courses The purpose of the iteach Literacy courses is to prepare pre-service and early service teachers to develop a deep understanding of the science of teaching reading and the research-based instructional practices used to teach reading and writing in the K-3 & 4-8 classroom.</p> <ul style="list-style-type: none"> • TCVA 6004: Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005: Critical Reading and Writing Instruction <p>Methods Courses The purpose of the iteach Methods courses is to equip new teachers with the knowledge and skills to craft and implement engaging learning experiences for students. Embedded and guided by content standards, the courses leverage critical and creative thinking as well as differentiation, assessment, and multi-disciplinary connections. Methodology and content knowledge combine to ensure students are able to access the curriculum in a meaningful way that yields mastery.</p> <ul style="list-style-type: none"> • CCVA 9002: Teaching Elementary English • CCVA 9003: Teaching Elementary Math

	<ul style="list-style-type: none"> • CCVA 9004: Teaching Elementary Science • CCVA 9005: Teaching Elementary Social Studies
<p>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;</p>	<p>The instructional courses TCVA 5100-5600 and Methods courses CCVA 9002-9005 align with Virginia's Foundations Blocks of Learning: Comprehension Standards for four-year olds recognizing the value of early education as laying the foundation for future academic success. Virginia Standards of Learning are introduced in course TCVA 5300 and candidates are required to create lessons using the Virginia SOL standards.</p> <p>Courses CCVA 9002-9005 provide content specific knowledge in the areas of English, mathematics, history, and social science, science, and computer technology.</p>
<p>b. Understanding of current research on the brain, its role in learning, and implications for instruction;</p>	<p>In course TCVA 5200, pre-service and early service teachers learn about student development and research on the brain, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's Taxonomy.</p>
<p>c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;</p>	<p>Course TCVA 5300 focuses on lesson planning using common models that differentiate between various instructional models integrating all subjects selecting the model best suited for the learning task into lesson planning. This instructional course will also equip preservice and early service teachers to develop deep understanding of all content areas, make connections across content, and apply content knowledge in meaningful ways.</p> <p>In TCVA 5400, teachers create an interdisciplinary lesson plan integrating English with other disciplines aligned with their teaching placement.</p>

<p>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</p>	<p>In TCVA 5100, pre-service and early-service teachers learn how to create flexible learning environments that respond and meet the needs of all learners in the classroom.</p> <p>In TCVA 5300, pre-service and early service teachers write lesson objectives using planning models to differentiate between various instructional models and select the model best suited to the learning task. Special attention is given to the importance of differentiated instruction.</p> <p>Differentiated instruction is included as a means to ensure all students are able to access the curriculum in the TCVA 6004 and 6005 Literacy courses as well as the Methods courses CCVA 9002-9005.</p>
<p>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;</p>	<p>In TCVA 5300, the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>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;</p>	<p>In TCVA 5100, pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably candidates learn the importance of: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).</p> <p>TCVA 6004 includes components that focus on classroom culture, environment, classroom management, accountability and cultural relevance.</p> <p>Course CCVA 9002 focuses on how to establish a well managed class with routines where students are engaged in meaningful literacy activities.</p>

<p>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;</p>	<p>In TCVA 5100, teacher candidates learn how to create flexible learning environments that respond and support all learners in the classroom. These understandings intersect with TCVA 5600, where teachers learn how components and understanding of a student's culture and language in the classroom creates a welcoming learning environment. Teacher candidates will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).</p>
<p>h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;</p>	<p>In TCVA 5300, pre-service and early service teachers are introduced to assessment as any tool used to evaluate what students know. Additionally, a focus on limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results to drive instruction. These skills are developed throughout TCVA 5400-5600.</p> <p>The importance of and how to implement formative and summative assessment practices that diagnose and analyze current states of learning to inform instruction are essential and are included in the Literacy courses (TCVA 6004 & 6005) as well as the Methods courses (CCVA 9002-9005).</p>
<p>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</p>	<p>Teacher candidates include reflections in assignments throughout the iteach coursework. In TCVA 5100 specifically, teacher candidates learn the value of professional learning communities, collaboration and how working together supports continuous learning.</p>
<p>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</p>	<p>Qualitative and quantitative research is included throughout the coursework for teacher candidates to develop the ability to analyze, evaluate, and apply to assignments and their practice. Course assignments provide the opportunity for candidates gather, review, analyze, interpret, and apply data.</p>

<p>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</p>	<p>The Virginia Standards of Learning for Computer Technology along with ISTE standards are introduced in course TCVA 5100 and reinforced and applied in all courses. The purpose of the instruction in TCVA 5400 is to help pre-service and early service teachers develop 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems--that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.</p>
<p>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.</p>	<p>The purpose of the instruction in TCVA 5200 is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.</p>

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>	<ul style="list-style-type: none"> • TCVA 5400 Literacy, Pedagogical Content Knowledge • TCVA 6004 Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005 Critical Reading and Writing Instruction, • CCVA 9002 Teaching Elementary Methods Course <p>These courses are designed to increase teacher knowledge base and give the teacher practical tools for teaching elementary English and Language Arts.</p>
<p>(1) Assessment and diagnostic teaching. The individual shall:</p>	<p>Course TCVA 6004 includes pre-assessments for use at the start of the year to diagnose student current learning levels in phonics, letter recognition, comprehension, fluency, reading level as well as ongoing formative assessments throughout the year including checklists, Specific Skills Rubrics, Running Records & Anecdotal</p>

	<p>notes. Teacher candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and inform instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>In TCVA 6005, candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students' language acquisitions and literacy development for instructional and accountability purposes.</p> <p>In CCVA 9002, candidates demonstrate knowledge, understanding, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Grade level literacy expectations (Pre-K–3) • CCVA 9002, Module 5: Intervention • TCVA 6004, Module 1: Assessments to inform instruction • TCVA 6005, Module 5: Standardized testing-preparing throughout the school year for elementary and middle school
<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton Gillingham technique (K-1) and remedial support (Grades 2-4) • TCVA 6004, Module 1: <ul style="list-style-type: none"> ○ Beginning year assessments to inform instructional decisions ○ Determine a student's strengths and weaknesses in multiple areas including grade level-readiness, letter recognition, phonological awareness, decoding, fluency, vocabulary, comprehension and writing ○ Formative assessments throughout the year to target students' ongoing needs (Remediation and acceleration) • TCVA 6005, Module 5: Assessments with an emphasis on standardized testing for the intermediate and middle grades classroom.

<p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p>	<p>Teacher candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry in several courses. Numerous examples of Teaching Channel videos of teachers modeling communication strategies in the classroom are shared throughout the courses.</p> <p>In TCVA 5100 and TCVA 5400, technology standards are infused into the content and assignments. Teacher candidates learn how to integrate ISTE standards into learning experiences that teach communication skills including the ability to access, analyze, evaluate and create media.</p> <p>Teacher candidates create a Technology project in TCVA 5400 to demonstrate the ability to teach students how to use various forms of media to collaborate and communicate.</p> <p>In TCVA 6004, TCVA 6005, and CCVA 9002, teacher candidates learn how to create lessons and learning experiences that support the development of listening and speaking skills for their students.</p>
<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(b) Be proficient in developing students' phonological awareness skills;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Intro. to Literacy • TCVA 6004, Module 4: Shared Reading and Formative Assessment – Phonological Awareness • TCVA 9002, Module 1: Reading Instruction Prek-2
<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>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	<ul style="list-style-type: none"> • TCVA 5600, Module 2: Intro to Literacy • TCVA 6005, Module 4: Vocabulary & Strategies for English Learners • CCVA 9002, Module 6: English Language Learners

<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Reader’s Theater and choral reading • TCVA 6004, Module 1: Creating a classroom environment that promotes creative expression through writing and reading • TCVA 6005, Module 4: Interactive read-alouds • CCVA 9002, Module 3: Writing Process - Creative writing beginning in K where children have the freedom and support to grow in a safe environment and take risks.
<p>(3) Reading and literature. The individual shall:</p>	<p>In TCVA 5400, pre-service teachers understand that literacy is a foundational skill for every academic task. From reading a math word problem to writing a scientific hypothesis—even understanding the course syllabus requires literacy. This comprehensive course introduces everything needed to develop beginning readers and writers to more advanced readers and writers able to apply these skills into the content areas.</p> <p>The purpose of the course TCVA 6004 is to prepare pre-service and early service teachers to develop a deep understanding of the Science of Reading instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next-generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students’ needs.</p> <p>In TCVA 6005, pre-service and early service teachers are prepared to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom.</p> <p>CCVA 9002 provides inservice teachers a deeper dive into literacy instruction including technology. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton-Gillingham phonics • CCVA 9002, Module 1: phonemic awareness, phonemes and phonics, word study, and vocabulary development • TCVA 6004, Module 4: Phonological awareness - manipulating sounds of oral language
<p>(b) Be proficient in strategies to increase vocabulary and concept development;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Vocabulary Strategies (6th-12th grades) • TCVA 6004, Module 2: Word Work and Vocabulary providing multiple exposure and words taught in context for a deeper understanding. • TCVA 6005, Module 4 & 5: Vocabulary Enrichment and connecting to reading- anchor charts of unfamiliar words from text, focus on the importance of using standardized test language throughout the year • CCVA 9002, Module 2: Inferences from texts • CCVA 9002, Module 6: Supporting ELL with basic vocabulary in all subjects
<p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Foundations of Literacy • TCVA 6004, Module 4: word meaning • CCVA 9002, Module 6: using visuals
<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>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension strategies and background knowledge, fluency • TCVA 6004, Module 4: Comprehension strategies • TCVA 6005, Module 1: Responding to literature to show comprehension in a variety of ways • CCVA 9002, Modules 1 & 2: Building on basic comprehension skills beginning to understand with a focus on fluency
<p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Fluency, accuracy, and expression • TCVA 6004, Module 4: Fluency and expression in read alouds • CCVA 9002, Modules 1 & 2: Fluency - appropriate speed accuracy, and expression
<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in Content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information.

	<ul style="list-style-type: none"> • CCVA 9002, Modules 1, 2, & 4: Reading for inquiry, asking meaningful questions
(f) Demonstrate the ability to develop comprehension skills in all content areas;	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2 & 4: Reading for inquiry - asking meaningful questions
(g) Demonstrate the ability to foster appreciation of a variety of literature;	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Classrooms with quality literature and independent reading • TCVA 6004, Module 1: Creating literacy rich environments and culturally relevant text • TCVA 6005, Module 1: Responding to quality literature • CCVA 9002, Module 1 & 2: Quality literature for making predictions and visualization to confirm responses
(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and	<ul style="list-style-type: none"> • TCVA 5400, Module 1: (K-5) & Module 2: (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Module 2 & 4: Establishing a reading block that allows for independent reading (Students learn to read best when they read often.)
(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and	<ul style="list-style-type: none"> • TCVA 5400, Module 1 (K-5) & Module 2 (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school

	<ul style="list-style-type: none"> • CCVA 9002, Modules 2 & 4: Establishing a reading block that allows for independent reading (students learn to read best when they read often.)
(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.	<ul style="list-style-type: none"> • TCVA 6004: Metacognitive sketch strategies, anchor charts. • TCVA 6005, Module 1: Analyze literature and respond in writing • CCVA 9002, Module 2: Create classroom blogs
(4) Writing.	<p>TCVA 5400, TCVA 6004, TCVA 6005, and CCVA 9002</p> <p>Teacher candidates understand and use a variety of teaching strategies that encourage elementary students' development of writing skills including domains of composition and the writing process.</p>
(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;	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Process writing beginning in Pre-K develops age appropriate writing and continues through 6th grade • TCVA 6004, Module 7: Explicit instruction, independent writing and conferencing for revision and editing, rubric for evaluating writing • TCVA 6005, Module 3: Mini lessons (grammar, punctuation, usage, word choice, rereading for revision, sentence structure, transitions and paragraphing) • CCVA 9002, Module 3: The Writing Process (pre-writing, drafting, revising, editing, publishing and presentations)
(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";	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Includes spelling stages and invented spelling • TCVA 5400, Module 2: spelling in the middle grades • TCVA 6004, Module 3: Word work with familiar patterns (silent e), rules and word meaning • TCVA 6005, Module 4: Spelling and Language acquisition
(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	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Introduction to Literacy • TCVA 6004, Module 7: Interactive writing • TCVA 6005, Module 3: Integrate content areas • CCVA 9002, Module 3: Writing Instruction

<p>narrative, descriptive, persuasive, and explanative modes; and</p>	
<p>(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: ISTE digital literacy • TCVA 6005, Module 3: Writing for research; research skills, credible sources, and writing in the content areas • CCVA 9002, Module 4: Writing Instruction
<p>(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a teaching tool • TCVA 5400, Module 5: Technology Pedagogical knowledge and capabilities for teaching and learning • TCVA 9002, Module 7: Integrating technology and methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students in the area of reading, writing and research.
<p>b. Mathematics.</p>	<p>TCVA 5400, TCVA 5600, and CCVA 9003</p> <p>Teaching mathematics in the elementary school classroom in the 21st century requires a focus on critical thinking, problem solving, and conceptual understanding of mathematics content. The purpose of these courses is to provide candidates with the opportunity to gain an understanding of elementary mathematics content and elementary mathematics methods through exploring Virginia Foundation Blocks for Early Learning and the Virginia Standards of Learning Mathematical content standards as well as ACEI standards.</p>
<p>(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6.</p>	<p>Mastery of the Virginia Foundation Blocks for Early Learning: Comprehensive standards for Four-Year-Olds and the Virginia Standards of Learning and additional applicable competencies are included in courses TCVA 5400 and CCVA 9003. In these courses, teacher candidates will know, understand, and use major mathematical concepts and procedures for building foundational mathematics. Beginning in Pre-K through 6th grade, content strands include Number and Number Sense; Computation and Estimation;</p>

<p>Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:</p>	<p>Measurement and Geometry; Probability and Statistics; and Patterns, Functions and Algebra.</p> <p>In TCVA 5400, teachers will learn to develop rich mathematical classroom environments that support the five SOL process standard goals for students including becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include real-world problems and problems that model real-world situations.</p> <p>Additionally, course TCVA 5400 addresses the SOL 5 content standards: Numbers & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability. The inservice teacher learns mathematical understanding, knowledge and skills that students should acquire beginning in prekindergarten through grade 12.</p> <p>The A-E standards are addressed in detail through the reading of professional articles, viewing and reflecting on professional videos from the Teaching Channel in iteach courses TCVA 5400 and CCVA 9002.</p>
<p>(a) Number systems and their structure, basic operations, and properties;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level basic operations and properties standards, Module 5: Conceptual understanding of basic operations and number systems teaching more than facts and procedures
<p>(b) Elementary number theory, ratio, proportion, and percent;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level number theory, ratio, proportion and percent standards
<p>(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level algebraic standards

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	<ul style="list-style-type: none"> • TCVA 5400 Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level Geometry standards
(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.	<ul style="list-style-type: none"> • TCVA 5400, Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level probability and statistics standards
(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability based on the National Council of Teachers of Mathematics standards. In doing so teachers are taught to consistently engage problem-solving, reasoning and proof, communication, connections, and representation. The understanding that conceptual understanding is the foundation for comprehending procedural knowledge is essential included. This understanding supports vertical, sequential learning progressions and gradual mathematical learning. Candidates learn how to determine where the student last experienced success and to begin on that foundation to learn the next skill in the sequence.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 3: Standards and Beyond
(3) Understanding of the multiple representations of mathematical concepts and procedures.	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement,</p>

	<p>data analysis, and probability. In doing so they consistently engage problem-solving, reasoning and proof, communication, connections, and representation.</p> <p>The understanding that there are multiple representations of mathematical concepts and procedures is emphasized. These multiple perspectives are celebrated in the classroom as varied ways to represent and solve problems.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematical Standards • CCVA 9003, Module 3: Standards and Beyond
<p>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9002. In these courses, teacher candidates plan and implement instruction based on knowledge of the five mathematical processes to foster student learning theory, connections across the curriculum, curricular goals, and community.</p> <p>Teacher candidates understand the importance of crafting learning experiences that allow students to communicate their thinking, solutions, connections and representations of mathematical situations.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematics Instruction • CCVA 9003, Module 3: Standards and Beyond • CCVA 9003 Module 7: Problem Solving Strategies
<p>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600 and CCVA 9002.</p> <p>In these courses teacher candidates engage in learning opportunities so they will understand how elementary students differ in their development and approaches to learning. Teachers will create instructional opportunities that are adapted to the culture of diverse students.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning

	<ul style="list-style-type: none"> • CCVA 9003, Module 1: Classroom Culture and Environment
<p>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses teacher candidates understand and use a variety of teaching strategies that leverage the use of calculators, virtual manipulatives, and technology to encourage elementary students' development of critical thinking and problem solving. For example, in TCVA 5400 candidates research technology tools and write an essay about integrating Technology and demonstrating use of technology in lesson planning. In CCVA 9002, the use of technology tools are reinforced.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a Teaching Tool • CCVA 9003, Module 3: Virginia Standards of Learning for use of calculators and technology
<p>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600, and CCVA 9002.</p> <p>In these courses, teacher candidates use their knowledge and understanding of culturally and linguistically responsive teaching among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction in mathematics and to create a supportive learning environment for all learners. Candidates develop the ability to respond to diverse learners using strategies that scaffolds their learning.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment

<p>c. History and social sciences.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9005.</p> <p>The purpose of these content History and Social Sciences courses is to provide the beginning elementary teacher an understanding of the place of History in the elementary curriculum and an understanding of the specific methods to achieve understanding in addition to the theoretical exploration of history and the direction of social sciences as a field of study. These courses focus on strategies and teaching tools that can help children engage in the content, build inquiry for critical thinking skills and allow for connections to the students' everyday lives.</p>
<p>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</p>	<p>Across the nation, social studies standards are typically organized into strands or dimensions. The most commonly used strands are History, Government/Civics, Geography, and Economics. The National Council for Social Studies (NCSS) created the C3 framework for states to use as they create their own teaching standards for social studies. The C3 Frameworks purpose is: <i>“intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards.”</i></p> <p>The Framework outlines four categories within Dimension 2: Civics, Economics, Geography, and History.</p> <p>Teacher candidates will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture, and society applicable to elementary studies. Additionally, the Teacher candidate will demonstrate the ability to use tools and technologies for organizing, analyzing, and interpreting social studies information.</p> <p>Courses TCVA 5400 and CCVA 9005 provide inservice teacher candidates with the opportunity to gain an understanding of elementary History and Social Sciences content and elementary methods through exploring Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards telling a more complete story about how the past has shaped the commonwealth, the nation and the world.</p>
<p>(a) History.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: The teacher will demonstrate essential content knowledge in key concepts of history, geography, civics, economics,

	<p>culture and society applicable to elementary studies</p> <ul style="list-style-type: none"> • CCVA 9005, Module 1: Pre-service teachers will learn that Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past... It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from local to global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of casualty, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence. <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
(i) The contributions of ancient civilizations to modern social and political institutions;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge- teacher develops understanding of contributions of ancient civilizations to modern social and political institutions- Time-line is introduced and established as a classroom visual to be added to throughout the year • CCVA 9005 Module 3: SOLS for grade level specific and instructional strategies including Anchor Charts, research on topics, and complete graphic organizers
(ii) Major events in Virginia history from 1607 to the present;	<ul style="list-style-type: none"> • TCVA 5400 Module 5: Preservice teacher develops understanding of major events in Virginia history from 1607 to the present • CCVA 9005, Module 2 introduces preservice teachers to the use of children's historical fiction, biographies and nonfiction literature. This allows students to make connections and go deeper in their understanding

	<ul style="list-style-type: none"> • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered.
(iii) Key individuals, documents, and events in United States history; and	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops an understanding of contributions of ancient civilizations to modern social and political and Module 3: Research skills of evaluating source quality in websites, magazines, textbooks, journals, newspapers along with media reports • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered. Introduction of primary sources along with integration of technology as a way to research individuals and events in US history as well as review content knowledge in Quizlet, Kahoot, and Padlet
(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pre-service teacher develops an understanding of the evolution of America's constitutional republic and its ideas, institutions, and practices • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered • CCVA 9005, Module 4: Integration Strategies; bringing literature into the lessons through historical texts and lots of different types of writing
(b) Geography.	<p>CCVA 9005, Module 1: Pre-service teachers will learn that geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.</p>
(i) The use of maps and other geographic representations, tools,	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding of the use of maps and other geographic representations, tools, and

<p>and technologies to acquire, process, and report information;</p>	<p>technologies to acquire, process, and report information</p> <ul style="list-style-type: none"> • TCVA 5400, Module 6: Student engagement with geographic tools such as maps and graphs. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all geography is covered.
<p>(ii) The relationship between human activity and the physical environment in the community and the world; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher will understand and teach the relationship between human activity and the physical environment in the community and the world • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
<p>(iii) Physical processes that shape the surface of the earth.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding and teaches the physical processes that shape the surface of the earth. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
<p>(c) Civics.</p>	<p>CCVA 9005 Module 1: The preservice teacher will understand that in a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen and improve communities and societies. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn state and local governments; markets; courts and legal systems; civil society; other nations’ systems and practices; international institutions; and techniques available to citizens for preserving and changing a society.</p>
<p>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights</p> <p>CCVA 9005, Module 1: Debate complex concepts and Module 3: SOLS for grade level specific and reviewing the</p>

	scope and sequence to make sure all standards are covered.
(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the process of making laws in the United States and the fundamental ideals and principles of a republican form of government</p> <p>CCVA 9005, Module 1: Strategies to engage learners acting out the process of making laws and a formal government and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure standards are covered</p>
(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and	<p>TCVA 5400, Module 5: Preservice teacher develops 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</p> <p>CCVA 9005, Module 1: perform hands-on experiences and create anchor charts to show the information and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
(iv) Local government and civics instruction specific to Virginia.	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of local government and civics instruction specific to Virginia</p> <p>CCVA 9005, Module 1: KWL (Know, Want to know, What did you learn) to brainstorm what students already know about local government and civics specific to Virginia and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
(d) Economics.	<p>CCVA 9005, Module:1 Pre Service teachers will learn that effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national</p>

	<p>economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.</p>
<p>(i) The basic economic principles that underlie the United States market economy;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the basic economic principles that underlie the United States market economy</p> <p>CCVA 9005, Module 1: Create anchor charts as a class and post in the classroom as reference tool while learning is taking place and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(ii) The role of the individual and how economic decisions are made in the market place; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the role of the individual and how economic decisions are made in the marketplace</p> <p>CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(iii) The role of government in the structure of the United States economy.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the role of government in the structure of the United States economy</p> <p>CCVA 9004, Module 1: Acting out the structure of the government and the roles Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:</p>	<p>Teacher candidates will learn best practices for social studies to promote productive, inquiry-based learning. The CCVA 9005 methods course introduces teachers to Historical thinking that requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments from the past. Primary & secondary source documents are a key resource and teachers are instructed to engage students in learning using strategies such as debate, act it out, perform hands-on experiences, artifacts, and creating</p>

	<p>visuals. Throughout the course a focus on good citizenship skills is implemented and addressed in articles, videos, and assignments.</p>
<p>(a) Using artifacts and primary and secondary sources to understand events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Using artifacts, primary and secondary sources- preservice teacher learns to use many types of primary and secondary sources understanding that students are engaged and allow students to use critical thinking skills which leads to deeper thinking
<p>(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Geography Skills and Strategies
<p>(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts, graphs, graphic organizers as instructional strategies to determine characteristics of people, places, and events in history
<p>(d) Asking appropriate questions and summarizing points to answer a question;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Inquiry and Summarizing information
<p>(e) Comparing and contrasting people, places, and events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts to compare and contrast people, places and events in history
<p>(f) Recognizing direct cause and effect relationships in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Create Venn Diagram showing cause and effect and relationships in history
<p>(g) Explaining connections across time and place;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Timelines as visuals and pictures to provide more information
<p>(h) Using a decision-making model to identify costs and benefits of a specific choice made;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Project based learning to model decision making to identify costs and benefits of a specific choice made
<p>(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Civic Virtue- acting out in history and in everyday life
<p>(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Language Arts and Social Sciences and history intergration

<p>d. Science.</p>	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>In TCVA 5400, teacher candidates learn foundational knowledge regarding interdisciplinary lesson planning, differentiation and how to integrate technology into the science curriculum.</p> <p>The primary ideas underlying CCVA 9004 are using an inquiry-based approach to promote problem solving and a deep understanding of science content while embedding science process skills with science concepts. The 5E Instructional Model is emphasized for planning and instruction while various methods of assessment are addressed. The course provides a series of assignments and assessments designed to help the learner construct knowledge about how to use the instructional practices presented.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
<p>(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.</p>	<p>The purpose of this Science Methods CCVA 9004 is to prepare pre-service and early-service teachers to develop a deep understanding of the best instructional practices used to teach science in primary and intermediate classrooms. Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards are introduced so teachers can be an effective science educator. One must understand what science is and how it works. In this course there will be an emphasis on using science process skills to promote curiosity and problem solving abilities that will assist students in their science understanding as well as in their daily lives.</p>
<p>(2) Understanding of the nature of science and scientific inquiry, including the following:</p>	<p>Course TCVA 5400, Module 4: Mastery of the Virginia standard and its competencies is demonstrated in synthesizing the learning about inquiry-based science teaching and learning.</p> <p>In course CCVA 9004, the Nature of Science (NOS) is a main focus. Teacher candidates are expected to know how to engage elementary students in the science inquiry process that includes questioning, planning, and</p>

	conducting investigations, gathering data, constructing explanations and communicating ideas. Basic Science process skills (observation, communication, classifying, inferring, measuring and predicting) are introduced in articles and videos and mastery is assessed in assignments and lesson planning.
(a) Function of research design and experimentation;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content. Foundations of Science Instruction readings.
(b) Role and nature of the theory in explaining and predicting events and phenomena;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(d) Reliability of scientific knowledge and its constant scrutiny and refinement;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(f) Assumptions, influencing conditions, and limits of empirical knowledge.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>One of the most vital student outcomes in all classrooms should be meaningful learning. To attain meaningful learning, multiple methods and patterns of inquiry-based instruction are necessary and unavoidable as they provide rich and meaningful learning experiences for all students. This being noted, there are a variety of methods of instructional planning and delivery that can be used when teaching children science through inquiry. Inquiry-based science takes on an active and engaging exploratory approach. Students have a working role in learning with the purpose of discovery and extending</p>

	<p>knowledge. Included in this role is the importance of safety.</p> <p>To provide teachers with evidence of students' learning and to drive the instruction, both formative and summative assessments are necessary. Teachers are taught how to determine the criteria that is the best method of assessment.</p> <p>Mastery of this Standard and the applicable competencies is demonstrated in Assessment using the Virginia Standards of Learning.</p>
(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan • CCVA 9004, Module 3: The 5E Instructional Model - Science Inquiry Lesson Plan
(f) Design instruction to meet the needs of diverse learners using a variety of techniques;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge-Differentiation - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(g) Evaluate instructional materials, technologies, and teaching practices;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge - Technology project • CCVA 9004, Module 3: The 5E Instructional Model
(h) Conduct formative and summative assessments of student learning;	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Formative and summative assessments of inquiry - based lessons
(i) Incorporate instructional technology to enhance student performance in science; and	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Instructional Technology - Integrate technology into lesson plan to support student learning in science
(j) Ensure student competence in science.	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Various applications of assessments to measure science mastery

<p>(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.</p>	<p>CCVA 9004: Teaching Elementary Science</p> <p>Teacher candidates plan science lessons and create experiences in the four core science areas to introduce students to understandings about science. They understand common misconceptions that children have about science and help them build understandings.</p> <p>The 5E Model is an inquiry-based, student-centered learning cycle used to support teaching and learning. It is a user-friendly model that follows the natural way that we think about and solve problems in our daily lives. The model requires students to: engage, explore, explain, elaborate/extend, and evaluate.</p> <p>Mastery of this Virginia standard and the applicable competencies is demonstrated in: Determining where Lessons/Activities fit into the 5E cycle and planning a lesson using the 5E Instructional Model.</p>
<p>(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:</p>	<p>Course TCVA 5400: 21st Century Instruction, Pedagogical Content Knowledge and CCVA Course 9004 Teaching Elementary Science</p> <p>Teacher candidates will be shown the importance for students to understand what science is and how it works, the processes must be embedded within the content. Science educators should continuously keep in mind that by teaching students the content and processes together, they are teaching students skills that will be used in life. As educators, the responsibility of modeling inquisitiveness, ingenuity, and enthusiasm in science fosters students' valuing and appreciating science and desiring to learn more.</p> <p>Mastery of this Virginia standard and its applicable competencies is demonstrated in Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson.</p>
<p>(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary/Multidisciplinary Lesson Plan • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content; Foundations of Science Instruction readings

(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content
(c) The application of key science principles to solve practical problems; and	<ul style="list-style-type: none"> • CCVA 9004, Module 2: Inquiry-based science; science process skills
(d) A "systems" understanding of the natural world.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
(6) Understanding of the contributions and significance of science including:	<p>Course CCVA 9004: Teaching Elementary Science</p> <p>Teachers are taught in the science methods course that in learning science, students must come to understand both the body of knowledge and the process by which this knowledge is established, extended, refined, and revised. When teaching science, the goal should be to not only develop science vocabulary and understanding of concepts, but to develop critical thinking and inquiry ability as well as understand the historical impact of science. Although the science content standards may vary from grade to grade and state to state, it is important for students to understand and use process skills when learning science. Process skills must be embedded in each science lesson to help students make sense of the world around them and understand the systematic ways that scientists make discoveries and solve problems. However, even the most basic science process skills are used to learn and understand science throughout a student’s science education and lifetime. As Padilla wrote, Science – A Process Approach (SAPA), grouped the science process skills into basic (simpler) and integrated (more complex) process skills.</p>
(a) Its social, cultural, and economic significance;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content; knowing the science content
(b) The relationship of science to mathematics, the design process, and technology; and	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
(c) The historical development of scientific concepts and scientific reasoning.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

Appendix C



Classroom Appraisal and Report Evaluation 2020 – 2021

Growth Plan

Candidate Name
 SSN (last 4 digits)
 Date
 Observation
 Overall Rating
 Content Observed / Grade Level
 Beginning Time
 Lesson Plan
 Course 5600 Completed
 Type of Observation

Exemplary - 4 Proficient - 3 Basic - 2 Unsatisfactory - 1 N/A - Not Applicable

Standard 1: Learner Development	<input type="text"/>	<ul style="list-style-type: none"> • Uses technology appropriately to enhance instruction • Differentiates instruction to meet learners needs • Paces lessons to allow learners to integrate their new learning
<ul style="list-style-type: none"> • Designs developmentally appropriate instruction • Implements developmentally appropriate instruction 		
Standard 2: Learning Differences	<input type="text"/>	Standard 9: Professional Learning and Ethical Practice
<ul style="list-style-type: none"> • Adapts instruction for individual needs • Inquires about students as individuals with diverse backgrounds • Exhibits fairness in supporting all students to learn 		<ul style="list-style-type: none"> • Seeks and accepts feedback to improve teaching effectiveness • Uses self-reflection to improve teaching effectiveness • Demonstrates commitment to the profession
Standard 3: Learning Environments	<input type="text"/>	Standard 10: Leadership and Collaboration
<ul style="list-style-type: none"> • Fosters a safe and respectful environment promoting learning • Organizes time and resources to actively engage students • Manages classroom activity and behavior effectively • Proactively intervenes to redirect student misbehaviors 		<ul style="list-style-type: none"> • Works effectively with school personnel • Works effectively with parents
Standard 4: Content Knowledge	<input type="text"/>	Communication
<ul style="list-style-type: none"> • Demonstrates knowledge of subject matter • Creates meaningful learning experiences 		<ul style="list-style-type: none"> • Communicates effectively • Uses appropriate vocabulary for age of students
Standard 5: Applications of Content	<input type="text"/>	Professional Dispositions
<ul style="list-style-type: none"> • Connects content knowledge to issues in students' lives • Engages students in higher level thinking skills 		
Standard 6: Assessment	<input type="text"/>	
<ul style="list-style-type: none"> • Integrates formal and informal assessments • Communicates timely and useful descriptive feedback • Aligns assessments with objectives and standards • Exhibits fairness in grading practices • Uses a variety of formative and summative assessments 		
Standard 7: Planning for Instruction	<input type="text"/>	Technology
<ul style="list-style-type: none"> • Connects lesson goals with school, district and state standards • Uses assessment data to inform planning for instruction 		<ul style="list-style-type: none"> • Uses available technology to create personalized and authentic learning experiences for students • Uses technology to accommodate learner differences and modify instruction to meet learners' needs • Models digital literacy and ethical use of digital tools for students and peers
Standard 8: Instructional Strategies	<input type="text"/>	
<ul style="list-style-type: none"> • Varies instructional strategies to engage learners 		

Reinforcement / Refinement:

Field Supervisor Signature:

Field Supervisor Name:

Candidate Signature (or email):

Field Supervisor Email:

Appendix D



1140 19th Street, NW | Suite 400 Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 8, 2019

Dr. Diann Huber President iteachU.S.
101 N. Elm Suite 100
Denton, TX 76201

Dear Dr. Huber:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The at iteachU.S. is granted **Accreditation** at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Diann Huber
Dr. Timothy Miller, Texas Education Agency

Appendix E



Teacher Licensure

Intent to Hire

Candidate Name:		GPA:	
SSN:	xxx-xx-xxx	Degree:	

Verification of Eligibility for Hire: Upon admission to the iteachVIRGINIA alternative certification preparation program, a candidate in good standing seeking certification through the Virginia Department of Education approved alternative certification program will use this form to verify eligibility for internship.

1. Pass Praxis II subject area exam.
 - a. Evidence: Copy of passing scores for exam(s) in licensure area.

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Certification Requirements:

1. Teach for one full semester successfully.
 - a. Evidence: Signature from Campus Administrator and iteachVIRGINIA Supervisor/Observer verifying "one successful semester of teaching"
2. Complete courses towards licensure.
 - a. Evidence: Completion of all instructional coursework.
3. Pass Praxis Principles of Learning exam.
 - a. Evidence: Copy of passing scores.

Following information to be completed by hiring school/district:

School Information

School:		Principal:	
Address:		Phone:	
City:		Email:	
Zip:			

District Information

School District:		District Number:	
Address:		City / ZIP:	
H/R Contact:		H/R Email:	

H/R Phone:		H/R Fax:	
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Verification of Field Experience

Beginning Date of Teaching Contract			Ending Date of Teaching Contract			Grade(s) Teaching		Subject Teaching
MM	DD	YY	MM	DD	YY	Lowest	Highest	
Name and Title of Superintendent or Authorized Representative				Date: MM/DD/YY		Telephone		Signature

Appendix F

5700 Reflection

Second Semester: Reflection 2 Impact on Student Learning

This reflection is based on the Impact on Student Learning activity that is introduced in course 5300. It is based upon the emerging movement of national pre-professional licensure assessments. iteach believes that successful performance on this reflection will be of great benefit to you as your progress in your career.

This will be the most extensive reflection you will submit this year. It will involve several parts and should be saved as a Word or word-processing document and uploaded to instructNET upon completion. Your work must score Proficient in all 16 categories noted on the rubric to pass this assignment. Submissions earning less than proficient in any category will be returned with supervisor feedback to implement in the subsequent submission(s). We look forward to reviewing your best work.

The reflection will include three sections:

5. Knowledge of Students
6. Lesson Plan
7. Analysis of Teaching Effectiveness

Section 1: Knowledge of Students

An in-depth knowledge of your students is critical to effective teaching. Reflect on your students by identifying students' pre-existing knowledge and other factors (e.g. special needs, giftedness, other modifications, student diversity) that will impact how your students learn. This section should include:

- detailed demographics of your class (if you teach more than one class period choose only one class period for this Reflection)
- subgroups (e.g. English language learners, gifted students, students with a common learning disability like dyslexia) of your students and their related learning needs,
- personal, cultural and community strengths of your students and how you will utilize the strengths to meet the diverse needs of your students.

Use specific, factual evidence about students to support your written reflections and eliminate any assumptions or stereotyping.

Section 2: Lesson Plan

Select a lesson plan you have used for the group of students described in part one. The lesson should involve a formative and summative assessment that may be quantitatively measured.

Provide the lesson plan in full.

Whether you use the lesson plan template included in TEPC 5300 or a district lesson plan template, the plan must include:

- State-adopted standards
- Lesson objectives associated with the standard
- Learning theory or theories that you will incorporate into the lesson and why
- Instructional strategies and learning tasks
- Instructional resources and materials, including technology
- Assessment plan for the lesson (formative and summative)
- You should also include a description of the academic language your students will need in order to succeed in this lesson. Academic language will include:
 - key vocabulary in your subject field that your students need to understand for the lesson
 - words that describe what you are asking them to do (e.g. What does it mean to “compare” and “contrast” two ideas? What does it mean to “solve for x”?)
 - words that describe an important structure or idea in your discipline (e.g. What is an “if-then” statement?)
 - Identify at least two examples of academic language that you will use in your lesson, and how you will assess student comprehension of this language, as part of the overall lesson.

In the event your district requires a prescribed lesson plan, it will be your responsibility to identify how you modified the lesson to address the needs of your students, including special populations accommodations and supplementary activities. You will also need to add any of the additional elements NOT included in the district template, e.g. add a section about supporting learning theories or add a section about academic language as needed.

Section 3: Analyzing Teaching Effectiveness

Based on the knowledge of students described in section 1 and the implementation of the lesson plan in provided in section 2, provide a written reflection of what was successful in your instruction and how students responded to your instructions. Provide specific examples of students’ reactions and input. Did you respond immediately to this feedback by modifying your plan in class? If so, what did you modify and why? If not, what could you change (based on students’ responses) when you deliver this lesson in the future?

Questions to be addressed in this reflection are as follows:

- What varieties of assessment strategies or methods did you use?

- How and why were these strategies selected?
- How did your assessment(s) align with your learning objectives and instructional goals?
- Did the summative assessment measure a variety of objectives?
- Were the assessment tasks appropriate for students' abilities and developmental levels?
- What criteria were applied to judge or evaluate student progress?

Now, review your students' performance on the summative assessment. Create a spreadsheet that shows (in a FERPA-compliant way) how your students performed. Now, select at least two student subgroups. This could be male v. female performance, gifted students v. the general class, or performance of ESL students and performance of students with learning disabilities. In your spreadsheet, show how the performance of each subgroup compares to the whole—e.g. Whole group average grade: 87.5 percent, ELL group average grade, 83.4 percent.

Now, add to your written reflection to answer these final two questions:

- What might account for the differences in performance between student groups?
- What could you do differently to ensure all students have equal opportunity to master the material?

Include your spreadsheet analyzing student performance with the reflection.

Considerations for Small Sample Sizes or Unique Teaching Placements

iteach believes that every teacher, regardless of content area, should be able to plan, implement, and assess instruction. Therefore, candidates whose teaching placements do NOT allow them to disaggregate student performance data due to a small sample size should note on their reflection that the sample size of the lesson was not large enough to allow for analysis. Instead, candidates should provide a discussion of the students' mastery of assessed material and name what additional supports or modifications were used or could be used to ensure that the student(s) master learning objectives for the lesson.

If you have any further questions about this reflection assignment, please contact your field supervisor.

Administrator Survey

Classroom Environment - To what extent did the educator preparation program prepare this beginning teacher to:

1. To what extent was this beginning teacher prepared to effectively implement discipline management procedures?
2. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?
4. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?
5. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

Instruction - To what extent did the educator preparation program prepare this beginning teacher to:

6. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?
9. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?
10. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g., instructor, facilitator, audience)?

11. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?

Students with Disabilities - To what extent did the educator preparation program prepare this beginning teacher to:

12. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?
13. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
14. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
15. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?
16. To what extent was this beginning teacher prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP?
17. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?
18. To what extent was this beginning teacher prepared to collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Limited English Proficient Students - To what extent did the educator preparation program prepare this beginning teacher to:

19. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?
20. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?
21. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

22. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?

23. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?

Technology Integration - To what extent did the educator preparation program prepare this beginning teacher to:

Use Technology with Data - To what extent did the educator preparation program prepare this beginning teacher to:

24. To what extent was this beginning teacher prepared to use technology to make learning more active and engaging for students?

25. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

26. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for students?

27. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?

28. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?

29. To what extent was this beginning teacher prepared to teach students developmentally appropriate technology skills?

Criterion

30. To what extent was this beginning teacher prepared to use technology to document student learning to determine when an intervention is necessary and appropriate?

31. To what extent was this beginning teacher prepared to use available technology to collect and manage formative assessment data to guide instruction?

32. What is your overall evaluation of how well the educator preparation program prepared this teacher?

33. How would you rate this teacher's influence on student achievement?

(Scale of 1 – 10; 1 = unacceptable, 10 = exceptional)

Appendix H

iteachU.S Exit Survey Questions

1. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?
 - Yes
 - No

2. The area in which your current teaching assignment is located is best described as (choose one):
 - Rural
 - Suburban/urban fringe
 - Urban
 - Other (please specify)

3. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

4. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared

- Not at all prepared
5. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
6. To what extent were you prepared to build and maintain positive rapport with students?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
7. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
8. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

9. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
10. To what extent were you prepared to use the results of formative assessment data to guide instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
11. To what extent were you prepared to engage and motivate students through learner-centered instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
12. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

13. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

14. To what extent were you prepared to set clear learning goals and align instruction with standards-based content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

15. To what extent were you trained to know and apply the content knowledge standards for your area of certification?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

16. To what extent were you prepared to apply pedagogical content knowledge (PCK) for the purpose of facilitating student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

17. To what extent were you prepared to provide quality and timely feedback to students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

18. Did you have students with disabilities in your classroom?

A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

- Yes
- No

19. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

20. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

21. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

22. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

23. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

24. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

25. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

26. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English.

- Yes
- No

27. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

28. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

29. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

30. To what extent were you prepared to support LEP-ELL students in mastering curricular standards?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

31. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

32. To what extent were you prepared to use technology available on the campus to integrate curriculum standards and technology applications standards to support student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

33. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

34. To what extent were you prepared to teach students developmentally appropriate technology skills?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

35. To what extent were you prepared to use technology to make learning more active and engaging for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

36. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

37. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

38. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

39. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

40. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

41. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

42. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

43. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

44. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

45. To what extent did your Field Supervisor hold an interactive conference with you after each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

46. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

47. Did you ever communicate with your Field Supervisor by email, text, or telephone call?

- Yes
- No

48. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

49. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?

- Always/Almost Always

- Frequently
- Occasionally
- Rarely

50. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

51. To what extent did your Field supervisor ask you for ways he/she can support you?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

52. The Field Supervisor FORMALLY observed me teaching a minimum of three times.

- Yes
- No

53. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.

- Yes
- No

54. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.

VIRGINIA BOARD OF EDUCATION

PROPOSED

GUIDELINES FOR ALTERNATE

ROUTES TO LICENSURE IN

RESPONSE TO HOUSE BILL 2486 OF

THE 2019 VIRGINIA GENERAL

ASSEMBLY

December 20, 2019

**GUIDELINES FOR ALTERNATE ROUTES TO LICENSURE IN
RESPONSE TO HOUSE BILL 2486
OF THE 2019 VIRGINIA GENERAL ASSEMBLY**

Education preparation providers must be certified or approved. Career Switcher Program Providers must be certified by the Virginia Department of Education in accordance with the *Licensure Regulations for School Personnel*; alternate programs for professional studies are approved by the Superintendent of Public Instruction; and school boards or an organization sponsored by a school board may petition the Board of Education for approval of an alternate route to licensure.

Individuals seeking initial licensure are subject to Board of Education regulations and statutory requirements for licensure. With the exception of the alternate provisional route for the Technical Professional License in certain specialized career and technical education endorsement areas, individuals must hold a bachelor's degree from a regionally accredited college or university. Board of Education requirements, including applicable assessments, are required. Individuals seeking an endorsement in career and technical education are required to complete an industry credential for initial licensure.

A school board or any organization sponsored by a school board may petition the Board for approval of an alternate route. School divisions are encouraged to collaborate together on an alternate route to licensure.



A school board or an organization sponsored by a school board must submit an application for program review and approval to the Board of Education. The Department of Education will coordinate the review of the programs. Programs may be approved by the Virginia Board of Education initially for a three-year period and subsequently renewed for a seven-year period, with annual reports required as requested by the Department of Education.

The approval period for the alternate route to licensure will end if a school board discontinues the sponsorship of an approved organization. The school board must notify the Virginia Board of Education immediately in writing of a program's discontinuance, including information on the individuals who are in the process of completing the program and the plan and timeline on how the teachers will complete the alternate education preparation program.

The school board petition must include the following:

APPLICATION

Part I: APPLICATION COVER PAGE

School Board	Organization Sponsored by a School Board
<ul style="list-style-type: none"> • Name of School Board\County Public Schools: Lynchburg City Schools • Program Contact: Sherry D Sheppard, Chief Human Resources Officer • Address: 915 Court Street, Lynchburg, VA 24505-2497 (PO Box 2497) • Phone Number: 434-515-5057 (direct line) • Email Address : sheppardsd@lcsedu.net <p style="text-align: center;">Signature of School Board Chair</p> <div style="text-align: center;">  </div> <hr style="width: 80%; margin: 0 auto;"/> <p style="text-align: center;">Dr. Atul Gupta, Chair</p>	<ul style="list-style-type: none"> • Name of Organization iteach • Program Contact Diann Huber, Ed.D. • Address P.O. Box 1626 Denton, TX 76202 • Phone Number 940-383-8100 • Email Address adminVA@iteach.net • Signature of School Board Chair and Organization Official <div style="text-align: center;">  </div> <p style="text-align: center;">Andrew Rozell</p>

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

- **Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants.**

Program

In response to the identified need for classroom teachers in the state of Virginia, iteachU.S. requests approval as an educator preparation program. iteachVIRGINIA will play a vital role in Virginia's education reform efforts to ensure each child has the opportunity to learn from a well-prepared, highly effective, diversified, and certified teacher.

iteachU.S. is a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. Dr. Diann Huber founded iteachTEXAS in 2003 to help talented people become teachers while avoiding the high costs and time commitments of some traditional educator preparation programs.

The model she created was so successful at preparing great educators on a large scale that the program grew into iteachU.S. in 2007. iteachTEXAS was approved by SBEC in 2006 to offer principal certification. In 2010 the Board of Elementary and Secondary Education in Louisiana approved iteachLOUISIANA to offer an alternative route to teacher certification. Today, iteachU.S. serves Texas, Louisiana, Hawaii, Nevada, Tennessee, Florida, and the District of Columbia, offering approved certification programs in each state as well as large districts such as Clark County in Nevada and Shelby County in Tennessee. In 2012, iteachU.S. earned accreditation by the National Council for Accreditation of Teacher Education (NCATE). iteachU.S. is the first and only non-university educator preparation program to achieve this distinction.

Vision

The vision of iteachU.S. is to develop premier educators to positively impact growth of self and students.

Mission

The mission of iteachU.S. is to be a trusted partner committed to providing joy of learning, positively impacting student achievement, and preparing educators for a lifetime of success.

Delivery Model

The iteachVIRGINIA distance learning curriculum imparts adult learning principles to promote better engagement with specific content and overall course understanding. This philosophy aligns with the thought that for the distance learner, the tool of technology is transparent, as the learner maintains focus on the instructional content.

iteachVIRGINIA proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteachU.S., the program’s parent organization, successfully piloted in Texas more than two decades ago. The success of iteachU.S. can be attributed to the fluid combination of highly effective personnel, focused pedagogical curricula, supportive classroom mentoring, and outstanding service to school districts.

With the market for technological teaching devices growing exponentially, the behavioral patterns of our targeted audience are dramatically changing. Once limited to the classroom, education is now increasingly happening online. Trends indicate that a strong internet presence will become an absolute necessity to meet the rapidly growing need for certified teachers. iteachU.S. is a technologically advanced organization, structured to provide rapid, accurate, and comprehensive service. Key features include asynchronous online instruction and continuous admissions, which enable both districts and candidates to fill vacant positions as needs arise throughout a given school year. The technology of iteachU.S. was created, designed and is continuously developed internally to meet the needs of all stakeholders. The effectiveness of the iteach technological system is unparalleled in the field of education.

Target areas of endorsement identified by the district are:

Visual Art	PreK–12
Science – Biology	6-12

Business Education	6-12
Science – Chemistry	6-12
Computer Science	6-12
Science – Earth and Space	6–12
Elementary	PreK–6
English	5-12
English as a Second English	PreK–12
Family and Consumer Science	PreK–12
Foreign Language – French	PreK–12
Foreign Language – Spanish	PreK–12
History and Social Studies	6–12
Marketing	6–12
Mathematics	6–12
Middle School Math	6–8
Middle School Science	6–8
Middle School English	6–8
Middle School History/Social Studies	6–8
Music – Instrumental	PreK–12
Music – Vocal	PreK–12
Physical Education and Health	PreK–12
Science – Physics	6–12
Special Education Adapted Curriculum	K–12
Special Education General Curriculum	K–12
Technology Education	6–12
Theatre	PreK–12
Trades and Industry	9–12

Sustainability of the program

iteachU.S. is a taxpaying entity that was designed to offer a route to educator certification that would remove financial barriers for individuals with a desire to enter the teaching profession.

To ensure that iteachU.S. extends its mission to all individuals who have the dispositions and desire to teach, iteach offers a certification program that is unique in the industry. As a private entity, candidates in the iteachU.S. program do not qualify for federal financial assistance; therefore, candidates pay a minimal amount of the program fees upfront. They pay an initial upfront fee of \$250 and defer the remainder of program costs (\$2,800) interest-free until they are hired as teachers, at which time their monthly payment plan begins for the balance of program fees. The total cost of the program is \$3,050. In the event that the

candidate decides not to travel the road to certification, or the candidate does not obtain a field experience placement, no additional fees are due.

Any initial overhead costs will be borne by iteachU.S. which has been financially solvent since the day of initial Texas approval in 2003 and has not had a need for any district, state, or federally sponsored funding.

Resources available to candidates

Test Preparation: Each candidate enrolled in the iteachVIRGINIA program will be provided with enrollment in a test preparation program. This test prep and review program provides study and review material for the Praxis II exam. If a candidate is struggling in passing a test, they may request a remediation plan from the test preparation provider.

Video Library: iteachVIRGINIA candidates will also have complete access to an extensive video library depicting excellent teaching in diverse school settings, offered via the program's partnership with Teaching Channel. Candidates are enrolled in Teaching Channel once enrolled in the iteach program.

Each item on the Classroom Appraisal and Report Evaluation form, CARE, (Appendix C) has also been aligned to numerous videos from Teaching Channel. A crosswalk of video resources is provided to Supervisors/Classroom Observers and candidates, allowing candidates to look up or Supervisors/Classroom Observers to recommend videos of actual classroom teachers demonstrating the desired professional skill. This provides a modeling resource upon which candidates can base their growth, particularly for candidates working in lower-performing schools who may have inconsistent or limited access to exceptional teaching on their own campus.

Financial Support: The Payment Plan offered to program candidates defers the majority of the \$3,050 program fees, interest free, until the candidate is in the two-semester residency at which time the outstanding program fees are paid over a 9-to-10-month period.

• Justify the need for the alternate route program.

- Over the last three years, LCS has experienced an increasing vacancy rate and a decreasing qualified employment pool.
- Our long-term substitutes have served critical roles in our classrooms and provided valuable service. Many have indicated that they do not have the funds or the extended time to commit to a traditional teacher preparation program.
- Research shows that high teacher turnover negatively impacts student achievement, particularly for students in low-income families. iteach will help us have a consistent professional in the classroom.

The immediate educational objectives of iteachVIRGINIA, a certification program grounded in sound educational pedagogy and established national standards, are:

Increase the Pool of Diversified, Highly Effective Teachers

The average newly hired teacher remains in the classroom less than five years (Alexandria Neason, The Hechinger Report, July 18, 2014, <http://hechingerreport.org/half-teachers-leave-job-five-years-heres/>). The number of Virginia teachers retiring in the next five years will tremendously impact classrooms across the state.

Individuals with degrees in high-needs areas, such as math and science, do not want to return to the traditional university setting to seek teacher certification. Additional routes to certification supplement the number of teachers prepared through traditional preparation programs as well as provide an avenue for a more diversified candidate pool.

Increase Teacher Retention

Research indicates that teachers who remain in the classroom and community for three years are more likely to remain in the teaching profession.

Increase Affordability of Certification

Career changers can complete iteachVIRGINIA instructional coursework while currently employed without a loss of salary or benefits, and the majority of iteachVIRGINIA program fees are paid *after* the candidate is hired and over the course of the first year in the classroom.

- **Describe the capacity to deliver the program, including faculty/instructors' qualifications and the background and expertise of the program provider.**

iteach maintains a pool of vetted, highly qualified course instructors. All meet the following minimum qualifications:

- At least 3 years successful teaching experience (where available, measures of success may include students' standardized exam performance, value added data, etc.)
- Hold current teacher certification with an administrator certificate preferred
- Hold at least a Master's degree
- Knowledge and skills in digital learning

Based upon enrollment trends in Virginia upon program approval, instructors will be designated from the existing instructor pool or new instructors will be recruited. Preference will be given to qualified instructors holding Virginia certification and with extensive experience in Virginia schools.

- **Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration; however, the content area of the program must be reviewed by the**

Virginia Department of Education to ensure alignment with Virginia standards and competencies.

To assure stakeholders and the general public that iteach has met national standards and has undergone rigorous external review, iteach was initially accredited by the National Council for the Accreditation of Education Preparation (NCATE) in 2009. iteach has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), the accrediting body historically reserved for higher education, since 2019.

The CAEP accreditation letter is found in Appendix D.

- **Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school divisions.**

Recruitment

iteachVIRGINIA will recruit individuals with a passion for teaching Virginia's students. Proposed recruitment activities include meetings with district Human Resource personnel to explain program components and advantages of iteachVIRGINIA. iteachVIRGINIA will participate in district job fairs to recruit prospective teachers. Based on the experience of iteachU.S. in other states, the majority of candidates are recruited via word of mouth. Often, such referrals occur via the local district when individuals interested in teaching who contact local schools to inquire about employment opportunities or attend job fairs hosted by the district; therefore, iteach seeks to maximize the existing recruitment channels in partnership with districts.

iteachU.S. has also found that working with districts to understand local student demographics and to recruit locally based teachers has the added advantage of yielding a more diversified candidate pool, reflective of the students in the local classroom. This practice concurs with recent research indicating that teachers work in schools a median distance of 13 miles from where the teachers themselves attended 10th grade (Reininger cited in Fishman, 2017). iteachU.S. believes in empowering community members to become teachers, which bolsters teacher retention and provides a teacher workforce that is more representative of the local community.

Alternative routes to certification also have the unique potential of recruiting qualified people of color into the teaching profession and improving the ratio of minority teachers relative to the overall candidate pool. The program aligns with the constructivist philosophy that the dual development of the learner and the community are essential to high quality learning. This development is best attained through social interaction and self-expression (Lowenfield, 1970). Vygotsky's zone of proximal development theory suggests that children learn from interacting with their surroundings and peers. The importance of the development of a community that engages learners is another consideration of the social construction of knowledge. According to Tyle, Steves, and Uqday, (Cultural Bias in Teaching, 2009), learners who perceived a classroom to be challenging and free of bias have been shown to learn more than students who feel threatened.

For these reasons, iteachU.S. has made the recruitment and training of a diverse teacher pool a priority since its inception. In addition to providing a faculty from diverse backgrounds, the program's curricula ardently address the importance of respecting multiculturalism. Candidate placements in diverse settings emphasize the importance of sensitivity to diverse exceptionalities, religion, gender, ethnic, and socioeconomic populations. iteachVIRGINIA will uphold the same standard of diversity throughout the candidate recruitment, coursework, and field experience program components.

Screening and Selection

The admissions process by which an individual is selected to participate in iteachVIRGINIA is quite rigorous. An applicant who desires to participate in the application process must meet the requirements for a certification area, along with basic program admissions requirements. Therefore, only outstanding applicants will be admitted to the program.

Basic program admissions requirements for iteachVIRGINIA will be posted on the program's website, so that all program requirements are clearly disseminated and equally applied.

The basic program requirements are:

- Bachelor's degree from a regionally accredited institution of higher education
- Successful review of candidate, which includes all written correspondence and oral communication with iteachVIRGINIA personnel.
- Previous Testing: Any previously passed test or tests do not guarantee admission for any certification areas without first meeting the program standard for certification content areas as noted on the Certification Area Requirements page of the iteachVIRGINIA website and in compliance with the Virginia registration requirements.
- **Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process.**
 - At the division level, we will look at observation and evaluation metrics (planning, instructional delivery, classroom management, etc)
 - At the division level, periodic or random participant surveys, pre and post (measure their self-reflective competencies before the program began and after completing the program)
 - At the division level, we will collect a sampling of culture/climate data from students (5th and up), parents, and staff
 - At the school board level, we will measure retention rates for participants
 - At the school board level, we will do a cost-analysis and return on investment (how much money did we save through lowering turnover) as appropriate metric data becomes available.

The iteach program will be evaluated for effectiveness at the school division and school board levels through a variety of means. These assessments will measure teachers' learning through evaluative instruments derived from the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Standards include:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Participant Completion Rate & Satisfaction

Both participant completion and satisfaction will be considered in the evaluation of the program. Surveys of both participants and school administrators will be conducted to determine the satisfaction with the program. Participants will be surveyed on their satisfaction with the overall logistics of the program, the learning expectations, their success with the learning outcomes, and their overall beliefs about their preparedness through the program. The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for program participants is set as the minimum.

Division Level Satisfaction

School level administrators will be surveyed to determine their satisfaction with the growth and learning of the teachers who are participating in the program.

The number of participants who successfully complete the iteach program will be considered as a factor for determining program efficacy. An 80% completion rate for the program, participants is set as the minimum.

Board Review

A compilation of summary results will be provided to the partnering district on an annual basis for review. The summary results, along with survey data and observational data, will be shared with the Superintendent. Additionally, data will be shared with the School Board each semester.

Part III: CONTENT AND PROFESSIONAL STUDIES

- **Describe the requirements, including content and expected outcomes, of the program.**

The iteachVIRGINIA program curriculum will be presented through an introductory course, six instructional courses, and two semester Residency fully online courses each equivalent to three semester credits per course or 21 hours of graduate level instructional coursework offered at institutions of higher education. The curriculum master syllabus is attached in Appendix A. The instructional teacher preparation courses are as follows:

- TCVA 5000 – Professional Learning and the Path to Certification
- TCVA 5100 – Learning Environments
- TCVA 5200 – Learner Development
- TCVA 5300 – Planning Instruction and Assessment
- TCVA 5400 – Literacy, 21st Century Instruction and Pedagogical Content Knowledge
- TCVA 5500 – Learner Differences and Curricular Adaptation for Special Needs Students
- TCVA 5600 – Diverse Student Populations, English Language Learners, and Bilingual Students
- TCVA 5700 – Field Experience
- TCVA 9002 – Teaching Elementary English Language Arts/Reading
- TCVA 9003 – Teaching Elementary Mathematics
- TCVA 9004 – Teaching Elementary Science
- TCVA 9005 – Teaching Elementary Social Studies

Additional courses will be offered in specific content areas for Elementary and Special Education.

All candidates seeking a Provisional license in Special Education must complete a three-hour course, TCVA 6600: Special Education Overview, prior to applying for the Provisional license. The curriculum master syllabus is attached in Appendix A. The additional courses are as follows:

- TCVA 6600 – Teaching Special Education
- TCVA 6601 – Special Education in the Community
- TCVA 6602 – Methods for Teaching Students with Sever and Profound Disabilities
- TCVA 6603 – Transition Planning for Students with Disabilities

The iteachU.S. curriculum is designed to purposefully support the candidate’s ability to display the dispositions of a highly effective educator. While participating in the iteach U.S. certification program, all teacher candidates must demonstrate the following professional behaviors/dispositions.

- Candidate acknowledges that all students can learn
- Candidate develops strategies to seek students’ views to understand their prior knowledge
- Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual’s cultural background and exceptionalities
- Candidate commits to continuous reflection of instruction and assessment
- Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in students
- Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Candidate communicates instructional material effectively in order to involve the students in

problem solving, to assist students in “seeing” and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning

The heart of an individual is integral to the success of the candidate. iteachVIRGINIA candidates must demonstrate professional dispositions with students, colleagues, and communities. iteachU.S. has developed a pre-screening instrument completed at the time of admission, intrueVIEW, to identify program’s targeted dispositions described above, which are supported by research as being integral to the success of a candidate (Giovannelli, 2003). At the completion of the program, the teacher candidate’s dispositions are addressed on the CARE form (Appendix C).

IntrueVIEW and CARE assessments evaluate the teacher candidate’s ability to display and incorporate the program’s identified professional dispositions as outlined above. Candidates who do not consistently demonstrate the identified dispositions may be put on a Growth Plan or counseled out of the teaching profession at the discretion of the Director of iteachVIRGINIA. On this basis, iteachVIRGINIA expects that candidates consistently will demonstrate the identified dispositions in the pre-screening instrument, and the CARE evaluation form.

As a result of rigorous pedagogical training, coupled with support to cultivate the dispositions of effective educators, iteachVIRGINIA expects to prepare candidates who are well-equipped to serve in the state’s classrooms and further, to satisfy the requirements for state licensure.

- **Describe how the program is aligned and addresses Board of Education requirements, including the following:**
 - Virginia Board of Education competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

iteachVIRGINIA’s alignment with the proposed content areas for approval is included in the Appendix B.

- Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”:
 - Critical thinking.
 - Creative thinking.
 - Communication.
 - Collaboration; and
 - Citizenship.

The teacher’s ability to develop the Five C’s are addressed throughout the seven instructional courses and then demonstrated in the display and development of the 10 identified dispositions which are assessed at the application to the program and again at the completion of the program.

Prior to candidate admission, the iteachVIRGINIA will use a pre-screening instrument, intrueVIEW, to identify the program’s targeted dispositions. These dispositions are supported by research as being integral to the success of a candidate (Giovannelli, 2003).

- Critical thinking: Candidate incorporates questioning strategies aimed to develop higher-order thinking skills in student
- Creative Thinking: Candidate develops methodology which ensures learners are not passive, but active in all aspects
- Communication: Candidate develops strategies to seek students' views in order to understand their prior knowledge • Collaboration: Candidate communicates instructional material effectively in order to involve the students in problem solving, to assist students in "seeing" and thinking, to provide a concrete basis for abstract concepts, and to assist in collaborative group learning
- Citizenship: Candidate employs a classroom discipline plan to ensure a democratic classroom environment with respect for the individual's cultural background and exceptionalities

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom.

[Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full time teaching experience in the employing public school or a teacher residency may be accepted.

- **Describe the period of the field/clinical experiences and how candidates will be supervised.**

Teacher of Record - A teacher candidate may begin the search for a paid, full-time teaching position as soon as he/she is accepted into the iteachVIRGINIA program and fulfills the initial program requirements or completion of the first two instructional courses and passes the Praxis II content test in the area of hire. Special Education teachers will be required to complete TCVA 6003. Candidates will secure their own teaching position through the district or school application/interview process. It is anticipated that the majority of the candidates will be hired in schools that yield many diversified classrooms in which the candidates are placed. The classroom placement for the candidates is determined by the campus administrator. iteachU.S. requires each hired candidate to submit a completed Intent to Hire form (Appendix E) signed by a representative of the hiring school district, to confirm the offer of employment. iteachU.S. office personnel verify the placement after receiving the completed Intent to Hire.

By placing candidates in Residency through the interview process, iteachVIRGINIA will provide partnering schools a significant degree of input in Residency placements.

- **Provide plans to assist any identified weaknesses.**

In rare instances, and in spite of ample, actionable feedback and documentation, a candidate may not be deemed successful in his or her field experience. In these cases, after review by the program director, the candidate may be placed on a growth plan jointly developed by iteachVIRGINIA and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and

be eligible to complete another field experience, if needed. During the growth plan field experience, the school may assign the candidate a new Field Supervisor/Classroom Observer. If at any point in the field experience, the Field Supervisor or Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the program director is notified. An observation by a director or his designee is scheduled within the week. Then, based on the director's observation and in consultation with the campus administration, the candidate is either placed on a revised growth plan or counseled out of the program.

Interventions will vary based on the cause for concern. For example, a candidate who is struggling with lesson planning during coursework may be asked to refer back to concepts foundational to lesson planning, such as writing learning objectives. Alternately, a candidate who is struggling to serve a specific student population, such as ELLs, during the field experience might be referred back to his or her course materials or assigned to observe a master teacher with significant experience in this area. Other remediation strategies might include completion of additional learning activities, in-class professional development and coaching, and additional observations by the Field Supervisor/Classroom Observer as needed. Obviously, resources needed for remediation will vary based on the recommended course of improvement but may include purchasing additional professional resources or study materials, access to a master teacher's classroom, or additional time and coaching from the Field Supervisor/Observer and campus administrator. iteachVIRGINIA will work with the candidate and field experience school (if applicable) to minimize the burden to candidates requiring remediation.

If after completing the remediations recommended through the process above, a candidate still does not demonstrate the knowledge, skills, and dispositions of an effective beginning teacher, the field experience will be considered unsuccessful, and the candidate will have the option to complete a second year of field experience on a growth plan jointly developed by the program and the campus administrator (at the discretion of the program director and the employing school). In addition to repeating the observations and reflection activities of the field experience, the growth plan will also include a course of remediation strategies described above to address the candidate's identified deficiencies.

For assessment related challenges a candidate might face, iteachVIRGINIA will enroll all candidates in a test preparation program. This test prep and review program provides study and review material for certification test required in Virginia. If a candidate is struggling in passing a test, they will reach out to the preparation provider for a remediation plan.

- **Describe the support provided to the teachers (mentors, coaches, induction programs, etc.).**

- Section enhanced with District Input**

- Participants will be assigned a mentor and perhaps participate in a cohort-based learning group
 - Instructional coaches in building will work with participants to target pedagogy
 - Behavioral coaches in buildings will work with participants to target classroom management and engagement
 - Content specialists and supervisors will work with participants to target content knowledge and effective practices

iteachVIRGINIA will ensure that candidates develop proficiencies outlined in the program's conceptual framework, Virginia standards, and professional standards through field experiences.

As part of the candidate's Intent to Hire paperwork, the district will identify the candidate's Field Supervisor/Classroom Observer, who is responsible to support and provide feedback to the candidate for the duration of the Residency. With the initial contact from the Supervisor/Observer to the candidate, the relationship between the candidate and the Supervisor is established. The candidate knows that they may contact the Field Supervisor/Observer at any time with any and all concerns. The Supervisor/Classroom Observer then schedules the initial observation and will complete a minimum of three classroom observations of the candidate during the Residency.

A specific evaluation form has been designed by iteachU.S. to evaluate the teacher candidate on the identified proficiencies. Each field experience provides the candidate multiple opportunities in which to demonstrate mastery of the program, district, and national proficiencies. The Candidate Appraisal Report and Evaluation Form (CARE), aligned with program and national standards, has been designed by iteachU.S. to evaluate the field experience. District designated Classroom Observers visit the teacher candidates a minimum of three times during the Residency, accomplishing three evaluations using the CARE form.

The observation form will be provided to the iteach office upon completion of the successful field experience. The results of these forms will be entered into the learning management platform. The information that is entered (date, time, content area, evaluation of the phases of teaching that are aligned with the InTASC standards, and an overall rating) is then available to stakeholders.

Candidates also submit a self-reflection on one classroom observation conducted by the Supervisor/Classroom Observer. This leads the candidate to spend time on discerning good aspects of a lesson as well as how they could change to improve student learning.

Supervisor/Classroom Observers will be required to complete the final summative evaluation form in consultation with the mentor teacher, and/or other campus personal. The evaluation of the candidate is completed on carbonless triplicate forms so that the candidate and the appropriate campus administrator receives immediate feedback on the candidate's performance.

If at any point in the field experience, the Supervisor/Classroom Observer determines that the classroom might not be the appropriate career choice for the candidate, the State Director is notified. An observation by a director or designee is scheduled within the week. Then, based on the Director's observation and in consultation with the campus administration, the candidate is either placed on a growth plan or counseled out of the program.

A candidate whose internship is identified by the Supervisor/Classroom Observer and the Campus Administrator as being unsuccessful is placed on a growth plan developed by iteachU.S. and the campus administrator. The candidate must agree to comply with the growth plan to continue in the program and to be eligible for another internship placement. The teacher candidate must also complete another field experience. During the growth plan field experience, the candidate may be assigned a new Field Supervisor/Observer.

The Supervisor/Classroom Observer notifies the iteach office when visits and follow-up conversations with the candidate occur. This information is then available for review by the office personnel as well as district personnel.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

- **Describe the program's admission and exit criteria.**

To meet initial program admission requirements for iteachVIRGINIA, applicants must hold a Bachelor's degree from an accredited institution of higher education and demonstrate a 2.5 Grade Point Average on a 4.0 scale. Applicants must also complete intrueVIEW, a dispositions screening instrument.

All candidates in the iteachVIRGINIA will progress through the four identified transition points.

Transition Point I: Admission

- Bachelor's Degree from a regionally accredited institution
- Official transcripts with a date degree conferred
- Complete iteach application
- Complete intrueVIEW
- Complete Introduction course (5000)

Transition Point II: Enrolled

After completing Transition Point II, Enrolled, candidates may be awarded a one-year Provisional License. The Provisional license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. Candidates will apply for a Provisional license through the VDOE as soon as they are eligible.

Transition Point III: Residency

Transition Point III preparation begins during the first year of employment. During this year, a minimum of three observations will be provided to expand the intensive preparation requirements associated with instructional courses and topics. The Transition Point III - Residency (Field Experience) requirements must be completed during two consecutive semesters.

Additionally, during this phase of the program, Elementary hired candidates will be enrolled in methodology courses for English, Science, Mathematics, Social Studies, and Fine Arts/Physical Education.

During Transition III phase a trained observer will be assigned by the division to observe, mentor, and coach the hired candidate during the Residency year.

I. Admission	II. Enrolled	III. Residency (Field Experience)	IV. Program Completion
<ul style="list-style-type: none"> • 2.5 GPA overall or 2.5 GPA in last sixty hours; • Completion of intrueVIEW – an online entrance assessment; • Completion of Introductory Course (5000) 	<ul style="list-style-type: none"> • Complete Courses 5100-5200 • Praxis II test passed 	<ul style="list-style-type: none"> • Content Methods course for Elementary • CARE Observations • Reflections • Internship Observation Report Form 	<ul style="list-style-type: none"> • Residency Checklist • Program Requirements Met • Board of Education prescribed license requirements passed

Recommendation for a Ten-Year Renewable License

The holder of a Provisional License will be eligible to apply for a ten-year renewable license after the completion of the following:

- Successful completion of Transition Points, I, II, III and IV of the iteachVIRGINIA educator preparation
- Submission of a recommendation from the Virginia employing educational agency; and
- Recommendation of the administrator of educator preparation program.
- **Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach.**

The founding concept of iteachU.S. was to prepare individuals who have a heart’s desire to impact student learning to be reflective, highly effective educators. With this concept in mind, the assessment system was designed with multiple assessments, internal and external, at four transition points. At each transition point, candidates complete one or more common assessments. All candidates are required to successfully complete all assessments at each transition point at the mastery level prior to advancing to the next transition point.

An overview of the candidates progression in the iteach program can be reviewed in the following screenshot from an active candidate’s program homepage:

1 Applied 03/01/2020 ✓ <input checked="" type="checkbox"/> Official Undergraduate Transcripts <input checked="" type="checkbox"/> Complete TCTE 5000	2 Accepted ✓ <input checked="" type="checkbox"/> Acknowledge Letter of Agreement <input checked="" type="checkbox"/> Pay Enrollment Fee	3 Enrolled ✓ <input checked="" type="checkbox"/> Set up Payment Plan <input checked="" type="checkbox"/> Content Test Passed <input type="checkbox"/> Intent to Hire	4 Residency <input type="checkbox"/> Instructional Coursework Complete <input type="checkbox"/> Field Experience Complete <input checked="" type="checkbox"/> Paid in Full
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As the assessment system has been scrutinized by in-house and outside consultants, significant changes have been implemented to further ensure that the assessment system aligns with the program’s mission and identified professional dispositions, InTASC Model Core Teaching Standards, state standards, and professional standards. The collection of data and data transparency has been a foundational tenet of iteach.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards (for more information, please see the Master Syllabus, Appendix A, and CARE form, Appendix C.)

Since beginning the NCATE accreditation process over ten years ago, the importance of a strong assessment system has been revealed to the program’s administration and in turn shared with all stakeholders and participants. In the first phase of design, it was determined that candidates must demonstrate mastery at a specific Transition Point prior to being advanced to the next Transition Point. The second phase was to identify the specific assessments to be utilized at each transition point to monitor candidate and program effectiveness. The third phase focused on the development of a more sophisticated database for the purpose of efficiently collecting data and disseminating the data to candidates and stakeholders. The final phase in the creation of a detailed assessment system was to develop a process in the database for analysis of data to ensure the absence of bias, as well as defining procedures for ongoing consistency, accuracy, and fairness in data collection and analysis.

Through these refinements, an extensive system of internal assessments has been developed to assess the candidates’ knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

Currently iteach is in its fourth iteration of pedagogical and professional coursework, which is aligned to the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and supports the teacher’s growth in the six categories of Virginia’s standards. The progression of knowledge is scaffolded to lead a candidate from an overview of the teaching profession to a hands-on approach that is demonstrated and refined during the field experience.

Thus, the program is aligned to the eight categories of Virginia Standards for the Professional Practice of Teachers:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of/for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices •
- Performance Standard 7: Professionalism
- Performance Standard 8: Student Academic Progress

Course	Semester Credit Hour Equivalent	Instructional Segment	Sequence in Program	Standards for the Professional Practice of Teaching
TCVA 5000: Traveling the Road to Teacher Certification in VIRGINIA.	3	Classroom Readiness Training	First instructional course ideally, professional development completed prior to being eligible for initial licensure and employment. Includes field-based observation experiences.	Standard 1: Professional Knowledge Standard 7: Professionalism
TCVA 5100: Learning Environments	3	Classroom Readiness Training/ Methodology and Teaching	Second instructional course, professional development ideally completed prior to being eligible for initial licensure and employment.	Standard 5: Learning Environment
TCVA 5200: Learner Development	3	Knowledge of the Learner and Learning Environment	Third instructional course may be completed prior to initial licensure and employment or during employment on an initial license.	Standard 1: Professional Knowledge
TCVA 5300: Planning for Instruction and Assessment	3	Methodology and Teaching	Fourth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 2: Instructional Planning Standard 3: Instructional Delivery Standard 4: Assessment of and for Student Learning

TCVA 5400: Literacy, 21 st Century Instruction, and Pedagogical Content Knowledge	3	Knowledge of the Learner and Learning Environment	Fifth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5500: Learner Differences and Adaptation for Students with Disabilities	3	Methodology and Teaching	Sixth instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 1: Professional Knowledge Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice
TCVA 5600: Diverse Student Populations, English Language Learners and Bilingual Students	3	Knowledge of the Learner and Learning Environment	Seventh instructional course may be completed prior to issuance of an initial license and employment or during employment on an initial license.	Standard 4: Instructional Delivery Standard 6: Culturally Responsive Teaching and Equitable Practice Standard 7: Professionalism
TCVA 5700: Field Experience	900 contact hours	Residency	Separate from the instructional sequence. Candidates are enrolled in the field experience course upon securing employment on an Initial Credential.	Standard 8 - Student Academic Progress All Essential Practices and Elements should be demonstrated during Residency placement

The iteach coursework is aligned to national and state standards and is regularly reviewed to ensure that instruction provides candidates with needed professional and pedagogical knowledge.

From admission to completion, at each “gate” of transition, the candidates’ professional and pedagogical knowledge and skills are measured via one or more assessment instruments, which are all readily accessible via the program’s database. The curriculum of iteach is competency based, so a candidate is never progressed to the next course or phase of the program without first demonstrating competency on the current task, standard or concept.

Once the iteachVIRGINIA candidate completes his or her instructional coursework, he or she is encouraged to take Praxis II test as soon as possible. Together with the evaluation of the candidate’s field experience, through the CARE form, this assessment serves as a capstone measure of the candidate’s professional and pedagogical knowledge.

The initial assessment of content knowledge will be the program requirement that the candidate pass a Praxis II test in the area in which the candidate desires to seek certification.

iteach holds that the standards-aligned Praxis II content exam, combined with supportive pedagogical instruction and a field-based Residency evaluation, ensures that candidates develop necessary pedagogical content knowledge.

iteach has developed a highly interactive and scalable database that is housed on the Salesforce cloud platform. For any candidate assignment or assessment, including those focused on pedagogical content knowledge, candidate scores as well as qualitative instructor feedback on the assignment are recorded in Salesforce.

Since the inception of iteach in 2003, careful review and consideration has been given not only to the coursework but to the field experience placement to ensure that each candidate possesses and demonstrates the needed professional and pedagogical knowledge. iteachU.S. measures this knowledge via the CARE form (Appendix C).

During the residency phase of the program, the candidate is observed and assessed on his or her demonstrated pedagogical content knowledge. This evaluation is conveyed to candidate and campus administrator/district through the Candidate Appraisal Report and Evaluation form (CARE, Appendix C).

Candidates are evaluated using a CARE form a minimum of three times during the field experience. The Performance Dimensions of this form are based on the Interstate Teacher Assessment and Support Consortium’s (InTASC’s) Model Core Teaching Standards and include Content Knowledge and Application of Content.

iteachVIRGINIA will make training available to all district designated Field Supervisors/Observers to ensure consistency in evaluation. It is the objective of iteachVIRGINIA, as in other states, that

findings from an analysis of the data on the CARE form will reveal that the majority of candidates are performing at the Target level.

In addition to the CARE instrument, candidates are required to submit lesson plans as part of the reflection process in the Field Experience course, TCVA 5700; additionally, candidates are required to make a lesson plan available to the Field Supervisor/Classroom Observer during every classroom visit. These lesson plans will be reviewed by the Field Supervisor/Classroom Observer and their content is evaluated on the CARE form as applicable.

For each of these assessment points, data elements can be obtained and reviewed for a specific candidate cohort at any phase of the program. iteachVIRGINIA will evaluate candidates at key transition points to ensure acceptable progress toward, and ultimately demonstration of, professional and pedagogical knowledge.

- **Describe program evaluation.**

As a CAEP accredited institution, iteachU.S. is committed to regular, systematic data review for the purpose of monitoring and improving the programs it operates. iteachVIRGINIA will be no exception, as the program will regularly collect the following data:

- Impact on P-12 student learning for program completers: While iteachVIRGINIA incorporates a detailed activity/assignment into the iteach curriculum for program candidates that is reviewed annually by the iteachVIRGINIA leadership team. Additionally, if available through the Commonwealth, the data of Impact on P-12 Student Learning for program completers will be reviewed by the leadership team of iteachVIRGINIA on an annual basis at the end of each academic year using student growth scores for courses associated with the statewide, standardized assessment.

As a private EPP with a small in-house staff, the program encounters little bureaucracy, allowing for the program assessment system to be reviewed and refined on a continuous basis. Data analysis derived from the assessment system is reviewed on a monthly basis by the leadership team to determine program effectiveness. The candidate instructional and program evaluations are examined on a semester basis to discuss any needed program refinements. If the need for change is indicated, changes are promptly incorporated into the program's assessment system. Semester and annual data from end of course surveys, exit surveys, and administrator surveys are shared with the leadership team.

- Additionally, for candidates in their field experience year, iteachVIRGINIA will survey both candidates and principals relating to the preparedness of candidates to address the needs of diverse learners and the quality of the program. Data from this survey will be reviewed by the iteachVIRGINIA leadership team to ascertain effectiveness of our program in meeting the needs of the district. This yearly review will allow trend analysis and a needs assessment for

program continuous improvement. A Candidate Survey (Appendix H) will be posted in the learning management system for each candidate to complete upon completion of coursework and the Residency phase of the program. It will be a program requirement for each candidate to complete the Survey before being eligible to be recommended for state licensure. Therefore, the return rate for the candidate completer survey is expected to be 100%. An Employer Satisfaction Survey is emailed to the campus administrator of each completer. The survey has a requested return date of 3 weeks. In the event the survey is not returned in a timely manner, a follow up request is sent.

- Employer and candidate satisfaction surveys: Completer effectiveness data comes from the surveys by candidates and administrators. The data gathered from these assessments will be disaggregated and reviewed annually by the program and provide the information to evaluate the program in terms of progress made and improvements needed.
- Other data results under consideration by the program: At program completion, candidates are afforded an opportunity to provide feedback about the program. This survey is posted in instructNET for candidates two weeks prior to program completion. After each cohort completes the program, data is downloaded and disaggregated by each licensure area. The program employs Salesforce to provide downloadable reports that can be disaggregated for ease of review. The results are reviewed by the presidents and directors and shared with stakeholders
- **Provide indicators of teacher effectiveness, including impact of the completers on PreK12 learning.**

iteachVIRGINIA has implemented multiple measures, including targeted curricular assignments and field experience activities, that develop candidates' ability to assess student learning and incorporate assessment data into instructional planning. Instruction and assessment are directly addressed in TCVA 5300: Planning for Instruction and Assessment. Candidates begin by writing objectives based on state-specific education standards, then preparing a lesson plan for their content area, and developing an assessment, with rubric to assess the effectiveness of instruction.

Additionally, the culminating assessment activity for each candidate is the Impact on Student Learning Reflection (Appendix F), which is introduced in TCVA 5300: Planning for Instruction and Assessment and later becomes a required activity during the Residency, in TCVA 5700: Field Experience. Therefore, each candidate obtains background knowledge of the assessment, but the assessment is not completed until the candidate is teaching in the classroom. Once the candidate completes the assessment and submits it for grading, the Field Supervisor (who is the course instructor for TCVA 5700) reviews, grades, and provides feedback to the candidate.

All candidates must demonstrate proficiency in the formative and summative assessment of student learning, using assessment in instruction and to develop meaningful learning experiences.

The Impact on Student Learning assessment is designed to allow the candidate to demonstrate the ability to modify and improve instruction based upon assessment results. Emphasis is given to varied and appropriate assessment strategies and the effective alignment of assessment with instructional objectives and goals.

Criteria and outcomes for this program requirement are annually reviewed and the assignment is revised accordingly. During this candidate assessment, he or she must:

- consider and describe student demographics and characteristics
- plan a lesson aligned to specific educational objectives, aligned to content standards
- conduct formative and summative assessment as part of the lesson
- teach the lesson
- analyze student performance on the summative assessment, and
- provide a written reflection on student performance, considering instructional alternatives that would improve learning outcomes for any identified deficiencies in student mastery of learning objectives

This assessment measures the candidate's ability to assess student understanding and learning. Therefore, this assessment specifically focuses on ways to ensure that teacher candidates use multiple strategies, including listening to and understanding the ways students think about the content to access students' knowledge.

Data regarding candidate performance on the Impact on Student Learning assessment will be housed in the Salesforce database, and it is the objective of iteachVIRGINIA that program candidates consistently demonstrate the ability to impact positively student learning.

- **Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation.**

It is critical to program success that iteach receive and utilize feedback from our completers as well as employers. As previously noted, iteachVIRGINIA will conduct follow-up surveys of candidates and employers, including questions designed to determine the candidate's preparation in professional and pedagogical knowledge.

iteach will require that all candidates complete an Exit Survey (Appendix H) upon completion of the Residency and prior to receiving licensure recommendation. With this as a program requirement, a 100% return is expected. The survey includes questions about the candidates' sense of preparedness on various dimensions of professional and pedagogical knowledge.

Similarly, the Administrator Survey (Appendix G), distributed to all the supervising administrator of all iteachVIRGINIA candidates at the conclusion of the field experience, includes questions about the

candidate's professional and pedagogical readiness for the classroom, including the candidate's pedagogical content knowledge. This data is reviewed annually to guide the program's curricular development, Field Supervisor training, and other dimensions of the program to ensure the effectiveness of the educational unit.

The Exit Survey results will be summarized prior to dissemination to stakeholders. The exit survey includes questions about the candidates' self-evaluation of preparedness in content and pedagogical content knowledge.

In other approved states, iteach also receives much unsolicited feedback from teacher candidates as well as principals on the overall effectiveness of the program as well as specific areas of noteworthiness. iteachU.S. holds that feedback of this nature is a true picture of the candidate's perception of the program. Additionally, iteachU.S. continues to receive notes from administrators attesting to the quality of candidates in the program. This feedback is anticipated to continue in iteachVIRGINIA.

Additionally, each supervising campus administrator for an iteachVIRGINIA candidate will be asked to complete an Administrator Survey (Appendix G) at the conclusion of the Residency that contains specific questions relating to the candidate's pedagogical content knowledge during their time as teacher of record.

The results of the candidate and employer surveys will be reviewed by management, instructors and Supervisors/Observers. Additionally, the survey results will be used to guide future program improvement and development.

Part VI: PROGRAM REVIEW AND APPROVAL

- Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

Appendix

Appendix A	Master Syllabus
Appendix B	Curriculum Alignment
Appendix C	Classroom Appraisal and Report Evaluation (CARE)
Appendix D	Accreditation Letter
Appendix E	Intent to Hire form
Appendix F	Impact on Student Learning
Appendix G	Administrator Survey
Appendix H	Candidate Exit Survey



Master Syllabus

Purpose of Program Courses

The purpose of the iteach course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.

As a secondary purpose, this instruction is designed to help new teachers to develop needed competencies to succeed on state-mandated pedagogical exams.

Required Instructional Courses:

Course 5000	The Road to Certification - An Overview of Teaching
Course 5100	Learning Environments
Course 5200	Learner Development
Course 5300	Planning for Instruction and Assessment
Course 5400	Literacy, 21st Century Instruction, Pedagogical Content Knowledge
Course 5500	Learner Differences and Adaptations for Students with Disabilities
Course 5600	Diverse Populations, English Learners, Bilingual Learners

Required Additional Text

Learners in course 5600 are required to obtain and read one book:

- Hollie, S. (2011). Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Education.

Format

The program consists of self-paced, asynchronous online courses. There will be no face-to-face meetings during the courses.

Each course is focused primarily on conveying and assessing knowledge and skills via a web-based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for a current or future classroom.

Technologies Required

Learners need:

- access to broadband Internet-enabled computer with
- either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for these courses); and
- the ability to play Flash video.

Guiding Learning Theory

The primary theory underlying the courses is radical constructivism, as described by von Glasersfeld (1984). Like other kinds of constructivism, this theory posits that knowledge must be actively made (constructed), and that “knowing is...a search for fitting ways of behaving and thinking” (von Glasersfeld, 1984). Learners in the courses will strive to make knowledge that fits with the learning expectations for each course as described in this document.

Each course will also provide a series of projects designed to help the learner construct knowledge about the course content. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Solomon (2003) and others.

The course sequence assumes little to no prior background knowledge about the field of teaching on the part of the learner, however, professional skills including graduate-level reading, writing, and analytical skills are expected, because completion of a bachelor’s degree is a prerequisite for program admission.

Grading Policy

Each course includes required reading and learning activities, assignments, and/or quizzes that allow the learner to demonstrate that he or she has mastered the content of that section. Quizzes are auto-graded. All quizzes, except the summative quiz in Course 5000, must be completed with a score of 80% or better. Because the material in Course 5000 is so critical to program success, each candidate must earn a score of 100% on that assessment before progressing to the next course, Course 5100.

Assignments: Emerging/Proficient demonstration of mastery is evident by a minimum score that varies by assignment. All assignment submissions are scored according to the assignment’s rubric and returned with instructor feedback and comments regardless of the score. Once an assignment is passed, resubmissions are not accepted. Rather, constructive feedback on how the assignment could have been improved may be generally applied to subsequent assignments.

Scores that represent less than the minimum criteria will be reviewed by the course instructor and returned with comments that should be addressed and implemented before submitting subsequent attempts for review. Three attempts to meet minimum criteria on assignments are auto-generated. Although likely less, instructors are permitted 3-4 days to grade and return assignments.

The learner must earn a course average score of “1.5” (representing Emerging+ competency) or better in order to progress into the next course. Because this is a competency-based program, the learner will not be able to move on to the next course until he or she successfully completes the course in which he or she is currently enrolled. Once a course is passed, progression into the next course updates overnight.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher’s role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher’s role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher’s role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).

0	Unsatisfactory	Characterized by: <ul style="list-style-type: none">• The work does not respond to the activity prompt.• The work shows little to no consideration for the teacher's role in the learning process.• The work has many grammatical and/or spelling errors (4 or more).
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Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the courses and improve subsequent course designs.

iteach Course 5100: Learning Environments

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the power of positive relationships to create a collaborative community of learners
- understand the relationship between high teacher expectations for student performance and scaffolding support.
- develop an understanding of characteristics of an exemplary teacher and personalize this development through the creation of a why and visionary statement, as well as a welcome letter;
- compare and contrast different classroom management protocols and thus, know and be able to express their philosophies of classroom management;
- be able to design a safe and collaborative classroom space plan;
- be 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); and
- recognize the importance of communicating clear classroom expectations to students and parents and have a written document that conveys this structure in a welcoming way.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>3: The teacher will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Layout and Procedures Quiz ● Behavior Management ● Comparison & Class rules ● Classroom Management quiz ● FERPA Procedures ● Welcome letter
<p>3(a) The teacher will collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<ul style="list-style-type: none"> ● Why and Visionary Statement ● Behavior Management ● Comparison & Class rules ● Welcome letter ● Ethics Training
<p>3(d) The teacher will manage the learning environment to engage learners actively.</p>	<ul style="list-style-type: none"> ● First Day Quiz ● Behavior Management ● Comparison & Class rules ● FERPA Procedures
<p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>	<ul style="list-style-type: none"> ● Welcome Letter ● Classroom Management Quiz ● Behavior Management ● Comparison & Class rules
<p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>	<ul style="list-style-type: none"> ● Pre-planning quiz ● FERPA Procedures Assignment ● Ethics Training Quiz

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five modules:

- **Module 1: Pre-Planning**
- **Module 2: Classroom Management**
- **Module 3: Classroom Layout and Procedures**
- **Module 4: Preparing for the First Day**
- **Module 5: Legal and Ethical Issues**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 9 hours. The course sequence is:

Module	Assignments and Quizzes
1. Pre-Planning	<ul style="list-style-type: none"> • Pre-Planning Quiz • Teacher Why and Visionary Statement
2. Classroom Management	<ul style="list-style-type: none"> • Classroom Management Quiz • Behavior Management Comparison and Class Rules • Assignment
3. Classroom Layout and Procedures	<ul style="list-style-type: none"> • Layout and Procedures Quiz
4. Preparing for the First Day	<ul style="list-style-type: none"> • First Day Quiz
5. Legal and Ethical Issues	<ul style="list-style-type: none"> • Ethics Training Quiz • FERPA Procedures Assignment
5. Cumulative Activity	<ul style="list-style-type: none"> • Cumulative Assignment: Welcome Letter
5. End of Course	<ul style="list-style-type: none"> • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

In this course there are 5 auto-graded quizzes, 4 rubric graded assignments, and 1 survey.

Grading Policy

Assignment or Assessment	Grading Details
Pre-Planning Quiz	Must score 80% or better
Teacher Why and Visionary Statement	Must score 5 points or more
Classroom Management Quiz	Must score 80% or better

Behavior Management and Class Assignment	Must score 6 points or more
Layout and Procedures Quiz	Must score 80% or better
First Day Quiz	Must score 80% or better
Ethics Training Quiz	Must score 80% or better
FERPA Procedures Assignment	Must score 6 points or more
Cumulative Assignment: Letter to Parents	Must score 6 points or more
End of Course Survey	Completion. No score criteria.

iteach Course 5200: Learner Development

Purpose of Course

The purpose of this instruction is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self-efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- know and be able to describe the normal physical, cognitive, and social/emotional development of school-aged learners;
- know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism);
- understand the 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 through the creation an informal assessment tool for learning readiness;
- have developed a personal philosophy of teaching that incorporates major theories and demonstrates the value of the individual learner's development in the learning process, and
- distinguish the various levels of Bloom's taxonomy and be able to describe what learning looks like at each level.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	<ul style="list-style-type: none">● Learner Development Quiz

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. The teacher will know and be able to explain major influential theories of learning (Behaviorism, Cognitivism, Constructivism).	<ul style="list-style-type: none"> ● Educational Philosophy Quiz ● Culminating Course Project: Educational Theory & Philosophy
1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into four sections:

- **Module 1: Stages of Learner Development**
- **Module 2: Educational Philosophy and Learning Theories**
- **Module 3: Factors Impacting Learning**
- **Module 4: Higher-Order Thinking and Bloom's Taxonomy**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 11 and 12 hours. Therefore, the course timeline is as follows:

Module	Assignments and Quizzes
1. Stages of Learner Development	<ul style="list-style-type: none"> ● Learner Development Quiz

2. Educational Philosophy and Learning Theories	<ul style="list-style-type: none"> ● Educational Philosophy Quiz
3. Factors Impacting Learning	<ul style="list-style-type: none"> ● Factors Impacting Learning Quiz ● Learning Indicators Assignment
4. Higher-Order Thinking and Bloom's Taxonomy	<ul style="list-style-type: none"> ● Higher-Order Thinking Quiz ● Bloom's Taxonomy Assignment ● Culminating Course Project: Educational Theory and Philosophy Essay ● End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Learner Development Quiz	13 out of 17 points
Educational Philosophy Quiz	6 out of 8 points
Factors Impacting Learning Quiz	5 out of 6 points
Learning Indicators Assignment	Minimum points: 5 points
Higher Order Thinking Quiz	Must score 80% or better
Bloom's Taxonomy Assignment	Must score 11 points or better
Culminating Course Project: Educational Theory and Philosophy End of Course Survey	Must score 6 points or better Completion. Unscored.

iteach Course 5300: Planning for Instruction and Assessment

Purpose of Course

The purpose of this instruction is to help pre-service and early service 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; and write their own learning objectives and lesson plans. This instruction will also equip pre-service and early service teachers to understand the role and limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- write lesson objectives;
- design a lesson plan;
- recite research-based effective instructional practices;
- conduct a fair and helpful formative assessment;
- conduct a fair and valid summative assessment; and
- apply assessment results toward refinement and reteaching of lesson objectives.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
7.0 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none">● Writing Instructional Objectives Assignment● High Yield Strategies Quiz● Planning Instruction Quiz● Lesson Plan Assignment

<p>7.1 The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Formative & Summative Assessment Assignment ● Assessment and Data Analysis Quiz
<p>7.3 The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.</p>	<ul style="list-style-type: none"> ● Lesson Plan Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.0 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.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.1 The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan

<p>6.2 The teacher uses assessment to engage learners in their own growth.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</p>	<ul style="list-style-type: none"> ● Assessment and Data Analysis Quiz ● Formative & Summative Assessment Assignment ● Evaluation Quiz ● Standardized Testing Assignment ● Summative Assignment: Lesson Plan & Assessment Plan
<p>8.0 The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
<p>8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment

<p>8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment ● High Yield Strategies Quiz ● Planning Instruction Quiz ● Lesson Plan Assignment
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Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into eight sections:

- **Module 1: Lesson Planning and Writing Objectives**
- **Module 2: Lesson Planning and the Lesson Cycle**
- **Module 3: Instructional Approaches**
- **Module 4: Overview of Assessment**
- **Module 5: Standardized Tests**
- **Module 6: Classroom Assessments (Formative and Summative)**
- **Module 7: Evaluation**
- **Module 8: Using Assessment Results-Planning, Feedback, and Reporting**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 5 and 6 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Overview of Lesson Planning and Writing Objectives	<ul style="list-style-type: none"> ● Writing Instructional Objectives Assignment
2. Lesson Cycles	

3. Instructional Structures and Strategies	<ul style="list-style-type: none"> • High Yield Strategies Quiz • Planning Instruction Quiz • Lesson Plan Assignment
4. Overview of Assessment	
5. Standardized Testing	<ul style="list-style-type: none"> • Standardized Testing Assignment
6. Classroom Assessments (Formative and Summative)	<ul style="list-style-type: none"> • Formative & Summative Assessment Assignment
7. Evaluation	<ul style="list-style-type: none"> • Evaluation Quiz
8. Using Assessment Results-Planning, Feedback, and Reporting	<ul style="list-style-type: none"> • Assessment and Data Analysis Quiz
8. Cumulative	<ul style="list-style-type: none"> • Summative Assignment: Lesson Plan & Assessment Plan • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Analyzing Objectives Learning Activity	Unscored
Writing Instructional Objectives Assignment	Minimum Score: 6 points
High Yield Strategies Quiz	3 out of 4 points
Planning Instruction Quiz	8 out of 11 points
Lesson Plan Assignment	Minimum Score: 11 points
Standardized Testing Assignment	Minimum Score: 5 points
Formative & Summative Assessment Assignment	Minimum Score: 5 points
Evaluation Quiz	4 out of 5 points
Assessment and Data Analysis Quiz	80%

Summative Assignment: Lesson Plan & Assessment Plan	Minimum Score: 9 points
End of Course Survey	Unscored

iteach Course 5400: Literacy, 21st Century Instruction, and Pedagogical Content Knowledge

Purpose

The purpose of this instruction is to help pre-service and early service teachers develop the 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems--that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the building blocks of literacy;
- distinguish between various approaches to literacy instruction (phonics and whole language);
- appreciate the critical role of literacy in each of the core content areas and know strategies to cultivate literacy in specific content areas and grade levels;
- understand the advantages and drawbacks of technology in the classroom and harness technology effectively to bolster instruction;
- describe the value of interdisciplinary instruction and recognize which disciplines integrate most closely with their content area of certification, and
- be able to identify and select content-appropriate instructional strategies.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
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<p>4.0 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● Selection of Class Technology Tool Assignment ● Engagement & Differentiation Quiz
<p>4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Literacy Instructional Strategies Assignment
<p>4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ● Pedagogical Content Knowledge Assignment ● Engagement & Differentiation Quiz
<p>5.0 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Pedagogical Content Knowledge Assignment ● ISTE Standards Reflection
<p>5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<ul style="list-style-type: none"> ● Interdisciplinary Lesson Plan Assignment ● Class Technology Initiative Assignment ● ISTE Standards Reflection
<p>8.0 The teacher implements and engages learners in developing literacy and communication skills that support learning in the content area(s).</p>	<ul style="list-style-type: none"> ● Building Blocks of Literacy Quiz ● Literacy Instructional Strategies Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into five sections:

- **Module 1: Building Blocks of Literacy for K-6**
- **Module 2: Literacy in the 7-12 Classroom**
- **Module 3: Technology**
- **Module 4: Interdisciplinary Instruction**
- **Module 5: Pedagogical Content Knowledge**

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 9 hours. Therefore, the course timeline is as follows:

Module	Assignments and Assessments
1. Building Blocks of Literacy for K-6	<ul style="list-style-type: none"> • Building Blocks of Literacy Quiz
2. Literacy in the 7-12 Classroom	<ul style="list-style-type: none"> • Literacy Instructional Strategies Assignment
3. Technology	<ul style="list-style-type: none"> • Class Technology Tool Assignment • ISTE Standards for Students: Reflection
4. Interdisciplinary Instruction	<ul style="list-style-type: none"> • Interdisciplinary Lesson Plan Assignment
5. Pedagogical Content Knowledge	<ul style="list-style-type: none"> • Engagement and Differentiation Quiz • Pedagogical Content Knowledge Assignment
Cumulative Assignment	<ul style="list-style-type: none"> • Cumulative Course Project: Class Technology Initiative Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
Building Blocks of Literacy Quiz	Must score 80% or better
Literacy Instructional Strategies Assignment	Minimum Score: 6 points
Class Technology Tool Assignment	Minimum Score: 6 points
ISTE Standards for Students: Reflection	Minimum Score: 5 points
Interdisciplinary Lesson Plan Assignment	Minimum Score: 13 points
Engagement and Differentiation Quiz	Must score 80% or better
Pedagogical Content Knowledge Assignment	Minimum Score: 6 points
Cumulative Course Project: Class Technology Initiative Assignment	Minimum Score: 6 points
End of Course Survey	Unscored

iteach Course 5500: Learner Differences and Adaptation for Students with Disabilities

Purpose of this Course

The purpose of this instruction is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.

As a secondary purpose, 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).

Learning Expectations

At the conclusion of this course, the standards of the Council for Exceptional Children (CEC) will have been addressed:

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Practice
- Standard 7: Collaboration

Further, it is expected that learners will:

- describe the requirements of federal law for accommodating students with disabilities and learning differences in schools;
- 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 be in need of an IEP;
- understand options for accommodating learners who have an IEP in place; and
- recognize and serve the learning needs of gifted students in the mainstream classroom.
- create lesson plans that implement accommodations and modifications.
- complete Dyslexia Training

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Preparing for the IEP Meeting Assignment ● Instructional Modifications & Accommodations Assignment ● Lesson Plan with Modifications/Accommodations
1 The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Dyslexia Training & Certificate ● Instructional Modifications for Gifted Students Assignment
Progressions 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.	<ul style="list-style-type: none"> ● Special Education & Drug Abuse Quiz ● Instructional Modifications & Accommodations Assignment ● Instructional Modifications for Gifted Students Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into six sections:

- Module 1: Special Education Laws and Protected Groups
- Module 2: Response to Intervention and the Individualized Education Program
- Module 3: Recognizing and Accommodating Students with a Range of Special Needs
- Module 4: Strategies Make a Difference in the Classroom
- Module 5: Professional Learning and Collaboration Module 6. Gifted Students

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring between 7 and 8 hours. Therefore, the course timeline is as follows:

Module	Quizzes and Assignments
1. Special Education Laws and Protected Groups	<ul style="list-style-type: none"> • Special Education & Drug Abuse Prevention Quiz
2. Response to Intervention and the Individualized Education Program	<ul style="list-style-type: none"> • Preparing for an IEP Meeting Assignment
3. Recognizing and Accommodating Students with a Range of Special Needs	<ul style="list-style-type: none"> • Instructional Modifications and Accommodations Assignment • Dyslexia Training and Certificate
4. Strategies Make a Difference in the Classroom	(Cumulative)
5. Professional Learning and Collaboration	(Cumulative)
6. Gifted Students	<ul style="list-style-type: none"> • Instructional Modifications for Gifted Students Assignment
6. Cumulative Assignment	<ul style="list-style-type: none"> • Lesson Plan with Modifications/Accommodations Assignment • End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Quiz or Assignment	Grading Score Minimum Criteria
<ul style="list-style-type: none"> • Special Education & Drug Abuse Prevention Quiz 	Must score 80% or better
<ul style="list-style-type: none"> • Preparing for the IEP Meeting 	Minimum of 8 points
<ul style="list-style-type: none"> • Instructional Modifications and Accommodations Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> • Dyslexia Training and Certificate 	Certificate of Completion

<ul style="list-style-type: none"> • Instructional Modifications for Gifted Students Assignment 	Minimum of 9 points
<ul style="list-style-type: none"> • Lesson Plan with Modifications/Accommodations Assignment 	Minimum of 8 points
<ul style="list-style-type: none"> • End of Course Survey 	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5600: Diverse Student Populations, English Language Learners and Bilingual Students

Purpose of this Course

Teachers enrolled in this course will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).

Additional Required Materials

In addition to the technology required for all courses in the iteach program, this course requires additional outside reading material.

Candidates are required to obtain:

Hollie, S. (2011). *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- Read and implement knowledge and strategies from the course text into assignments.
- appreciate the value and challenges of cultural differences in the classroom;
- understand and know how to implement Culturally and Linguistically Responsive Teaching and Learning in the classroom and in learning experiences
- understand the teacher's responsibility to ELs; and the supports local districts provide for services
- support simultaneous language acquisition and content learning for ELs.
- learn how best to support LGBTQ students

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

VIRGINIA DEPARTMENT OF EDUCATION

State Mandated Teacher Trainings

Virginia candidates are required to complete four state mandated trainings to seek initial licensure. The completion certificates for these trainings will be uploaded in an assignment in module 3, at the end of this course.

General information may be located here: <https://doe.virginia.gov/teaching/licensure/>

All trainings are included via the web addresses below except the Emergency First Aid, CPT & AED training. The Virginia DOE suggests using approved training provided by the American Heart Association or the American Red Cross to meet this requirement.

Child Abuse and Recognition Training

https://doe.virginia.gov/teaching/licensure/child_abuse_training.shtml

Emergency First Aid, CPR & AED

https://doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml

Dyslexia Awareness Training Module

<https://doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>

Behavior Intervention and Support Training <https://cieesodu.org/initiatives/restraint-and-seclusion/>

Cultural Competency Training (Effective July 1, 2023) <https://culturalcpd.emediava.org/>

At the end of this course:

Objectives	Evidence
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none">● CLR Quiz● CLR Lesson Plan● Book Report Assignment● Serving LGBTQ Students Assignment● Theory of Teaching Essay Assignment

<p>Progression for Standards 1 & 2: 1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Accommodations for ELLs Assignment ● ELL Training Assignment ● Theory of Teaching Essay Assignment
<p>Progression for Standards 1 & 2: 2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● Book Report Assignment ● Referral Process and Meeting ELLs' Needs Assignment ● Serving LGBTQ Students Assignment ● Accommodations for ELLs Assignment ● Theory of Teaching Essay Assignment

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

As an asynchronous, self-paced course, this instruction will not be organized by weeks, but instead, will be divided into three sections:

- **Module 1:** Culturally Responsive Teaching and Learning
- **Module 2:** Bilingual and ESL Program Models and Introduction to Teaching English Learners
- **Module 3:** Emerging Issues

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring 15 hours. In this course, there are 2 quizzes and 6 assignments. The course sequence is as follows:

Module	Quizzes and Assignments
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1. Culturally & Linguistically Responsive (CLR) Teaching and Learning	<ul style="list-style-type: none"> ● CLR Quiz ● CLR Lesson Plan ● CLR Book Report & Reflection
2. Bilingual & ESL Program Models & Introduction to Teaching Strategies for Second Language Learners	<ul style="list-style-type: none"> ● ELL Training Assignment ● Referral Process and Meeting English Learner's Needs Assignment ● Teaching English Learners Quiz ● Accommodations for English Learners Assignment
3. Emerging Issues	<ul style="list-style-type: none"> ● Serving LGBTQ Students Assignment
Cumulative	<ul style="list-style-type: none"> ● Theory of Teaching Essay Assignment ● Trainings & End of Course Survey

Notice there are no due dates. This course is self-paced. However, all learning activities, quizzes, assignments, and survey(s) for each course in the iteach sequence must be complete before learners will be able to progress to the next course.

Grading Policy

Assignment or Assessment	Grading Score Minimum Criteria
CLR Quiz	Minimum Criteria: At least 80%
CLR Lesson Plan	Minimum of 9 points
CLR Book Report & Reflection	Minimum of 8 points
ELL Training Assignment	Minimum of 5 points
Referral Process and Meeting English Learner's Needs	Minimum of 5 points
Teaching English Learners Quiz	Minimum Criteria: At least 80%
Accommodations for English Learners Assignment	Minimum of 8 points
Serving LGBTQ Students Assignment	Minimum of 8 points
Theory of Teaching Essay Assignment	Minimum of 9 points
Trainings & End of Course Survey	Completion

Minimum points on a rubric graded assignment are set to align with Emerging / Proficient, competency.

Rubric Scale		
3	Exemplary	Characterized by: <ul style="list-style-type: none"> • Extraordinary initiative in completing the learning activity • The work fully responds to all parts of the activity prompt. • The work is thoughtful and shows exceptional insight into the teacher's role in the learning process. • The work is grammatically correct and carefully proofread (0-1 error).
2	Proficient	Characterized by: <ul style="list-style-type: none"> • The work fully responds to all parts of the activity prompt. • The work shows insight into the teacher's role in the learning process. • The work is grammatically correct and proofread (no more than 2 errors).
1	Emerging	Characterized by: <ul style="list-style-type: none"> • The work responds to the activity prompt. • The work gives consideration to the teacher's role in the learning process. • The work is mostly grammatically correct and proofread (no more than 3 errors).
0	Unsatisfactory	Characterized by: <ul style="list-style-type: none"> • The work does not respond to the activity prompt. • The work shows little to no consideration for the teacher's role in the learning process. • The work has many grammatical and/or spelling errors (4 or more).

iteach Course 5700: Field Experience

Purpose of Course

The purpose of this course is for the teacher to apply knowledge and skills in a 4 semester credit hour (minimum of 560 classroom hours of field based experience) residency course. During this field based experience, theoretical approaches, screening/identification, educational placement considerations will be addressed.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- demonstrate dispositions of highly effective teacher.
- reflect on their own strengths and growth opportunities with regard to these dispositions.
- demonstrate the highest standards of ethical behavior;
- work as an effective team member, including understanding horizontal and vertical alignment and the role of school team in alignment of curriculum;
- display effective classroom teaching • cultivate a reflective teaching practice.

Goals and Objectives

Learning goals and objectives for this course are based on the Interstate Teacher Assessment and Support Consortium (inTASC) Learning Progressions for Educators (used with permission).

At the end of this course:

Objectives	Evidence
1.0 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Observation by Field Supervisor Reflection Impact on Student Learning Reflection CARE Form
1.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Observation by Field Supervisor Reflection CARE Form

1.2 The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Impact on Student Learning Reflection CARE Form
1.3 The teacher incorporates content knowledge in the delivery of course content	CARE Form
1.4 The teacher demonstrates the ability to implement curricular modifications and strategies into instruction.	Impact on Student Learning Reflection CARE Form

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Sequence of Instruction

In this field-based course, candidates will have the opportunity to demonstrate mastery of learning objectives of this course at different times during the Residency placement, depending on the individual placement. Therefore, to ensure progress toward mastery, candidates will be observed and evaluated on progress toward these objectives using a classroom Appraisal Report and Evaluation (CARE) form a minimum of three times during the Residency period (minimum of 30 weeks or 900 contact hours). Additionally, candidates will be required to complete two Reflections on their Residency placement; they are intended to be completed sequentially.

Reflection 1: Observation by Field Supervisor

Reflection 2: Impact on Student Learning Reflection

Grading Policy

Assignment or Evaluation	Grading Details
Observation by Field Supervisor Reflection	1-4 scale
Impact on Student Learning Reflection	1-4 scale
CARE Form (minimum 3)	1-4 scale

Time spent with students is precious and does not provide opportunities for retakes. Therefore, as the culminating experience of the iteach program, assignments in this course may not be resubmitted. The candidate's score on each assigned reflection, as well as his or her performance during each CARE evaluation in the classroom, will be considered holistically in evaluating the candidate's Residency experience as

“Successful” or “Unsuccessful.” Candidates should aim to earn scores of “3— Proficient” and “4— Exemplary” on all assignments, but the candidate’s professional improvement during the Residency period will also be considered.

Sources

Council of Chief State School Officers (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. Washington, DC: Author.

Solomon, G, (2003). Project-based learning: A primer. *Technology and Learning*, 23(6), 20-30. Retrieved from <http://libproxy.library.unt.edu:2055/docview/212095605>

Von Glasersfeld, E. (1984). An introduction to radical constructivism. In Watzlawick, P. (ed). *The invented reality*. (pp. 17-40). New York, NY: Norton

iteach Course 6600: Teaching Special Education

Purpose of Course

The purpose of this instruction is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Learners will also be required to complete a series of online assignments and assessments, in addition to face-to-face evaluation via the Content Specific Classroom Assessment Report and Evaluation form (CCARE), during the program Residency.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Guiding Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to

make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Learning Expectations

At the conclusion of this course, it is expected that learners will:

- understand the federal guidelines for special education students
- understand the Response to Intervention (RTI) and the role of the Campus and Special Education teacher
- understand special education eligibility and how it will affect the learning process
- understand and analyze special education law and role of school community, special education, general education and families
- understand all types of special education populations and how each affect the school community
- understand and analyze the process and the impact on the school community for special education students to engage their learning experience in the least restrictive environment

Goals and Objectives

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Outline Essay Due Process Definitions Mini Assessments

<p>1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>	<p>Case Studies Outline Essay Mini Assessments Outline</p>
<p>2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p>	<p>Case Studies Mini Assessments</p>
<p>2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p>	<p>Case Studies Mini Assessments</p>
<p>3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</p>	<p>Essay Topic Mini Assessments</p>
<p>4.1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p>	<p>Case Study Essay Topic Outline Mini Assessments</p>
<p>5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.</p>	<p>Case Study Essay Outline Mini Assessments</p>
<p>6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</p>	<p>Case Studies</p>

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- **Module 1:** Federal Governance
- **Module 2:** Response to Intervention
- **Module 3:** Eligibility
- **Module 4:** Special Education Law
- **Module 5:** Special Populations
- **Module 6:** Least Restrictive Environment

Although instruction is self-paced, it is intended to be equivalent to approximately 45 seat/contact hours, with each section of study requiring approximately 7-8 hours. Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Federal Governance	Case Study Essay Topic
2. Response to Intervention	Mini Assessment
3. Eligibility	Case Study Outline
4. Special Education Law	Case Study Due Process Definitions
5. Special Population	Case Study Essay Topic
6. Least Restrictive Environment	Case Study Mini Assessment

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Because the best measure of a teachers occurs in the classroom, the Content Specific Classroom Assessment Report and Evaluation form (CCARE), completed by the Field Supervisor during the candidate’s Residency, is also used by the program to evaluate applied knowledge learned during this course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section. This sections may also include other optional learning activities. All assignments must be completed with a

score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Assignment or Assessment	Grading Details
Essay on Changing Sp. Ed. Law	1-3 scale; minimum score “1”
Mini Assessment on RTI	Must score 80% or better
Outline of Sp. Ed. Eligibility	1-3 scale; minimum score “1”
Definitions for Due Process	1-3 scale; minimum score “1”
Essay about Special Populations	1-3 scale; minimum score “1”
Mini Assessment on Least Restrictive Env.	Must score 80% or better
Case Study Examples	1-3 scale; minimum score “1”
All Course Assignments	At least minimum score

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

iteach U.S. Academic Integrity Policy

All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden. Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help:

<http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

iteach Course 6601: Special Education in the School Community

Purpose of Course

The purpose of this instruction is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.

Format

This is an asynchronous online course. Instruction will be self-paced, and there will be no face-to-face meetings during this course.

This course is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.

Technologies Required

Learners need:

- Access to broadband Internet-enabled computer
- Either the Mozilla Firefox or Google Chrome browser (Internet Explorer and Safari are not supported browsers for this course)
- Word-processing software
- The ability to play Flash video

Learning Expectations:

At the conclusion of this course, it is expected that learners will:

- understand the importance of PLAAFP's and how they drive a student's IEP.
- understand needs of students and how to properly create appropriate and measurable IEP goals.
- understand the importance and legal requirements for transition planning.

- understand the difference between accommodations and modifications and how to implement.
- understand all assisted technology and related services for special education students.
- understand all support services and teaching strategies for special education students.

Guided Learning Theory

The primary theory underlying this course is radical constructivism, as described by von Glasersfield (1984). Like other kinds of constructivism, this theory posts that knowledge must be actively made (constructed), and that “knowing is... a search for fitting ways of behaving and thinking” (von Glasersfield, 1984). Learners in this course will strive to make knowledge that fits with the learning expectations for the course as described in this document.

This course will also provide a series of projects designed to help the learners construct knowledge about establishing a positive learning environment for students with exceptionalities. To the extent possible these projects will use a Project-Based Learning approach, although the course format will make limited use of social learning typically found in “pure” PBL instructional design, as described by Soloman (2003) and others.

Goals and Objectives:

Learning goals and objectives are based from the Special Education Standards section of Council for Exceptional Children (CEC).

Objective	Evidence
1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Case Studies Scenarios Transition IEP Writing Essay Topic Lesson Planning

1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Case Studies Mini Assessments Scenarios Transition IEP Writing Essay Topic Lesson Planning
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Case Studies Mini Assessments Essay Topic Lesson Planning
3.1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
5.1. Beginning special education professionals consider individual abilities, interests, learning environments, and cultural linguistic factors in the selection development and adaptation of learning experiences for individuals with exceptionalities.	Case Studies Mini Assessments Essay Topic Lesson Planning
6.2. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Case Studies Mini Assessments Essay Topic Lesson Planning

Sequence of Instruction

As an asynchronous, self-paced course, this information will not be organized by weeks, but instead, will be divided into six modules:

- Module 1: Present Levels of Academic Achievement and Functional Performance
- Module 2: IEP Goal Writing

- Module 3: Transition
- Module 4: Accommodations/Modifications
- Module 5: Assistive Technology and Related Services
- Module 6: Special Education Support Services

Although instruction is self-paced, it is intended to be equivalent to approximately 36 seat/contact hours, with each section of study requiring approximately 6 hours.

Therefore, the course timeline is as follows:

Module	Learning Activities and Assessments
1. Present Levels of Academic Achievement and Functional Performance	Case Study PLAAFP Scenarios PLAAFP Writing
2. IEP Goal Writing	Case Study Mini Assessment
3. Transition	Case Study Transition Goal Writing Activity
4. Accommodations/Modifications	Case Study Assessment
5. Assistive Technology and Related Services	Case Study Essay
6. Special Education Support Services	Case Study Mini Assessment Lesson Planning

Notice there are no due dates. This course is self-paced. Learners earn a score of 80 or better on the course assessments, and a “1” or better on course assignments, in order to satisfactorily complete the course.

Grading Policy

This course includes reading and a learning activities or assessment that allow you to demonstrate that you have mastered the content of that section.

These sections may also include other optional learning activities. All assignments must be completed with a score of “1” or better, and assessments must be completed with a score of 80% or better, in order to successfully complete the course.

Grading Scale		
3	Exemplary	All tasks, sections and topics are completed with exemplary effort and grammatically correct (0 errors) that shows exceptional insight into the teacher's role in the learning process.
2	Proficient	All tasks, sections and topics are completed with insight and grammatically correct (no more than 2 errors) that shows proficient insight into teacher's role in the learning process.
1	Emerging	All tasks, sections and topics are completed and grammatically correct (no more than 4 errors) that shows consideration into the teacher's role in the learning process.
0	Unsatisfactory	With all Unsatisfactory work you will have to resubmit. All Sections are not covered. Work is insufficient and grammatically correct (more than 4 errors) and does not show understanding into the teacher's role in the learning process.

Accommodations

If you have a disability for which you require accommodations, please let the administrative office know. The program will be glad to work with you to find an appropriate accommodation.

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All work submitted for course completion should be your own. Assignments and portfolio artifacts are intended to be grounded in real-world teaching scenarios, e.g. lesson plan. Therefore, if you are currently in your field experience residency, you may submit work that you have previously created for your teaching position, provided that work is your own.

While the use of outside resources is encouraged, cheating and plagiarism is forbidden.

Cite your sources. Consequences of cheating, helping another to cheat by sharing work for duplication, or plagiarism may include an unsatisfactory score on the assignment, up to expulsion from the program. If you are not sure what plagiarism is, this resource may help: <http://www.plagiarism.org/plagiarism101/overview/>

As a future teacher, think about how you would want your students to behave when you administer a test. Apply this standard to your own behavior in this course.

Evaluation

At the conclusion of the iteach program, learners will have the opportunity to provide feedback via a course survey; this feedback will be used to evaluate the course and improve subsequent course designs.

In development stage:

TCVA6602: Methods for Teaching Students with Severe and Profound Disabilities

TCVA 6603: Transition Planning for Students with Disabilities

Curriculum Alignment

The alignment of the iteachVIRGINIA curriculum and the competencies of the elementary education and special education content areas are provided to illustrate that the candidates completing the Elementary education program, or the Special Education program demonstrate the identified state content area competencies.

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

Endorsement Competencies	Courses and Experiences
<i>PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements</i>	
<p>1. Human development and learning (birth through adolescence</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</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 TCVA 5200 and TCVA 5300, the teacher develops an understanding of effective learning environments, learning theory, human development, cultural diversity, and individual</p>

<p>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 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>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> <p>b. TCVA 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 TCVA 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</p>
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	<p>demonstrated in detailed unit and lesson planning.</p> <p>TCVA 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.</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>TCVA 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>2. Curriculum and instruction</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. 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 disciplinespecific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.</p>	<p>a.</p> <p>1. In TCVA 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 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>TCVA 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, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>In TCVA 5400, teachers are introduced to the</p>
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	<p>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>
<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 TCVA 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 TCVA 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 TCVA 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</p>

	<p>creating instructional modifications for gifted students. In addition, in TCVA 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 TCVA 6005, teachers examine their own culture 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. 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>4. In TCVA 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. 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 FourYear-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</p>	<p>5. TCVA 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</p>

	<p>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 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, (TCVA 5100) 2. Social and Emotional development, (TCVA 5100 & TCVA 5200) 3. Communication, Language and Literacy Development, (TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004) 4. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and 5. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600). In TCVA 5200, the teacher is introduced to normal physical, cognitive, and social/emotional development if school aged children beginning at age four.</p>
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<p>6. 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>7. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p>	<p>6. In TCVA 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 TCVA 5400 and TCVA 6004, the teacher examines best practices for 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> <ul style="list-style-type: none">a. Approaches to Play and Learning, (TCVA 5100, TCVA 5200, TCVA 5300, TCVA 5400, TCVA 5500, TCVA 5600 & TCVA 6004))b. Social and Emotional development, (TCVA 5100 & TCVA 5200)c. Communication, Language and Literacy Development, (TCVA 5400,
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<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>TCVA 5500, TCVA 5600 & TCVA 6004)</p> <p>d. Physical development (TCVA 5200, TCVA 5500, & TCVA 5600) and</p> <p>e. Cognitive development (TCVA 5200, TCVA 5300, TCVA 5500 & TCVA 5600).</p> <p>8. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <p>a. Child Abuse and Recognition Training</p> <p>b. Emergency First Aid, CPR & AED</p> <p>c. Dyslexia Awareness Training Module</p> <p>d. Behavior Intervention and Support Training</p>
<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>	<p>b.</p> <p>1. In TCVA 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</p>

	<p>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>TCVA 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 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>
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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>2. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 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 TCVA 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>TCVA 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 TCVA 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</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>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 c TCVA 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. TCVA 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>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>environments that enable each learner to meet high standards.</p> <p>TCVA 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. TCVA 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 TCVA 5100, the teachers engage in designing a safe and collaborative classroom based on research.</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</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>complete a project design of their classroom plan.</p>
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<p>4. Assessment of and for learning</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 and help students understand their own progress and growth shall be included.</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 TCVA 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 TCVA 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, to monitor learner progress, and to guide the teacher's and</p>
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- 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.

learner’s decision making. The teacher uses assessment feedback to engage learners in their own growth and goal setting.

- c. TCVA 5300 offers a thorough 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 TCVA 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.

In the Field Experience TCVA 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

<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>the data derived from the analysis. The teacher must provide an analysis and feedback based on demographics and ethnicity of students.</p> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>5. Foundations of education and the teaching profession</p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention 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.</p>	<p>a. iteach holds that every classroom teacher should be versed in the history of the American education system.</p> <p>In TCVA 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. TCVA 5500 teaches the requirements of federal law for accommodating students with disabilities and learning differences in 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 TCVA 5600 the teacher will conduct research on the legal landscape and</p>
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<p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>determine the legal ramifications of the teaching profession.</p> <p>c. TCVA 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 TCVA 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, TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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6. Language and literacy

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.

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

iteach is committed to the belief that every child can become an able reader and a critical thinker for a lifetime of learning.

- a.
 1. In TCVA 5400, the teacher is taught researchbased 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 preskills assessments to determine students' developmental needs.

 2. TCVA 5400, reading and writing instruction focus on research-based instruction including: phonemic & phonological awareness, concept of print, comprehension, oral reading accusation,

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 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.

word recognition, vocabulary, comprehension, and fluency.

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.

TCVA 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. TCVA 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

	<p>often seen as interactive and playful as students draw and share their stories. The teachers will understand the "Writing Process" by observing writing workshop in the primary grades with Teaching Channel videos.</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>b.</p> <p>1. TCVA 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 TCVA 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>
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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.

2. TCVA 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. Additionally, in TCVA 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 accessible and meaningful for learners to assure mastery of the content.

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.

Supervised clinical experiences

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.

All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters.

The teacher will work closely with a Field Supervisor who will complete three classroom observation during the two-semester placement.

**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 <i>The response must be written. References to course numbers is not accepted for the only response.</i>
<p>1. Human development and learning (birth through adolescence):</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</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 TCVA 5200 and TCVA 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. CVA 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</p>

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 childhood experiences; and family disruptions.

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 as way to increase learning through a Growth Mindset and setting high standards for all students.

In TCVA 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.

TCVA 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).

TCVA 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

	<p>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.</p>
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<p>2. Curriculum and instruction:</p> <p>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.</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. In TCVA 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 these strengths and needs. This knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</p>
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<p>b. 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>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>TCVA 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>b. The principle of effective online learning is modeled by the course instructor throughout the iteach program and is assessed in the Field Experience TCVA 5700. In study groups or in online venues, the teachers consistently display the best practices associated with effective online learning.</p> <p>c. To ensure, the teacher demonstrates the competency of culturally and linguistically diverse learners, in TCVA 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 TCVA 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>
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<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>g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.</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. TCVA 5600 requires candidates to complete four Virginia state mandated trainings to seek initial licensure.</p> <ol style="list-style-type: none"> 1. Child Abuse and Recognition Training 2. Emergency First Aid, CPR & AED 3. Dyslexia Awareness Training Module 4. Behavior Intervention and Support Training <p>g. TCVA 5400 and TCVA 6005 curriculum and instruction are addressed for middle school and secondary grades. TCVA 5400, offers Literacy and content courses specific to grades K6 building blocks of literacy distinguishing between a various approach to instruction (phonics, comprehension, fluency, and writing).</p> <p>Additionally, TCVA 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</p>
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<p>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.</p>	<p>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.</p> <p>h. Assignments throughout the iteach 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.</p>
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<p>3. Assessment of and for learning:</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>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 TCVA 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>TCVA 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>
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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.

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. TCVA 5300 offers a thorough 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 TCVA 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.

In the Field Experience TCVA 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

<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>analysis and feedback based on demographics and ethnicity of students.</p> <p>d. TCVA 5300 and TCVA 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. TCVA 5500, Legal and Ethical Issues: the teacher will read and study the Model Code of Ethics for Educators, FERPA.</p>
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<p>4. Foundations of education and the teaching profession:</p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention 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</p>	<p>a. iteach holds that every classroom teacher should be versed in the history of the American education system.</p> <p>In TCVA 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.</p> <p>b. TCVA 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</p>
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<p>of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>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>c. Additionally, in TCVA 5600 the candidate will conduct research on the legal landscape and determine the legal ramifications of the teaching profession.</p> <p>d. TCVA 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.</p> <p>In an assignment in TCVA 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>e. In the Introductory TCVA 5000, mastery knowledge of the Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers is demonstrated.</p>
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5. Classroom and behavior management:

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.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.

a. If the teacher does not have control of the classroom environment, instruction is often lost and does not occur.

TCVA 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.

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.

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.

TCVA 5500 introduces the key concept that teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

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.

TCVA 5600 requires students to read, Hollie's *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Students Success*. Teachers will understand and actively implement culturally and responsive teaching and learning strategies.

c. TCVA 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.

d. In TCVA 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.

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.

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

- a. TCVA 5400, the teacher moves from the basic knowledge of literacy instruction in PreK -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 TCVA 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

<p>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.</p> <p>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.</p>	<p>improve comprehension and develop a love of reading.</p> <p>1. In TCVA 5500, the teacher is exposed to the unique needs of the special needs students 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.</p> <p>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.</p> <p>2. TCVA 5400, reading and writing instruction focus on research-based instruction including:</p>
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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.

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. TCVA 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.

TCVA 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

	<p>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>
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<p>7. Supervised clinical experience.</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.</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 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</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>
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experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.	
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8VAC20-543-500. Special education general curriculum K-12.

The iteachVIRGINIA program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in [8VAC40-543-140](#), including reading and language acquisition.

<p>1. Foundations: Characteristics, legal, and medical aspects</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the schoolcommunity. This course includes a dedicated discussion of the process while identifyingkeys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionalsunderstand how language, culture, and familybackground influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their relationship to the various disabilities;</p>	<p>Addressed and mastery demonstrated in course 5200. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(4) Medical aspects of disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Educational implications of the various disabilities; and</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>
<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600</p>

<p>(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and</p>	<p>Addressed and mastery demonstrated in course 6600/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6600/5500</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>6600</p>
<p>2. Assessments and evaluation</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p> <p>Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.</p>

<p>a. Ethical issues and responsibilities in the assessment of individuals with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Procedures for screening, pre-referral, referral, and eligibility determinations;</p>	<p>Addressed and mastery demonstrated in course 6601/ 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.</p>	<p>Addressed and mastery demonstrated in course 5530.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management</p>	<p>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</p>

<p>techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>b. Address diverse approaches to classroom organization and set-up based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>

c. Provide positive behavioral supports; and	5 Addressed and mastery demonstrated in course 6500. Please refer to the attached course syllabi for the applicable assessment or assignment
d. Are based on functional assessment of behavior.	Addressed and mastery demonstrated in course 6100. Please refer to the attached course syllabi for the applicable assessment or assignment
4. Collaboration a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:	Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders. The candidate demonstrates mastery of this objective in 5400. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.
(1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;	Addressed and mastery demonstrated in course 5003. Please refer to the attached course syllabi for the applicable assessment or assignment.5003
(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>(5) Understanding the roles and responsibilities of each member of the collaborative team; and</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Training, managing, and monitoring paraprofessionals;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Involvement of families in the education of their children with disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Understanding the standards of professionalism;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Cooperating with community agencies and other resource providers; and</p>	<p>Addressed and mastery demonstrated in course 6603/5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Models and strategies for promoting students' self-advocacy skills.</p>	<p>Addressed and mastery demonstrated in course 66603/5300.</p>
<p><i>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</i></p>	
<p>1. Characteristics.</p>	
<p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly</p>	<p>A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.</p>

different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:

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, as described by Solomon (2003) and others.

Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.
(1) Autism spectrum disorder;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Deaf-blindness;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Developmental delay;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Emotional disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Hearing impairment, including deaf and hard of hearing;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Learning disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Multiple disabilities;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(9) Orthopedic impairment;	Addressed and mastery demonstrated in course 5500/6600.

	Please refer to the attached course syllabi for the applicable assessment or assignment.
(10) Other health impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(11) Speech-language impairment;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(12) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(13) Visual impairment, including blindness.	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Knowledge of characteristics shall include:	
(1) Age-span and developmental issues;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.500/6600
(2) Levels of severity;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600
(3) Cognitive functioning;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.5500/6600

<p>(4) Language development;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) Emotional and behavioral adjustment;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Social development;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Medical aspects; and</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(8) Cultural, ethnic, and socioeconomic factors.</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Individualized education program development and implementation.</p>	<p>In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP;</p> <p>Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.</p>
<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development, including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400.</p>

	Please refer to the attached course syllabi for the applicable assessment or assignment.5400
(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.5700
(2) Make decisions about student progress, instruction, program, accommodations, placement, teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.6601
(3) Develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs 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.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading, and reading and writing across content areas;</p>	<p>Addressed and mastery demonstrated in Literacy course.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences; and</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.5400</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;</p>	<p>Addressed and mastery demonstrated in course 5300/6601</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Provide explicit instruction of reading and writing at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development 5</p>
<p>(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(5) Design alternative ways to teach content material including modifying curriculum in both</p>	<p>Addressed and mastery demonstrated in course 6601.</p>

directive and nondirective methodologies;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Instructional strategies for mathematics.	
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:	Teaching Elementary Math course 9003
a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking,	Addressed and mastery demonstrated in course 9003. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>mathematics vocabulary, calculation, and problem-solving;</p>	
<p>c. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>e. Strategies to promote successful integration of students with disabilities with their nondisabled peers;</p>	<p>Addressed and mastery demonstrated in courses 6601/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>f. Use of technology to promote student learning;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>g. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>h. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills,</p>	<p>Addressed and mastery demonstrated in courses 5400/5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

diverse learning styles, and technology use;	
(2) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;	Addressed and mastery demonstrated in courses 5400/5500/6602. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Provide explicit instruction in mathematics at appropriate developmental and grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;	Teaching Elementary Math course 9003
(4) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;	Addressed and mastery demonstrated in courses 5200/5500. Please refer to the attached course syllabi for the applicable assessment or assignment.5200
(5) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;	Addressed and mastery demonstrated in courses 5500/6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Use assistive and instructional technology in order to access the general education curriculum;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Implement and monitor IEP specified accommodations within the general education classroom.	Addressed and mastery demonstrated in course 5700.

<p>Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.</p>	<p>Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.</p>
<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators, related service providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources and;</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.</p>	<p>Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Knowledge of person-centered planning strategies to promote student involvement in planning; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Assess social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p>

	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Plan and use specialized social skills strategies.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
f. Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
g. Knowledge of graduation requirements, diploma options, and legal issues surrounding age of majority and guardianship.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.	Addressed and mastery demonstrated in course 6603. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
1. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.	Addressed and mastery demonstrated in course 5400 and Literacy course. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.	All iteach candidates will be hired as the teacher of record under a Transition to Teaching Permit for a period of two semesters. The teacher will work closely with a Field Supervisor who will complete at least three classroom observation during the two-semester placement.

	Teachers will teach in the area (Elementary, Secondary, Special Ed) of the endorsement for which they are seeking.
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VAC20-543-460. Special education adapted curriculum K-12.

The iteachVIRGNIA program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The program shall ensure that the candidate has demonstrated the following competencies:

<p>A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:</p>	
<p>1. Foundations. Characteristics, legal, and medical aspects.</p>	<p>The purpose of the instruction of course 6600 is to educate and inform the overall process of Special Education. Identifying the overall aspect of Special Education allows educators to understand the identification, the process and implementation for students in the school community. This course includes a dedicated discussion of the process while identifying keys aspects and informed knowledge to gain professional development for potential special education educators.</p>
<p>a. Knowledge of the foundation for educating students with disabilities, including:</p>	<p>6600 – Objective 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>
<p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Characteristics of children and youth with disabilities relative to age,</p>	<p>Addressed and mastery demonstrated in course 6600.</p>

<p>varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Normal patterns of development, such as physical, psychomotor, cognitive, linguistic, social, and emotional development and their relationship to the various disabilities;</p>	<p>Addressed and mastery demonstrated in course 5200.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Medical aspects of disabilities;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(6) Educational implications of the various disabilities; and</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(7) Understanding of ethical issues and the practice of accepted standards of professional behavior.</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p>	<p>The purpose of the instruction in 6601 is to educate and inform the potential special educators the overall view of special education students in the school community. Identifying the overall legal aspect of special education students in the school community allow future educators the understanding of federal and state requirements, services and support that would ensure a positive learning environment. This course includes a dedicated discussion of the process while identifying key aspects of the process for special education students.</p>

<p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Current regulations governing special education, including individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools; and</p>	<p>Addressed and mastery demonstrated in course 6600 and 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Assessments and evaluation.</p> <p>An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:</p>	<p>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.</p> <p>As well, the teacher candidate 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>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>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.</p>

	Course 6601 is focused primarily on conveying and assessing knowledge and skills via a web based, asynchronous learning platform. All learners will be actively engaged in learning activities with direct application for current and future classrooms.
a. Ethical issues and responsibilities in the assessment of individuals with disabilities;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Procedures for screening, prereferral, referral, and eligibility determinations;	Addressed and mastery demonstrated in course 6600 and 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;	Please refer to the attached course syllabi for the applicable assessment or assignment. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity, and specificity;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures, as well as task analysis, observation, portfolio, and environmental assessments;	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Knowledge of the Virginia Accountability System, assessment options, and procedures for participation for students with disabilities.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.

<p>3. Management of instruction and behavior.</p> <p>An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p>	<p>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>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>In course 5100, the teachers engage in designing a safe and collaborative classroom. Teachers compare and contrast 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>a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Addressed and mastery demonstrated in course 5100/6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Provide positive behavioral supports; and</p>	<p>Addressed and mastery demonstrated in course 5100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>d. Are based on functional assessment of behavior.</p>	<p>Addressed and mastery demonstrated in course 6100.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment</p>
<p>4. Collaboration.</p> <p>Skills in consultation, case management, and collaboration, including and</p> <p>(a) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p>	<p>Teacher candidates are encouraged throughout the program to engage in collaborative activities with all stake holders.</p> <p>The candidate demonstrates mastery of this objective in 5400</p> <p>The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>
<p>(1) Understanding the Virginia Standards of Learning, structure of the curriculum, and accountability systems across K-12;</p>	<p>Addressed and mastery demonstrated in course 5003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;</p>	<p>Addressed and mastery demonstrated in course 5300.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Understanding of the roles and responsibilities of each member of the collaborative team; and	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
b. Training, managing, and monitoring paraprofessionals;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
c. Involving of families in the education of their children with disabilities;	Addressed and mastery demonstrated in course 6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
d. Understanding the standards of professionalism;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Cooperating with community agencies and other resource providers; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Models and strategies for promoting students' self-advocacy skills.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an	

appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

1. Characteristics.

A foundational component of the iteach curriculum is an understanding of the human development, both physically and mentality, of each child.

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, as described by Solomon (2003) and others.

Additionally, 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 through the creation an informal assessment tool for learning readiness are taught and evaluated. 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.
a. Demonstrate knowledge of the definitions; characteristics, including medical and health conditions; and learning and behavioral support needs of students with disabilities (K-12) whose cognitive impairments or adaptive skills require adaptations to the general curriculum and whose functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including students with:	The purpose of the instruction in course 5500 is to help pre-service and early service teachers learn about how students' differences, including physical disabilities, mental illnesses, learning disabilities, and giftedness collectively influence learning and impact the teacher's responsibility to the individual student.
(1) Autism spectrum disorders;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Developmental delay;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Intellectual disability;	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Traumatic brain injury; and	Addressed and mastery demonstrated in course 5500/6600. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Multiple disabilities, including sensory, deaf-blindness, speech-language, orthopedic and other health	Addressed and mastery demonstrated in course 5500/6600.

<p>impairments as an additional disability to those referenced in subdivision 1 a of this subsection.</p>	<p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Knowledge of characteristics shall include:</p>	
<p>(1) Medical needs, sensory needs, and position and handling needs of children with multiple disabilities;</p>	<p>Addressed and mastery demonstrated in course 5500/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Speech and language development and communication and impact on educational, behavioral, and social interactions;</p>	<p>Addressed and mastery demonstrated in course 5400/6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(3) Impact of disability on self-determination and self-advocacy skills; and</p>	<p>Addressed and mastery demonstrated in course 6003.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.</p>	<p>Addressed and mastery demonstrated in course 6600.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>2. Individualized education program (IEP) development and implementation.</p>	<p>In course 5500, Teacher Candidates expand their knowledge of working with IEP(s) to understand the referral process for students who may be in need of an IEP;</p> <p>Additionally, the teacher candidates understand options for accommodating learners who have an IEP in place.</p>
<p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.</p>	<p>Addressed and mastery demonstrated in course 5500.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

<p>(1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>(2) Make decisions about student progress, instruction, program, modifications, adaptations, placement, teaching methodology, and transitional services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning through an aligned curriculum;</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.6601</p>
<p>(3) Be able to write educationally relevant IEP goals and objectives that address self-care and self-management of student physical, sensory, and medical needs that also enhance academic success in the adapted curriculum.</p>	<p>Addressed and mastery demonstrated in course 6601.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</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 special needs students.</p> <p>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.</p> <p>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, teacher candidates will demonstrate an understanding of strengths and needs of individual special needs learners and how to plan instruction that is responsive to these strengths and needs. This</p>

	<p>knowledge is evidenced through a written assignment as well as lesson planning. Emphasis is given to culturally relevant curriculum.</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 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>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on grade level content standards;</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as those found in the professional studies requirements in 8VAC40-543-140. Skills in this area include phonemic and other phonological awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies and writing, as well as the ability to foster appreciation of a variety of literature and independent reading; and reading and writing across the content areas;</p>	<p>Addressed and mastery demonstrated in course Literacy.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>
<p>c. Foundational knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics including mathematical concepts, mathematical thinking, calculation, and problem-solving;</p>	<p>Addressed and mastery demonstrated in course 5700.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment.</p>

d. Alternative ways to teach content material including curriculum adaptation and curriculum modifications;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
e. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
f. Strategies to promote successful integration of students with disabilities with their nondisabled peers;	Addressed and mastery demonstrated in course 5100. Please refer to the attached course syllabi for the applicable assessment or assignment.
g. Use of technology to promote student learning;	Addressed and mastery demonstrated in course 5400. Please refer to the attached course syllabi for the applicable assessment or assignment.
h. Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services, to include field experiences;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment.
(1) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, diverse learning styles, and technology use;	Addressed and mastery demonstrated in course 5500. Please refer to the attached course syllabi for the applicable assessment or assignment.
(2) Implement a blended curriculum that includes teaching academic skills using the aligned Virginia Standards of	Addressed and mastery demonstrated in course 5300/6601.

Learning and incorporating functional and essential life skills into instruction;	Please refer to the attached course syllabi for the applicable assessment or assignment.
(3) Provide explicit instruction of reading, writing and mathematics at appropriate developmental and grade level in a cumulative manner to students with disabilities accessing the general education curriculum through an aligned curriculum;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
(4) Conduct and analyze results of functional behavior assessment;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(5) Implement behavioral intervention plans incorporating positive behavioral supports;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment.
(7) Design alternative ways to teach content material including modifying and adapting the general education curriculum;	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment.
(8) Develop appropriate transition between grade levels, setting, and environments;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(9) Use assistive and instructional technology, including augmentative and alternative communication methods and systems;	5 Addressed and mastery demonstrated in course 5700 Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(10) Implement and evaluate group management technique and individual	Addressed and mastery demonstrated in course 5700.

interventions that teach and maintain emotional, behavioral, and social skills;	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(11) Implement and monitor IEP specified modifications and adaptations within the general education classroom; and	Addressed and mastery demonstrated in course 5700. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(12) Integrate students in the community through collaboration with community service systems.	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
4. Individualized supports and specialized care of students with significant disabilities.	
a. An understanding and application of service delivery for students with significant disabilities and their unique care needs, including the ability to identify the physical, sensory, and health and medical needs of students with significant disabilities and understand how these needs impact the educational program including:	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(1) Understanding of typical physical development of children and application of this knowledge in developing learning experiences for students with significant disabilities;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(2) Basic understanding of the most common medical diagnoses associated with students with significant disabilities and the impact on their functioning in school and community settings;	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(3) Understanding of the role muscle tone plays in the positioning and handling of students and familiarity	Addressed and mastery demonstrated in course 6601.

with common positioning equipment used in the classroom; and	Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
(4) Understanding of alternative and augmentative communication systems and the ability to identify an appropriate communication system based on the needs of the student.	Addressed and mastery demonstrated in course 6601. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
b. Understanding of the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service request.	Addressed and mastery demonstrated in course 6602. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
c. Ability to develop lesson plans that blend and incorporate the academic, functional, and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.	Addressed and mastery demonstrated in course 5300. Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development
5. Transitioning.	Course 6003 bring the focus of instruction from moving the special needs student from the classroom to outside of the classroom.
Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age-appropriate transition assessments, career development, life skills, community experiences and resources, and self-determination to include goal setting, decision-making, problem-solving, self-awareness and self-advocacy, guardianship, and other legal considerations.	In the course 6003, the teacher candidate will develop the ability to be an advocate for the special needs during the transition phase. This course is currently under development. The course can be submitted prior to implementation.

<p>a. Skills in consultation, case management, and collaboration for students with varying degrees of disability severity, including.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(1) Coordinate service delivery with general educators including career and technical educators and school counselors, related services providers, and other providers;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(3) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(4) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators to include the understanding of consent to share information, including confidentiality and disability disclosure.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>b. Understand the difference between entitlement and eligibility for agency services as students move to the adult world, including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, community independent living, and waivers.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>c. Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>d. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>e. Knowledge of person-centered planning strategies to promote student involvement in planning.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>f. Knowledge of generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>g. Understand social skill development and the unique social skills deficits and challenges associated with disabilities:</p>	
<p>(1) Assesses social skill strengths and needs; and</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>(2) Plans and uses specialized social skills strategies.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>h. Knowledge of use and implementation of vocational assessments to encourage and support students' advocacy and self-determination skills.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>i. Knowledge of legal issues surrounding age of majority and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>

<p>j. Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority, and guardianship.</p>	<p>Addressed and mastery demonstrated in course 6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment. Course under development</p>
<p>6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.</p>	<p>Addressed and mastery demonstrated in course 5400.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400</p>
<p>7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Addressed and mastery demonstrated in course 5400/6603.</p> <p>Please refer to the attached course syllabi for the applicable assessment or assignment 5400/6602</p>
<p><i>C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.</i></p>	<p>All iteach candidates will be hired as the teacher of record 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 (Secondary, Special Ed) of the endorsement for which they are seeking.</p>

278VAC20-543-120: Elementary Education PreK-6

The iteachVIRGINIA program in elementary education PreK-6 requires that the candidate demonstrate competency in the follow areas:

Competencies	iteach Courses
<p>1. Methods</p>	<p>Professional Courses The purpose of the iteach Professional course sequence is to equip pre-service and early service teachers to have a positive impact on student learning by demonstrating competence in professional domains of the teaching profession.</p> <ul style="list-style-type: none"> • TCVA 5100: Learning Environments • TCVA 5200: Learner Development • TCVA 5300: Planning for Instruction and Assessment • TCVA 5400: Literacy, 21st Century Instruction, Pedagogical Content Knowledge • TCVA 5500: Learner Differences and Adaptations for Students with Disabilities • TCVA 5600: Diverse Populations, English Learners, and Bilingual Learners <p>Literacy Courses The purpose of the iteach Literacy courses is to prepare pre-service and early service teachers to develop a deep understanding of the science of teaching reading and the research-based instructional practices used to teach reading and writing in the K-3 & 4-8 classroom.</p> <ul style="list-style-type: none"> • TCVA 6004: Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005: Critical Reading and Writing Instruction <p>Methods Courses The purpose of the iteach Methods courses is to equip new teachers with the knowledge and skills to craft and implement engaging learning experiences for students. Embedded and guided by content standards, the courses leverage critical and creative thinking as well as differentiation, assessment, and multi-disciplinary connections. Methodology and content knowledge combine to ensure students are able to access the curriculum in a meaningful way that yields mastery.</p> <ul style="list-style-type: none"> • CCVA 9002: Teaching Elementary English • CCVA 9003: Teaching Elementary Math

	<ul style="list-style-type: none"> • CCVA 9004: Teaching Elementary Science • CCVA 9005: Teaching Elementary Social Studies
<p>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;</p>	<p>The instructional courses TCVA 5100-5600 and Methods courses CCVA 9002-9005 align with Virginia's Foundations Blocks of Learning: Comprehension Standards for four-year olds recognizing the value of early education as laying the foundation for future academic success. Virginia Standards of Learning are introduced in course TCVA 5300 and candidates are required to create lessons using the Virginia SOL standards.</p> <p>Courses CCVA 9002-9005 provide content specific knowledge in the areas of English, mathematics, history, and social science, science, and computer technology.</p>
<p>b. Understanding of current research on the brain, its role in learning, and implications for instruction;</p>	<p>In course TCVA 5200, pre-service and early service teachers learn about student development and research on the brain, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's Taxonomy.</p>
<p>c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;</p>	<p>Course TCVA 5300 focuses on lesson planning using common models that differentiate between various instructional models integrating all subjects selecting the model best suited for the learning task into lesson planning. This instructional course will also equip preservice and early service teachers to develop deep understanding of all content areas, make connections across content, and apply content knowledge in meaningful ways.</p> <p>In TCVA 5400, teachers create an interdisciplinary lesson plan integrating English with other disciplines aligned with their teaching placement.</p>

<p>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</p>	<p>In TCVA 5100, pre-service and early-service teachers learn how to create flexible learning environments that respond and meet the needs of all learners in the classroom.</p> <p>In TCVA 5300, pre-service and early service teachers write lesson objectives using planning models to differentiate between various instructional models and select the model best suited to the learning task. Special attention is given to the importance of differentiated instruction.</p> <p>Differentiated instruction is included as a means to ensure all students are able to access the curriculum in the TCVA 6004 and 6005 Literacy courses as well as the Methods courses CCVA 9002-9005.</p>
<p>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;</p>	<p>In TCVA 5300, the teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>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;</p>	<p>In TCVA 5100, pre-service and early service teachers understand the factors which contribute to positive, collaborative, active, safe, and motivating learning environments. Notably candidates learn the importance of: communication, classroom management; classroom layout and use of physical space; rules and procedures; preparing for the first day, and ethical behavior and compliance with FERPA (the Family Educational Rights and Privacy Act).</p> <p>TCVA 6004 includes components that focus on classroom culture, environment, classroom management, accountability and cultural relevance.</p> <p>Course CCVA 9002 focuses on how to establish a well managed class with routines where students are engaged in meaningful literacy activities.</p>

<p>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;</p>	<p>In TCVA 5100, teacher candidates learn how to create flexible learning environments that respond and support all learners in the classroom. These understandings intersect with TCVA 5600, where teachers learn how components and understanding of a student's culture and language in the classroom creates a welcoming learning environment. Teacher candidates will learn how their students' diverse backgrounds, including cultural, socioeconomic, and linguistic differences, will shape the students' classroom experience. Included in the course is a focused discussion of the teacher's role in facilitating language acquisition for English Language Learners (ELLs).</p>
<p>h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;</p>	<p>In TCVA 5300, pre-service and early service teachers are introduced to assessment as any tool used to evaluate what students know. Additionally, a focus on limitations of assessment, including how to make use of formative assessment, assessment fairness and validity, and use and interpretation of assessment results to drive instruction. These skills are developed throughout TCVA 5400-5600.</p> <p>The importance of and how to implement formative and summative assessment practices that diagnose and analyze current states of learning to inform instruction are essential and are included in the Literacy courses (TCVA 6004 & 6005) as well as the Methods courses (CCVA 9002-9005).</p>
<p>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</p>	<p>Teacher candidates include reflections in assignments throughout the iteach coursework. In TCVA 5100 specifically, teacher candidates learn the value of professional learning communities, collaboration and how working together supports continuous learning.</p>
<p>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</p>	<p>Qualitative and quantitative research is included throughout the coursework for teacher candidates to develop the ability to analyze, evaluate, and apply to assignments and their practice. Course assignments provide the opportunity for candidates gather, review, analyze, interpret, and apply data.</p>

<p>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</p>	<p>The Virginia Standards of Learning for Computer Technology along with ISTE standards are introduced in course TCVA 5100 and reinforced and applied in all courses. The purpose of the instruction in TCVA 5400 is to help pre-service and early service teachers develop 21st-century skills—including literacy, technological proficiency, and an interdisciplinary approach to problems—that are appropriate to the content area of instruction in the classroom, with an emphasis on the special role of literacy in developing learners across all content areas. Additionally, this course will help teachers to understand how technology impacts the classroom and how it may be harnessed to boost, rather than distract, from learning in the classroom. Methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students.</p>
<p>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.</p>	<p>The purpose of the instruction in TCVA 5200 is to help pre-service and early service teachers learn about student development, including major theories of how learners learn; normal developmental characteristics for student age groups; factors impacting student readiness for learning, including motivation and self efficacy; and the importance of moving learners to higher orders of learning on Bloom's taxonomy.</p>

<p>2. Knowledge and Skills</p>	
<p>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure.</p>	<ul style="list-style-type: none"> • TCVA 5400 Literacy, Pedagogical Content Knowledge • TCVA 6004 Responsive Literacy Instruction in the Elementary Classroom • TCVA 6005 Critical Reading and Writing Instruction, • CCVA 9002 Teaching Elementary Methods Course <p>These courses are designed to increase teacher knowledge base and give the teacher practical tools for teaching elementary English and Language Arts.</p>
<p>(1) Assessment and diagnostic teaching. The individual shall:</p>	<p>Course TCVA 6004 includes pre-assessments for use at the start of the year to diagnose student current learning levels in phonics, letter recognition, comprehension, fluency, reading level as well as ongoing formative assessments throughout the year including checklists, Specific Skills Rubrics, Running Records & Anecdotal</p>

	<p>notes. Teacher candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and inform instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> <p>In TCVA 6005, candidates understand, select, and use appropriate assessments to gather evidence on primary/elementary students' language acquisitions and literacy development for instructional and accountability purposes.</p> <p>In CCVA 9002, candidates demonstrate knowledge, understanding, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Grade level literacy expectations (Pre-K–3) • CCVA 9002, Module 5: Intervention • TCVA 6004, Module 1: Assessments to inform instruction • TCVA 6005, Module 5: Standardized testing-preparing throughout the school year for elementary and middle school
<p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton Gillingham technique (K-1) and remedial support (Grades 2-4) • TCVA 6004, Module 1: <ul style="list-style-type: none"> ○ Beginning year assessments to inform instructional decisions ○ Determine a student's strengths and weaknesses in multiple areas including grade level-readiness, letter recognition, phonological awareness, decoding, fluency, vocabulary, comprehension and writing ○ Formative assessments throughout the year to target students' ongoing needs (Remediation and acceleration) • TCVA 6005, Module 5: Assessments with an emphasis on standardized testing for the intermediate and middle grades classroom.

<p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p>	<p>Teacher candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry in several courses. Numerous examples of Teaching Channel videos of teachers modeling communication strategies in the classroom are shared throughout the courses.</p> <p>In TCVA 5100 and TCVA 5400, technology standards are infused into the content and assignments. Teacher candidates learn how to integrate ISTE standards into learning experiences that teach communication skills including the ability to access, analyze, evaluate and create media.</p> <p>Teacher candidates create a Technology project in TCVA 5400 to demonstrate the ability to teach students how to use various forms of media to collaborate and communicate.</p> <p>In TCVA 6004, TCVA 6005, and CCVA 9002, teacher candidates learn how to create lessons and learning experiences that support the development of listening and speaking skills for their students.</p>
<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(b) Be proficient in developing students' phonological awareness skills;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Intro. to Literacy • TCVA 6004, Module 4: Shared Reading and Formative Assessment – Phonological Awareness • TCVA 9002, Module 1: Reading Instruction Prek-2
<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>	<ul style="list-style-type: none"> • TCVA 5100, Module 1: ISTE standards for Students and Teachers • TCVA 5400, Module 4: Technology as a Teaching Tool
<p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	<ul style="list-style-type: none"> • TCVA 5600, Module 2: Intro to Literacy • TCVA 6005, Module 4: Vocabulary & Strategies for English Learners • CCVA 9002, Module 6: English Language Learners

<p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Reader’s Theater and choral reading • TCVA 6004, Module 1: Creating a classroom environment that promotes creative expression through writing and reading • TCVA 6005, Module 4: Interactive read-alouds • CCVA 9002, Module 3: Writing Process - Creative writing beginning in K where children have the freedom and support to grow in a safe environment and take risks.
<p>(3) Reading and literature. The individual shall:</p>	<p>In TCVA 5400, pre-service teachers understand that literacy is a foundational skill for every academic task. From reading a math word problem to writing a scientific hypothesis—even understanding the course syllabus requires literacy. This comprehensive course introduces everything needed to develop beginning readers and writers to more advanced readers and writers able to apply these skills into the content areas.</p> <p>The purpose of the course TCVA 6004 is to prepare pre-service and early service teachers to develop a deep understanding of the Science of Reading instructional practices used to teach reading and writing in the K-3 classroom. There will be an emphasis on looking at both traditional and next-generation read-aloud, shared reading, guided reading, and independent reading. Candidates will have the opportunity to compare these approaches and examine ways they can strike a balance between the approaches based on students’ needs.</p> <p>In TCVA 6005, pre-service and early service teachers are prepared to develop a deep understanding of the research based instructional practices used to teach reading and writing in the intermediate and middle grades classroom.</p> <p>CCVA 9002 provides inservice teachers a deeper dive into literacy instruction including technology. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</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>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Orton-Gillingham phonics • CCVA 9002, Module 1: phonemic awareness, phonemes and phonics, word study, and vocabulary development • TCVA 6004, Module 4: Phonological awareness - manipulating sounds of oral language
<p>(b) Be proficient in strategies to increase vocabulary and concept development;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Vocabulary Strategies (6th-12th grades) • TCVA 6004, Module 2: Word Work and Vocabulary providing multiple exposure and words taught in context for a deeper understanding. • TCVA 6005, Module 4 & 5: Vocabulary Enrichment and connecting to reading- anchor charts of unfamiliar words from text, focus on the importance of using standardized test language throughout the year • CCVA 9002, Module 2: Inferences from texts • CCVA 9002, Module 6: Supporting ELL with basic vocabulary in all subjects
<p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Foundations of Literacy • TCVA 6004, Module 4: word meaning • CCVA 9002, Module 6: using visuals
<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>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension strategies and background knowledge, fluency • TCVA 6004, Module 4: Comprehension strategies • TCVA 6005, Module 1: Responding to literature to show comprehension in a variety of ways • CCVA 9002, Modules 1 & 2: Building on basic comprehension skills beginning to understand with a focus on fluency
<p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Fluency, accuracy, and expression • TCVA 6004, Module 4: Fluency and expression in read alouds • CCVA 9002, Modules 1 & 2: Fluency - appropriate speed accuracy, and expression
<p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p>	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in Content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information.

	<ul style="list-style-type: none"> • CCVA 9002, Modules 1, 2, & 4: Reading for inquiry, asking meaningful questions
(f) Demonstrate the ability to develop comprehension skills in all content areas;	<ul style="list-style-type: none"> • TCVA 5400, Modules 1 & 2: Comprehension in content areas (grades 6-12) • TCVA 6004, Module 2: Building background knowledge and making connections across the curriculum • TCVA 6005, Module 1: Critical reading skills with appropriate note taking, text analysis, and evaluating information. • CCVA 9002, Modules 1, 2 & 4: Reading for inquiry - asking meaningful questions
(g) Demonstrate the ability to foster appreciation of a variety of literature;	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Classrooms with quality literature and independent reading • TCVA 6004, Module 1: Creating literacy rich environments and culturally relevant text • TCVA 6005, Module 1: Responding to quality literature • CCVA 9002, Module 1 & 2: Quality literature for making predictions and visualization to confirm responses
(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and	<ul style="list-style-type: none"> • TCVA 5400, Module 1: (K-5) & Module 2: (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school • CCVA 9002, Module 2 & 4: Establishing a reading block that allows for independent reading (Students learn to read best when they read often.)
(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and	<ul style="list-style-type: none"> • TCVA 5400, Module 1 (K-5) & Module 2 (6-12) • TCVA 6004, Module 1: Establishing comfortable and inviting independent reading spaces • TCVA 6004, Module 6: Independent reading in the primary classroom; holding students accountable and book choice • TCVA 6005, Module 2: Creating independent reading expectations and routines for all grade levels through middle school

	<ul style="list-style-type: none"> • CCVA 9002, Modules 2 & 4: Establishing a reading block that allows for independent reading (students learn to read best when they read often.)
(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.	<ul style="list-style-type: none"> • TCVA 6004: Metacognitive sketch strategies, anchor charts. • TCVA 6005, Module 1: Analyze literature and respond in writing • CCVA 9002, Module 2: Create classroom blogs
(4) Writing.	<p>TCVA 5400, TCVA 6004, TCVA 6005, and CCVA 9002</p> <p>Teacher candidates understand and use a variety of teaching strategies that encourage elementary students' development of writing skills including domains of composition and the writing process.</p>
(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;	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Process writing beginning in Pre-K develops age appropriate writing and continues through 6th grade • TCVA 6004, Module 7: Explicit instruction, independent writing and conferencing for revision and editing, rubric for evaluating writing • TCVA 6005, Module 3: Mini lessons (grammar, punctuation, usage, word choice, rereading for revision, sentence structure, transitions and paragraphing) • CCVA 9002, Module 3: The Writing Process (pre-writing, drafting, revising, editing, publishing and presentations)
(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";	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Includes spelling stages and invented spelling • TCVA 5400, Module 2: spelling in the middle grades • TCVA 6004, Module 3: Word work with familiar patterns (silent e), rules and word meaning • TCVA 6005, Module 4: Spelling and Language acquisition
(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	<ul style="list-style-type: none"> • TCVA 5400, Module 1: Introduction to Literacy • TCVA 6004, Module 7: Interactive writing • TCVA 6005, Module 3: Integrate content areas • CCVA 9002, Module 3: Writing Instruction

<p>narrative, descriptive, persuasive, and explanative modes; and</p>	
<p>(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: ISTE digital literacy • TCVA 6005, Module 3: Writing for research; research skills, credible sources, and writing in the content areas • CCVA 9002, Module 4: Writing Instruction
<p>(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a teaching tool • TCVA 5400, Module 5: Technology Pedagogical knowledge and capabilities for teaching and learning • TCVA 9002, Module 7: Integrating technology and methods of engagement and differentiation are included to leverage the learning environment to maximize achievement for all students in the area of reading, writing and research.
<p>b. Mathematics.</p>	<p>TCVA 5400, TCVA 5600, and CCVA 9003</p> <p>Teaching mathematics in the elementary school classroom in the 21st century requires a focus on critical thinking, problem solving, and conceptual understanding of mathematics content. The purpose of these courses is to provide candidates with the opportunity to gain an understanding of elementary mathematics content and elementary mathematics methods through exploring Virginia Foundation Blocks for Early Learning and the Virginia Standards of Learning Mathematical content standards as well as ACEI standards.</p>
<p>(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6.</p>	<p>Mastery of the Virginia Foundation Blocks for Early Learning: Comprehensive standards for Four-Year-Olds and the Virginia Standards of Learning and additional applicable competencies are included in courses TCVA 5400 and CCVA 9003. In these courses, teacher candidates will know, understand, and use major mathematical concepts and procedures for building foundational mathematics. Beginning in Pre-K through 6th grade, content strands include Number and Number Sense; Computation and Estimation;</p>

<p>Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:</p>	<p>Measurement and Geometry; Probability and Statistics; and Patterns, Functions and Algebra.</p> <p>In TCVA 5400, teachers will learn to develop rich mathematical classroom environments that support the five SOL process standard goals for students including becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include real-world problems and problems that model real-world situations.</p> <p>Additionally, course TCVA 5400 addresses the SOL 5 content standards: Numbers & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability. The inservice teacher learns mathematical understanding, knowledge and skills that students should acquire beginning in prekindergarten through grade 12.</p> <p>The A-E standards are addressed in detail through the reading of professional articles, viewing and reflecting on professional videos from the Teaching Channel in iteach courses TCVA 5400 and CCVA 9002.</p>
<p>(a) Number systems and their structure, basic operations, and properties;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level basic operations and properties standards, Module 5: Conceptual understanding of basic operations and number systems teaching more than facts and procedures
<p>(b) Elementary number theory, ratio, proportion, and percent;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level number theory, ratio, proportion and percent standards
<p>(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5 and developed further in CCVA 9003 Module 3: understanding specific grade level algebraic standards

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	<ul style="list-style-type: none"> • TCVA 5400 Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level Geometry standards
(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.	<ul style="list-style-type: none"> • TCVA 5400, Module 5, and developed further in CCVA 9003 Module 3: understanding specific grade level probability and statistics standards
(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability based on the National Council of Teachers of Mathematics standards. In doing so teachers are taught to consistently engage problem-solving, reasoning and proof, communication, connections, and representation. The understanding that conceptual understanding is the foundation for comprehending procedural knowledge is essential included. This understanding supports vertical, sequential learning progressions and gradual mathematical learning. Candidates learn how to determine where the student last experienced success and to begin on that foundation to learn the next skill in the sequence.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 3: Standards and Beyond
(3) Understanding of the multiple representations of mathematical concepts and procedures.	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses, teacher candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement,</p>

	<p>data analysis, and probability. In doing so they consistently engage problem-solving, reasoning and proof, communication, connections, and representation.</p> <p>The understanding that there are multiple representations of mathematical concepts and procedures is emphasized. These multiple perspectives are celebrated in the classroom as varied ways to represent and solve problems.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematical Standards • CCVA 9003, Module 3: Standards and Beyond
<p>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9002. In these courses, teacher candidates plan and implement instruction based on knowledge of the five mathematical processes to foster student learning theory, connections across the curriculum, curricular goals, and community.</p> <p>Teacher candidates understand the importance of crafting learning experiences that allow students to communicate their thinking, solutions, connections and representations of mathematical situations.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • CCVA 9003, Module 2: Implementation of Mathematics Instruction • CCVA 9003, Module 3: Standards and Beyond • CCVA 9003 Module 7: Problem Solving Strategies
<p>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600 and CCVA 9002.</p> <p>In these courses teacher candidates engage in learning opportunities so they will understand how elementary students differ in their development and approaches to learning. Teachers will create instructional opportunities that are adapted to the culture of diverse students.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning

	<ul style="list-style-type: none"> • CCVA 9003, Module 1: Classroom Culture and Environment
<p>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400 and CCVA 9002. In these courses teacher candidates understand and use a variety of teaching strategies that leverage the use of calculators, virtual manipulatives, and technology to encourage elementary students' development of critical thinking and problem solving. For example, in TCVA 5400 candidates research technology tools and write an essay about integrating Technology and demonstrating use of technology in lesson planning. In CCVA 9002, the use of technology tools are reinforced.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 3: Technology as a Teaching Tool • CCVA 9003, Module 3: Virginia Standards of Learning for use of calculators and technology
<p>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, TCVA 5600, and CCVA 9002.</p> <p>In these courses, teacher candidates use their knowledge and understanding of culturally and linguistically responsive teaching among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction in mathematics and to create a supportive learning environment for all learners. Candidates develop the ability to respond to diverse learners using strategies that scaffolds their learning.</p> <ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge • TCVA 5600, Module 1: Culturally and Linguistically Responsive Teaching and Learning • CCVA 9003, Module 1: Classroom Culture and Environment

<p>c. History and social sciences.</p>	<p>Mastery of this standard and the applicable competencies are demonstrated in courses TCVA 5400, CCVA 9005.</p> <p>The purpose of these content History and Social Sciences courses is to provide the beginning elementary teacher an understanding of the place of History in the elementary curriculum and an understanding of the specific methods to achieve understanding in addition to the theoretical exploration of history and the direction of social sciences as a field of study. These courses focus on strategies and teaching tools that can help children engage in the content, build inquiry for critical thinking skills and allow for connections to the students' everyday lives.</p>
<p>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</p>	<p>Across the nation, social studies standards are typically organized into strands or dimensions. The most commonly used strands are History, Government/Civics, Geography, and Economics. The National Council for Social Studies (NCSS) created the C3 framework for states to use as they create their own teaching standards for social studies. The C3 Frameworks purpose is: <i>“intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards.”</i></p> <p>The Framework outlines four categories within Dimension 2: Civics, Economics, Geography, and History.</p> <p>Teacher candidates will demonstrate essential content knowledge in key concepts of history, geography, civics, economics, culture, and society applicable to elementary studies. Additionally, the Teacher candidate will demonstrate the ability to use tools and technologies for organizing, analyzing, and interpreting social studies information.</p> <p>Courses TCVA 5400 and CCVA 9005 provide inservice teacher candidates with the opportunity to gain an understanding of elementary History and Social Sciences content and elementary methods through exploring Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards telling a more complete story about how the past has shaped the commonwealth, the nation and the world.</p>
<p>(a) History.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: The teacher will demonstrate essential content knowledge in key concepts of history, geography, civics, economics,

	<p>culture and society applicable to elementary studies</p> <ul style="list-style-type: none"> • CCVA 9005, Module 1: Pre-service teachers will learn that Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past... It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from local to global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of casualty, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence. <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
(i) The contributions of ancient civilizations to modern social and political institutions;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge- teacher develops understanding of contributions of ancient civilizations to modern social and political institutions- Time-line is introduced and established as a classroom visual to be added to throughout the year • CCVA 9005 Module 3: SOLS for grade level specific and instructional strategies including Anchor Charts, research on topics, and complete graphic organizers
(ii) Major events in Virginia history from 1607 to the present;	<ul style="list-style-type: none"> • TCVA 5400 Module 5: Preservice teacher develops understanding of major events in Virginia history from 1607 to the present • CCVA 9005, Module 2 introduces preservice teachers to the use of children’s historical fiction, biographies and nonfiction literature. This allows students to make connections and go deeper in their understanding

	<ul style="list-style-type: none"> • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered.
(iii) Key individuals, documents, and events in United States history; and	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops an understanding of contributions of ancient civilizations to modern social and political and Module 3: Research skills of evaluating source quality in websites, magazines, textbooks, journals, newspapers along with media reports • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered. Introduction of primary sources along with integration of technology as a way to research individuals and events in US history as well as review content knowledge in Quizlet, Kahoot, and Padlet
(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pre-service teacher develops an understanding of the evolution of America's constitutional republic and its ideas, institutions, and practices • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all history is covered • CCVA 9005, Module 4: Integration Strategies; bringing literature into the lessons through historical texts and lots of different types of writing
(b) Geography.	<p>CCVA 9005, Module 1: Pre-service teachers will learn that geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.</p>
(i) The use of maps and other geographic representations, tools,	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding of the use of maps and other geographic representations, tools, and

<p>and technologies to acquire, process, and report information;</p>	<p>technologies to acquire, process, and report information</p> <ul style="list-style-type: none"> • TCVA 5400, Module 6: Student engagement with geographic tools such as maps and graphs. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all geography is covered.
<p>(ii) The relationship between human activity and the physical environment in the community and the world; and</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher will understand and teach the relationship between human activity and the physical environment in the community and the world • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
<p>(iii) Physical processes that shape the surface of the earth.</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Preservice teacher develops understanding and teaches the physical processes that shape the surface of the earth. • CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered.
<p>(c) Civics.</p>	<p>CCVA 9005 Module 1: The preservice teacher will understand that in a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen and improve communities and societies. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn state and local governments; markets; courts and legal systems; civil society; other nations’ systems and practices; international institutions; and techniques available to citizens for preserving and changing a society.</p>
<p>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights</p> <p>CCVA 9005, Module 1: Debate complex concepts and Module 3: SOLS for grade level specific and reviewing the</p>

	scope and sequence to make sure all standards are covered.
(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the process of making laws in the United States and the fundamental ideals and principles of a republican form of government</p> <p>CCVA 9005, Module 1: Strategies to engage learners acting out the process of making laws and a formal government and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure standards are covered</p>
(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and	<p>TCVA 5400, Module 5: Preservice teacher develops 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</p> <p>CCVA 9005, Module 1: perform hands-on experiences and create anchor charts to show the information and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
(iv) Local government and civics instruction specific to Virginia.	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of local government and civics instruction specific to Virginia</p> <p>CCVA 9005, Module 1: KWL (Know, Want to know, What did you learn) to brainstorm what students already know about local government and civics specific to Virginia and Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
(d) Economics.	<p>CCVA 9005, Module:1 Pre Service teachers will learn that effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national</p>

	<p>economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.</p>
<p>(i) The basic economic principles that underlie the United States market economy;</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the basic economic principles that underlie the United States market economy</p> <p>CCVA 9005, Module 1: Create anchor charts as a class and post in the classroom as reference tool while learning is taking place and Module 3: SOLS for grade level specific to make sure all standards are covered</p>
<p>(ii) The role of the individual and how economic decisions are made in the market place; and</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding of the role of the individual and how economic decisions are made in the marketplace</p> <p>CCVA 9005, Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(iii) The role of government in the structure of the United States economy.</p>	<p>TCVA 5400, Module 5: Preservice teacher develops understanding the role of government in the structure of the United States economy</p> <p>CCVA 9004, Module 1: Acting out the structure of the government and the roles Module 3: SOLS for grade level specific and reviewing the scope and sequence to make sure all standards are covered</p>
<p>(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:</p>	<p>Teacher candidates will learn best practices for social studies to promote productive, inquiry-based learning. The CCVA 9005 methods course introduces teachers to Historical thinking that requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments from the past. Primary & secondary source documents are a key resource and teachers are instructed to engage students in learning using strategies such as debate, act it out, perform hands-on experiences, artifacts, and creating</p>

	<p>visuals. Throughout the course a focus on good citizenship skills is implemented and addressed in articles, videos, and assignments.</p>
<p>(a) Using artifacts and primary and secondary sources to understand events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Using artifacts, primary and secondary sources- preservice teacher learns to use many types of primary and secondary sources understanding that students are engaged and allow students to use critical thinking skills which leads to deeper thinking
<p>(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Geography Skills and Strategies
<p>(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts, graphs, graphic organizers as instructional strategies to determine characteristics of people, places, and events in history
<p>(d) Asking appropriate questions and summarizing points to answer a question;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Inquiry and Summarizing information
<p>(e) Comparing and contrasting people, places, and events in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Anchor Charts to compare and contrast people, places and events in history
<p>(f) Recognizing direct cause and effect relationships in history;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Create Venn Diagram showing cause and effect and relationships in history
<p>(g) Explaining connections across time and place;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Timelines as visuals and pictures to provide more information
<p>(h) Using a decision-making model to identify costs and benefits of a specific choice made;</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Project based learning to model decision making to identify costs and benefits of a specific choice made
<p>(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 1: Civic Virtue- acting out in history and in everyday life
<p>(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.</p>	<ul style="list-style-type: none"> • CCVA 9005, Module 2: Language Arts and Social Sciences and history intergration

<p>d. Science.</p>	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>In TCVA 5400, teacher candidates learn foundational knowledge regarding interdisciplinary lesson planning, differentiation and how to integrate technology into the science curriculum.</p> <p>The primary ideas underlying CCVA 9004 are using an inquiry-based approach to promote problem solving and a deep understanding of science content while embedding science process skills with science concepts. The 5E Instructional Model is emphasized for planning and instruction while various methods of assessment are addressed. The course provides a series of assignments and assessments designed to help the learner construct knowledge about how to use the instructional practices presented.</p> <p>Content is presented via the course textbook, module readings, educational video clips, and linked ancillary materials.</p> <p>Learning is assessed with course quizzes, lesson plan, and article research assignments.</p>
<p>(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.</p>	<p>The purpose of this Science Methods CCVA 9004 is to prepare pre-service and early-service teachers to develop a deep understanding of the best instructional practices used to teach science in primary and intermediate classrooms. Virginia Foundation Blocks for Early Learning and the 2023 Virginia Standards of Learning content standards are introduced so teachers can be an effective science educator. One must understand what science is and how it works. In this course there will be an emphasis on using science process skills to promote curiosity and problem solving abilities that will assist students in their science understanding as well as in their daily lives.</p>
<p>(2) Understanding of the nature of science and scientific inquiry, including the following:</p>	<p>Course TCVA 5400, Module 4: Mastery of the Virginia standard and its competencies is demonstrated in synthesizing the learning about inquiry-based science teaching and learning.</p> <p>In course CCVA 9004, the Nature of Science (NOS) is a main focus. Teacher candidates are expected to know how to engage elementary students in the science inquiry process that includes questioning, planning, and</p>

	conducting investigations, gathering data, constructing explanations and communicating ideas. Basic Science process skills (observation, communication, classifying, inferring, measuring and predicting) are introduced in articles and videos and mastery is assessed in assignments and lesson planning.
(a) Function of research design and experimentation;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content. Foundations of Science Instruction readings.
(b) Role and nature of the theory in explaining and predicting events and phenomena;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(d) Reliability of scientific knowledge and its constant scrutiny and refinement;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(f) Assumptions, influencing conditions, and limits of empirical knowledge.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content Foundations of Science Instruction readings.
(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:	<p>TCVA 5400 and CCVA 9004: Teaching Elementary Science</p> <p>One of the most vital student outcomes in all classrooms should be meaningful learning. To attain meaningful learning, multiple methods and patterns of inquiry-based instruction are necessary and unavoidable as they provide rich and meaningful learning experiences for all students. This being noted, there are a variety of methods of instructional planning and delivery that can be used when teaching children science through inquiry. Inquiry-based science takes on an active and engaging exploratory approach. Students have a working role in learning with the purpose of discovery and extending</p>

	<p>knowledge. Included in this role is the importance of safety.</p> <p>To provide teachers with evidence of students' learning and to drive the instruction, both formative and summative assessments are necessary. Teachers are taught how to determine the criteria that is the best method of assessment.</p> <p>Mastery of this Standard and the applicable competencies is demonstrated in Assessment using the Virginia Standards of Learning.</p>
(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary Instruction - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan • CCVA 9004, Module 3: The 5E Instructional Model - Science Inquiry Lesson Plan
(f) Design instruction to meet the needs of diverse learners using a variety of techniques;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge-Differentiation - Science Inquiry Lesson Plan • CCVA 9004, Module 2: Inquiry-Based Science - Science Inquiry Lesson Plan
(g) Evaluate instructional materials, technologies, and teaching practices;	<ul style="list-style-type: none"> • TCVA 5400, Module 5: Pedagogical Content Knowledge - Technology project • CCVA 9004, Module 3: The 5E Instructional Model
(h) Conduct formative and summative assessments of student learning;	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Formative and summative assessments of inquiry - based lessons
(i) Incorporate instructional technology to enhance student performance in science; and	<ul style="list-style-type: none"> • TCVA 5400, Module 3: Instructional Technology - Integrate technology into lesson plan to support student learning in science
(j) Ensure student competence in science.	<ul style="list-style-type: none"> • CCVA 9004, Module 4: Assessing Science Learning - Various applications of assessments to measure science mastery

<p>(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.</p>	<p>CCVA 9004: Teaching Elementary Science</p> <p>Teacher candidates plan science lessons and create experiences in the four core science areas to introduce students to understandings about science. They understand common misconceptions that children have about science and help them build understandings.</p> <p>The 5E Model is an inquiry-based, student-centered learning cycle used to support teaching and learning. It is a user-friendly model that follows the natural way that we think about and solve problems in our daily lives. The model requires students to: engage, explore, explain, elaborate/extend, and evaluate.</p> <p>Mastery of this Virginia standard and the applicable competencies is demonstrated in: Determining where Lessons/Activities fit into the 5E cycle and planning a lesson using the 5E Instructional Model.</p>
<p>(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:</p>	<p>Course TCVA 5400: 21st Century Instruction, Pedagogical Content Knowledge and CCVA Course 9004 Teaching Elementary Science</p> <p>Teacher candidates will be shown the importance for students to understand what science is and how it works, the processes must be embedded within the content. Science educators should continuously keep in mind that by teaching students the content and processes together, they are teaching students skills that will be used in life. As educators, the responsibility of modeling inquisitiveness, ingenuity, and enthusiasm in science fosters students' valuing and appreciating science and desiring to learn more.</p> <p>Mastery of this Virginia standard and its applicable competencies is demonstrated in Assignment 3: Using Assessments in Science – Applying summative and formative assessment to a science lesson.</p>
<p>(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;</p>	<ul style="list-style-type: none"> • TCVA 5400, Module 4: Interdisciplinary/Multidisciplinary Lesson Plan • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content; Foundations of Science Instruction readings

(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science Process Skills and Content; Knowing the Science Content
(c) The application of key science principles to solve practical problems; and	<ul style="list-style-type: none"> • CCVA 9004, Module 2: Inquiry-based science; science process skills
(d) A "systems" understanding of the natural world.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
(6) Understanding of the contributions and significance of science including:	<p>Course CCVA 9004: Teaching Elementary Science</p> <p>Teachers are taught in the science methods course that in learning science, students must come to understand both the body of knowledge and the process by which this knowledge is established, extended, refined, and revised. When teaching science, the goal should be to not only develop science vocabulary and understanding of concepts, but to develop critical thinking and inquiry ability as well as understand the historical impact of science. Although the science content standards may vary from grade to grade and state to state, it is important for students to understand and use process skills when learning science. Process skills must be embedded in each science lesson to help students make sense of the world around them and understand the systematic ways that scientists make discoveries and solve problems. However, even the most basic science process skills are used to learn and understand science throughout a student's science education and lifetime. As Padilla wrote, Science – A Process Approach (SAPA), grouped the science process skills into basic (simpler) and integrated (more complex) process skills.</p>
(a) Its social, cultural, and economic significance;	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content; knowing the science content
(b) The relationship of science to mathematics, the design process, and technology; and	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content
(c) The historical development of scientific concepts and scientific reasoning.	<ul style="list-style-type: none"> • CCVA 9004, Module 1: Science process skills and content ; knowing the science content

Appendix C



Classroom Appraisal and Report Evaluation 2020 – 2021

Growth Plan

Candidate Name
 SSN (last 4 digits)
 Date
 Observation
 Overall Rating
 Content Observed / Grade Level
 Beginning Time
 Lesson Plan
 Course 5600 Completed
 Type of Observation

Exemplary - 4 Proficient - 3 Basic - 2 Unsatisfactory - 1 N/A - Not Applicable

Standard 1: Learner Development	<input type="text"/>
• Designs developmentally appropriate instruction	
• Implements developmentally appropriate instruction	
Standard 2: Learning Differences	<input type="text"/>
• Adapts instruction for individual needs	
• Inquires about students as individuals with diverse backgrounds	
• Exhibits fairness in supporting all students to learn	
Standard 3: Learning Environments	<input type="text"/>
• Fosters a safe and respectful environment promoting learning	
• Organizes time and resources to actively engage students	
• Manages classroom activity and behavior effectively	
• Proactively intervenes to redirect student misbehaviors	
Standard 4: Content Knowledge	<input type="text"/>
• Demonstrates knowledge of subject matter	
• Creates meaningful learning experiences	
Standard 5: Applications of Content	<input type="text"/>
• Connects content knowledge to issues in students' lives	
• Engages students in higher level thinking skills	
Standard 6: Assessment	<input type="text"/>
• Integrates formal and informal assessments	
• Communicates timely and useful descriptive feedback	
• Aligns assessments with objectives and standards	
• Exhibits fairness in grading practices	
• Uses a variety of formative and summative assessments	
Standard 7: Planning for Instruction	<input type="text"/>
• Connects lesson goals with school, district and state standards	
• Uses assessment data to inform planning for instruction	
Standard 8: Instructional Strategies	<input type="text"/>
• Varies instructional strategies to engage learners	
Standard 9: Professional Learning and Ethical Practice	<input type="text"/>
• Uses technology appropriately to enhance instruction	
• Differentiates instruction to meet learners needs	
• Paces lessons to allow learners to integrate their new learning	
Standard 10: Leadership and Collaboration	<input type="text"/>
• Works effectively with school personnel	
• Works effectively with parents	
Communication	<input type="text"/>
• Communicates effectively	
• Uses appropriate vocabulary for age of students	
Professional Dispositions	<input type="text"/>
Technology	<input type="text"/>
• Uses available technology to create personalized and authentic learning experiences for students	
• Uses technology to accommodate learner differences and modify instruction to meet learners' needs	
• Models digital literacy and ethical use of digital tools for students and peers	

Reinforcement / Refinement:

Field Supervisor Signature:

Field Supervisor Name:

Candidate Signature (or email):

Field Supervisor Email:

Appendix D



1140 19th Street, NW | Suite 400 Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 8, 2019

Dr. Diann Huber President iteachU.S.
101 N. Elm Suite 100
Denton, TX 76201

Dear Dr. Huber:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 21, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The at iteachU.S. is granted **Accreditation** at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive style with some loops and flourishes.

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Diann Huber
Dr. Timothy Miller, Texas Education Agency

Appendix E



Teacher Licensure Intent to Hire

Candidate Name:		GPA:	
SSN:	xxx-xx-xxx	Degree:	

Verification of Eligibility for Hire: Upon admission to the iteachVIRGINIA alternative certification preparation program, a candidate in good standing seeking certification through the Virginia Department of Education approved alternative certification program will use this form to verify eligibility for internship.

1. Pass Praxis II subject area exam.
 - a. Evidence: Copy of passing scores for exam(s) in licensure area.

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Certification Requirements:

1. Teach for one full semester successfully.
 - a. Evidence: Signature from Campus Administrator and iteachVIRGINIA Supervisor/Observer verifying "one successful semester of teaching"
2. Complete courses towards licensure.
 - a. Evidence: Completion of all instructional coursework.
3. Pass Praxis Principles of Learning exam.
 - a. Evidence: Copy of passing scores.

Following information to be completed by hiring school/district:

School Information

School:		Principal:	
Address:		Phone:	
City:		Email:	
Zip:			

District Information

School District:		District Number:	
Address:		City / ZIP:	
H/R Contact:		H/R Email:	
H/R Phone:		H/R Fax:	

Verification of Field Experience

Beginning Date of Teaching Contract			Ending Date of Teaching Contract			Grade(s) Teaching		Subject Teaching
MM	DD	YY	MM	DD	YY	Lowest	Highest	
Name and Title of Superintendent or Authorized Representative				Date: MM/DD/YY		Telephone		Signature

Appendix F

5700 Reflection

Second Semester: Reflection 2 Impact on Student Learning

This reflection is based on the Impact on Student Learning activity that is introduced in course 5300. It is based upon the emerging movement of national pre-professional licensure assessments. iteach believes that successful performance on this reflection will be of great benefit to you as your progress in your career.

This will be the most extensive reflection you will submit this year. It will involve several parts and should be saved as a Word or word-processing document and uploaded to instructNET upon completion. Your work must score Proficient in all 16 categories noted on the rubric to pass this assignment. Submissions earning less than proficient in any category will be returned with supervisor feedback to implement in the subsequent submission(s). We look forward to reviewing your best work.

The reflection will include three sections:

5. Knowledge of Students
6. Lesson Plan
7. Analysis of Teaching Effectiveness

Section 1: Knowledge of Students

An in-depth knowledge of your students is critical to effective teaching. Reflect on your students by identifying students' pre-existing knowledge and other factors (e.g. special needs, giftedness, other modifications, student diversity) that will impact how your students learn. This section should include:

- detailed demographics of your class (if you teach more than one class period choose only one class period for this Reflection)
- subgroups (e.g. English language learners, gifted students, students with a common learning disability like dyslexia) of your students and their related learning needs,
- personal, cultural and community strengths of your students and how you will utilize the strengths to meet the diverse needs of your students.

Use specific, factual evidence about students to support your written reflections and eliminate any assumptions or stereotyping.

Section 2: Lesson Plan

Select a lesson plan you have used for the group of students described in part one. The lesson should involve a formative and summative assessment that may be quantitatively measured.

Provide the lesson plan in full.

Whether you use the lesson plan template included in TEPC 5300 or a district lesson plan template, the plan must include:

- State-adopted standards
- Lesson objectives associated with the standard
- Learning theory or theories that you will incorporate into the lesson and why
- Instructional strategies and learning tasks
- Instructional resources and materials, including technology
- Assessment plan for the lesson (formative and summative)
- You should also include a description of the academic language your students will need in order to succeed in this lesson. Academic language will include:
 - key vocabulary in your subject field that your students need to understand for the lesson
 - words that describe what you are asking them to do (e.g. What does it mean to “compare” and “contrast” two ideas? What does it mean to “solve for x”?)
 - words that describe an important structure or idea in your discipline (e.g. What is an “if-then” statement?)
 - Identify at least two examples of academic language that you will use in your lesson, and how you will assess student comprehension of this language, as part of the overall lesson.

In the event your district requires a prescribed lesson plan, it will be your responsibility to identify how you modified the lesson to address the needs of your students, including special populations accommodations and supplementary activities. You will also need to add any of the additional elements NOT included in the district template, e.g. add a section about supporting learning theories or add a section about academic language as needed.

Section 3: Analyzing Teaching Effectiveness

Based on the knowledge of students described in section 1 and the implementation of the lesson plan in provided in section 2, provide a written reflection of what was successful in your instruction and how students responded to your instructions. Provide specific examples of students’ reactions and input. Did you respond immediately to this feedback by modifying your plan in class? If so, what did you modify and why? If not, what could you change (based on students’ responses) when you deliver this lesson in the future?

Questions to be addressed in this reflection are as follows:

- What varieties of assessment strategies or methods did you use?

- How and why were these strategies selected?
- How did your assessment(s) align with your learning objectives and instructional goals?
- Did the summative assessment measure a variety of objectives?
- Were the assessment tasks appropriate for students' abilities and developmental levels?
- What criteria were applied to judge or evaluate student progress?

Now, review your students' performance on the summative assessment. Create a spreadsheet that shows (in a FERPA-compliant way) how your students performed. Now, select at least two student subgroups. This could be male v. female performance, gifted students v. the general class, or performance of ESL students and performance of students with learning disabilities. In your spreadsheet, show how the performance of each subgroup compares to the whole—e.g. Whole group average grade: 87.5 percent, ELL group average grade, 83.4 percent.

Now, add to your written reflection to answer these final two questions:

- What might account for the differences in performance between student groups?
- What could you do differently to ensure all students have equal opportunity to master the material?

Include your spreadsheet analyzing student performance with the reflection.

Considerations for Small Sample Sizes or Unique Teaching Placements

iteach believes that every teacher, regardless of content area, should be able to plan, implement, and assess instruction. Therefore, candidates whose teaching placements do NOT allow them to disaggregate student performance data due to a small sample size should note on their reflection that the sample size of the lesson was not large enough to allow for analysis. Instead, candidates should provide a discussion of the students' mastery of assessed material and name what additional supports or modifications were used or could be used to ensure that the student(s) master learning objectives for the lesson.

If you have any further questions about this reflection assignment, please contact your field supervisor.

Administrator Survey

Classroom Environment - To what extent did the educator preparation program prepare this beginning teacher to:

1. To what extent was this beginning teacher prepared to effectively implement discipline management procedures?
2. To what extent was this beginning teacher prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
3. To what extent was this beginning teacher prepared to provide support to achieve a positive, equitable, and engaging learning environment?
4. To what extent was this beginning teacher prepared to build and maintain positive rapport with students?
5. To what extent was this beginning teacher prepared to build and maintain positive rapport and two-way communication with students' families?

Instruction - To what extent did the educator preparation program prepare this beginning teacher to:

6. To what extent was this beginning teacher prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
7. To what extent was this beginning teacher prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
8. To what extent was this beginning teacher prepared to use the results of formative assessment data to guide instruction?
9. To what extent was this beginning teacher prepared to engage and motivate students through learner-centered instruction?
10. To what extent was this beginning teacher prepared to assume various roles in the instructional process (e.g., instructor, facilitator, audience)?

11. To what extent was this beginning teacher prepared to set clear learning goals and align instruction with standards-based content?

Students with Disabilities - To what extent did the educator preparation program prepare this beginning teacher to:

12. To what extent was this beginning teacher prepared to differentiate instruction to meet the academic needs of students with disabilities?
13. To what extent was this beginning teacher prepared to differentiate instruction to meet the behavioral needs of students with disabilities?
14. To what extent was this beginning teacher prepared to provide appropriate ways for students with disabilities to demonstrate their learning?
15. To what extent was this beginning teacher prepared to understand and adhere to the federal and state laws that govern special education services?
16. To what extent was this beginning teacher prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an IEP?
17. To what extent was this beginning teacher prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?
18. To what extent was this beginning teacher prepared to collaborate with others, such as paraeducators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

Limited English Proficient Students - To what extent did the educator preparation program prepare this beginning teacher to:

19. To what extent was this beginning teacher prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?
20. To what extent was this beginning teacher prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?
21. To what extent was this beginning teacher prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

22. To what extent was this beginning teacher prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?

23. To what extent was this beginning teacher prepared to model and teach the forms and functions of academic English in content areas?

Technology Integration - To what extent did the educator preparation program prepare this beginning teacher to:

Use Technology with Data - To what extent did the educator preparation program prepare this beginning teacher to:

24. To what extent was this beginning teacher prepared to use technology to make learning more active and engaging for students?

25. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

26. To what extent was this beginning teacher prepared to use technology to collect, manage, and analyze multiple data sources in order to interpret learning results for students?

27. To what extent was this beginning teacher prepared to use technology available on the campus to integrate curriculum TEKS and Technology Applications TEKS to support student learning?

28. To what extent was this beginning teacher prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?

29. To what extent was this beginning teacher prepared to teach students developmentally appropriate technology skills?

Criterion

30. To what extent was this beginning teacher prepared to use technology to document student learning to determine when an intervention is necessary and appropriate?

31. To what extent was this beginning teacher prepared to use available technology to collect and manage formative assessment data to guide instruction?

32. What is your overall evaluation of how well the educator preparation program prepared this teacher?

33. How would you rate this teacher's influence on student achievement?

(Scale of 1 – 10; 1 = unacceptable, 10 = exceptional)

Appendix H

iteachU.S Exit Survey Questions

1. Were you employed as a beginning teacher (teacher of record) during the current or previous academic year?
 - Yes
 - No

2. The area in which your current teaching assignment is located is best described as (choose one):
 - Rural
 - Suburban/urban fringe
 - Urban
 - Other (please specify)

3. To what extent were you prepared to effectively implement the discipline-management procedures approved by the campus?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

4. To what extent were you prepared to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
 - Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared

- Not at all prepared
5. To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
6. To what extent were you prepared to build and maintain positive rapport with students?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
7. To what extent were you prepared to build and maintain positive rapport and two-way communication with students' families?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
8. To what extent were you prepared to implement varied instruction that integrates critical thinking, inquiry, and problem solving?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

9. To what extent were you prepared to respond to the needs of students by being flexible in instructional approach and differentiating instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
10. To what extent were you prepared to use the results of formative assessment data to guide instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
11. To what extent were you prepared to engage and motivate students through learner-centered instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared
12. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?
- Well prepared
 - Sufficiently prepared
 - Not sufficiently prepared
 - Not at all prepared

13. To what extent were you prepared to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

14. To what extent were you prepared to set clear learning goals and align instruction with standards-based content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

15. To what extent were you trained to know and apply the content knowledge standards for your area of certification?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

16. To what extent were you prepared to apply pedagogical content knowledge (PCK) for the purpose of facilitating student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

17. To what extent were you prepared to provide quality and timely feedback to students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

18. Did you have students with disabilities in your classroom?

A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.

- Yes
- No

19. To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

20. To what extent were you prepared to differentiate instruction to meet the behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

21. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

22. To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

23. To what extent were you prepared to make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

24. To what extent were you prepared to develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

25. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

26. Did you have limited English (LEP-ELL) students in your classroom? A student is considered LEP-ELL if he or she has a primary language other than English and whose English language skills are such that the student has difficulty performing ordinary coursework in English.

- Yes
- No

27. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

28. To what extent were you prepared to understand and adhere to federal and state laws that govern education services for LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

29. To what extent were you prepared to comply with district and campus policies and procedures regarding LEP-ELL students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

30. To what extent were you prepared to support LEP-ELL students in mastering curricular standards?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

31. To what extent were you prepared to model and teach the forms and functions of academic English in content areas?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

32. To what extent were you prepared to use technology available on the campus to integrate curriculum standards and technology applications standards to support student learning?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

33. To what extent were you prepared to provide technology based classroom learning opportunities that allow students to interact with real-time and/or online content?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

34. To what extent were you prepared to teach students developmentally appropriate technology skills?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

35. To what extent were you prepared to use technology to make learning more active and engaging for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

36. To what extent were you prepared to use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic grade book)?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

37. To what extent were you prepared to use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

38. To what extent were you prepared to use available technology to document student learning to determine when an intervention is necessary and appropriate?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

39. To what extent were you prepared to use available technology to collect and manage formative assessment data to guide instruction?

- Well prepared
- Sufficiently prepared
- Not sufficiently prepared
- Not at all prepared

40. To what extent did your Field Supervisor share with you the expectations for your performance in the classroom before each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

41. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

42. To what extent did your Field Supervisor provide you with a written report or checklist of his/her observation of your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

43. To what extent did your Field Supervisor offer feedback on your performance in the classroom within one week of each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

44. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

45. To what extent did your Field Supervisor hold an interactive conference with you after each observation?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

46. To what extent did your Field Supervisor help you solve problems, make specific recommendations for improvement or act as your advocate?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

47. Did you ever communicate with your Field Supervisor by email, text, or telephone call?

- Yes
- No

48. To what extent did your Field Supervisor respond to your communications, for example email, text, or telephone call, within two school/business days?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

49. To what extent did your Field Supervisor offer you opportunities to reflect on your performance in the classroom?

- Always/Almost Always

- Frequently
- Occasionally
- Rarely

50. To what extent did your Field Supervisor provide multiple means for you to communicate with him/her, such as email, telephone, texting, videoconferencing, or face-to-face interaction?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

51. To what extent did your Field supervisor ask you for ways he/she can support you?

- Always/Almost Always
- Frequently
- Occasionally
- Rarely

52. The Field Supervisor FORMALLY observed me teaching a minimum of three times.

- Yes
- No

53. The Field Supervisor observed me teaching for a minimum of 45 minutes during at least three of my FORMAL observations.

- Yes
- No

54. What is your overall evaluation of how well the educator preparation program prepared you? Select the one statement that most closely matches your current overall perspective on the program.

- I was well prepared by the program for the first year of teaching.
- I was sufficiently prepared by the program for the first year of teaching.
- I was not sufficiently prepared by the program for the first year of teaching.
- I was not at all prepared by the program for the first year of teaching.