



Rockbridge Teacher Education Consortium

• SOUTHERN VIRGINIA UNIVERSITY • WASHINGTON AND LEE UNIVERSITY •

Program Handbook for Teacher Education Students

INTRODUCTION TO RTEC	3
RTEC MISSION STATEMENT	3
THE FOUR COMPONENTS	3
LEADERSHIP	3
RIGOR	4
SERVICE	5
DIVERSITY	5
A FRAMEWORK FOR TEACHING	6
RTEC CONTACT INFORMATION	7
SOUTHERN VIRGINIA UNIVERSITY	7
WASHINGTON AND LEE UNIVERSITY	7
FIELD PLACEMENT COORDINATOR	7
RTEC POLICIES	8
STATEMENT OF PROFESSIONALISM	8
HOST SCHOOL POLICIES	8
PUNCTUALITY/ATTENDANCE	8
APPROPRIATE DRESS	8
GUIDELINES FOR SVU STUDENTS	8
GUIDELINES FOR W&L STUDENTS	8
GUIDELINES FOR SOCIAL NETWORKING & ONLINE ACTIVITY	9
RECEPTIVITY TO FEEDBACK & PERFORMANCE IMPROVEMENT	10
TRAVEL & TRANSPORTATION POLICIES	10
PARKING POLICIES	11
PROGRAM REQUIREMENTS	12
ENDORSEMENT AREAS	12
SOUTHERN VIRGINIA UNIVERSITY	12
WASHINGTON & LEE UNIVERSITY	12
STEPS TOWARD ENTRY INTO LICENSURE PROGRAM	13
REQUIREMENTS FOR ENTRY INTO UPPER-LEVEL TEACHER EDUCATION COURSEWORK	13
REQUIREMENTS FOR APPLICATION TO LICENSURE PROGRAM & DIRECTED TEACHING	13
LEADERSHIP & SERVICE REQUIREMENTS	14
DETAILS ABOUT LICENSURE REQUIREMENTS:	14
PRAXIS I	14
VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT (VCLA)	14
READING FOR VIRGINIA EDUCATORS	14

PRAXIS II	14
CHILD ABUSE RECOGNITION & INTERVENTION TRAINING	15
EMERGENCY FIRST AID/CPR/AED TRAINING	15
ENDORSEMENT COURSEWORK REQUIREMENTS	16
ELEMENTARY EDUCATION CERTIFICATION PREK-6 (SVU, W&L)	16
MIDDLE & SECONDARY EDUCATION CERTIFICATION (W&L)	16
PREK-12: ART (W&L)	16
PREK-12: FOREIGN LANGUAGE (SVU, W&L) AND LATIN (W&L)	17
INSTRUMENTAL MUSIC (SVU, W&L)	17
VOCAL MUSIC (W&L)	17
THEATRE (W&L)	17
COURSE OFFERINGS BY UNIVERSITY	18
PRACTICUM REQUIREMENTS	20
ELEMENTARY EDUCATION	20
MIDDLE & SECONDARY	20
ART PREK-12	21
FOREIGN LANGUAGE & LATIN PREK-12	21
INSTRUMENTAL MUSIC PREK-12	22
VOCAL MUSIC K-12	22
THEATRE PREK-12	23
DIRECTED TEACHING	24
OVERVIEW OF DIRECTED TEACHING REQUIREMENTS	24
COURSE WORK, EMPLOYMENT, & EXTRACURRICULAR INVOLVEMENT DURING DIRECTED TEACHING	24
POST GRADUATE DIRECTED TEACHING	24
EXIT REQUIREMENTS	24
CUMULATIVE ASSESSMENT PORTFOLIO	25
CUMULATIVE FIELDWORK HOURS	26
CHECKLIST FOR VIRGINIA DEPARTMENT OF EDUCATION & STATE LICENSURE	26
EXIT SURVEY & FIRST YEAR EMPLOYER SURVEY	26
FORMS	27
PROGRAM PROGRESS CHECKLIST	27
PROGRAM HANDBOOK AGREEMENT FORM	28

INTRODUCTION TO RTEC

In the fall of 2007, Southern Virginia University (SVU), and Washington and Lee University (W&L) formed a consortium of their education faculty, the Rockbridge Teacher Education Consortium (RTEC). Their goal was to build on the common values they shared as small, liberal arts colleges and on their individual strengths to establish an education program that would promote excellence. By combining resources, the two schools believed they could establish a dynamic teacher education program, one that would not be possible if they worked individually.

Collaboration among the two schools offers a number of strengths. It supplements the capacity of the two education departments to create a robust program that offers more courses, more frequently. Because of the consortium, students will be better positioned to schedule and take the courses they need to complete their licensure requirements. One of the major strengths of this collaboration is the diversity of knowledge, skills and values in the two teacher education departments that complement and reinforce each other. While each school shares a common perspective as small liberal arts colleges, each also has a unique mission and attracts students with different interests and backgrounds. The consortium believes the opportunity for students to engage in a collaborative program where they can learn from each other promotes meaningful learning and enriches the educational experience that RTEC offers.

RTEC MISSION STATEMENT

The mission of the Rockbridge Teacher Education Consortium was formulated to capitalize on the strengths of the two member institutions. Therefore, RTEC's mission is to prepare teachers who are intelligent, compassionate, honorable, and dynamic leaders in their classrooms, schools, and communities. RTEC's mission rests on the four core components which are: leadership, rigor, service and diversity.

THE FOUR COMPONENTS

LEADERSHIP

Upon graduation, RTEC's teacher candidates are expected to become effective leaders who are capable of helping others strive to high levels of achievement. This involves teachers who are able to:

- collaborate with others effectively to plan appropriate curriculum and programs;
- motivate students and fellow teachers to use their strengths to achieve at high levels and persevere when needed;
- make decisions, organize activities, and manage their classroom; and,
- serve as agents for change and excellence in their schools and communities.

RTEC's teacher candidates will be prepared for leadership roles through professional courses that require student initiative, as well as opportunities for learning and practicing effective leadership roles in the campus community and structured fieldwork. As a requirement for licensure, teacher candidates must document they have met a standard for leadership set by RTEC.

RIGOR

Academic excellence is central to both institutions. W&L has a long history of setting high standards. Even though it is a relatively new university, SVU has already gained the reputation for outstanding and demanding academics. RTEC's faculty will reflect this strength through a strong commitment to in-depth preparation, intense academic expectations, and extensive personal attention and support for all students. RTEC will expect its graduates to become teachers who are able to:

- engage in critical thinking, analysis and communication;
- integrate theory and practice in their teaching;
- teach content knowledge with appropriate mastery and expertise;
- use a variety of instructional methods, while knowing their own strengths as teachers;
- use technology for instructional purposes and for analyzing data;
- draw on research and practice to design effective instructional resources and evaluate external resources; and,
- engage in self-reflection and self-assessment of their teaching.

All RTEC candidates will complete the requirements for an academic major as required by Virginia Department of Education regulations. In addition, RTEC will develop both academic and pedagogical competencies in its candidates through its professional courses.

The following academic skills will be reinforced in RTEC coursework through assignments and classroom activities that require students in each course to:

- develop at least one major paper or curriculum project;
- make at least one formal or informal presentation;
- use technology as part of the course;
- engage in assignments that provide an opportunity for self-reflection and metacognition;
- use data or other information to support self-assessment; and,
- engage in research through a number of methods of inquiry.

Pedagogical competencies will be reinforced in RTEC coursework through class activities, assignments, and modeling by the instructors. Students will be required to:

- integrate theory and practice in their teaching;
- use a variety of instructional methods;
- use technology for instructional purposes;
- draw on research and practice to design instructional units;
- evaluate external resources to determine their value for different instructional purposes;
- engage in self-reflection and self-assessment of their teaching; and,
- determine the values and philosophies embedded in instructional methods.

RTEC's teacher education program will emphasize fieldwork as a major part of student learning. Every education course will have a co-requisite practicum course or have fieldwork embedded in the course itself. This fieldwork component will involve frequent exchanges among education faculty, clinical faculty and students.

SERVICE

Upon graduation, RTEC expects its teacher candidates to have a strong commitment to service. Service is integral to leadership, but in principle and action, service has its own unique qualities. RTEC believes that a commitment to service is evident in teachers who are capable of:

- effective involvement in community-based activities and a wide range of volunteer activities; and,
- teaching in a student-centered manner attuned to the needs of all students.

These qualities will be developed in RTEC through a variety of channels. Each institution has a special focus on service as part of its overall mission and traditional values. As students participate in the life of their campus, they will be able to participate in service activities.

RTEC also believes that service can be manifested in the way teachers teach. A service-oriented teaching style is student-centered and attuned to the needs of all children. It seeks to address the learning challenges that many students experience. It is this level of commitment and persistence to the needs of children that best exemplifies teaching as a caring profession. These qualities will be promoted and valued in each of our education courses, and will be especially relevant to the mentoring and learning that occurs through fieldwork.

DIVERSITY

RTEC expects each of its graduates to enter the profession as teachers who are prepared to work in school environments characterized by diversity. RTEC defines diversity using the seven categories present in multicultural literature (Heaggans and Polka, 2010; Banke 1994): gender, language, social class, race, religion, disability, and ethnicity. Therefore, RTEC will prepare teachers who, through skilled instructional knowledge, are capable of:

- using their interpersonal skills to collaborate with others as trusted and sharing team members;
- understanding how difference can affect perception of and reaction to events;
- using innovative instructional methods, including differentiated instruction, designed to engage all students in learning;
- evaluating curriculum for bias or misrepresentation;
- implementing new curricula and resources designed to facilitate learning among all students; and,
- identifying and assessing student learning through the use of multiple techniques.

Some of these attributes and skills will be addressed as students from each college work together in education classes. Because the colleges within the consortium draw from fairly different student populations, teacher candidates will be exposed to a range of opinions and interests by interacting with their RTEC peers.

A FRAMEWORK FOR TEACHING

As part of the RTEC program, students will be evaluated using *The Framework for Teaching: Components for Professional Practice*. The *Framework for Teaching* is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. A full rubric, including all domains of The Framework for Teaching can be found on the teacher education website at your home school.

The Framework for Teaching: Components of Professional Practice	
<i>Domain 1: Planning and Preparation</i>	<i>Domain 2: The Classroom Environment</i>
Demonstrating Knowledge of Content and Pedagogy Demonstrating Knowledge of Students Setting Instructional Outcomes Demonstrating Knowledge of Resources Designing Coherent Instruction Designing Student Assessments	Creating Environment of Respect and Rapport Establishing a Culture for Learning Managing Classroom Procedures Managing Student Behavior Organizing Physical Space
<i>Domain 4: Professional Responsibilities</i>	<i>Domain 3: Instruction</i>
Reflecting on Teaching Maintaining Accurate Records Communicating with Families Participating in a Professional Community Growing and Developing Professionally Showing Professionalism	Communicating with Students Using Questioning and Discussion Techniques Engaging Students in Learning Using Assessment in Instruction Demonstrating Flexibility and Responsiveness

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RTEC POLICIES

STATEMENT OF PROFESSIONALISM

Participation in RTEC coursework, whether you are seeking licensure or not, requires a significant level of professionalism. The following professional policies must be followed:

PROFESSIONAL/ POSITIVE ATTITUDE

Because the colleges within the consortium draw from different student populations, teacher candidates will be exposed to a range of opinions, standards, perspectives, and values. It is important to maintain a professional and positive rapport with professors, colleagues, teachers, students, parents, staff, and administrators.

HOST SCHOOL POLICIES

Please adhere to the host school's policies regarding the honor code, dress and grooming standards, and other school policies while visiting different institutions

Southern Virginia University: <http://svu.edu/student-life/honor-code>

Washington and Lee University: http://issuu.com/wlumag/docs/2011-12_wlu_student_handbook

PUNCTUALITY/ATTENDANCE

A student in the RTEC program must be a person who is present and on time for classes and practica experiences. A record of unexcused tardiness and absences is unacceptable. In addition, students must also be aware of the school calendar for Southern Virginia University, and Washington and Lee University when participating in the exchange program. When registering for courses in the exchange, students should note the beginning, ending and exam dates for the courses as these dates may or may not be modified from the standard schedule of the college offering the course. Information specific to courses can be obtained from the Director of Teacher Education and from the Teacher Education website at each college.

APPROPRIATE DRESS

Dress codes vary among the three schools, so students must be very aware of how they dress when attending each college and when working in the public schools.

GUIDELINES FOR SVU STUDENTS

The guidelines established for dress at SVU meet the standards for modesty that are expected at the schools. However, while jeans would be acceptable at SVU for classes, some of the public schools prefer that students not wear jeans, sweat pants, or athletic wear when acting in the role of a teacher. This concern is particularly true at the middle and secondary level. Please consult with your cooperating teacher concerning the dress code at the school.

GUIDELINES FOR W&L STUDENTS

Unfortunately, dress that is acceptable at W&L is problematic both for working in the local schools and for attending classes at SVU.

Male or female teachers in schools, regardless of the temperature, never wear shorts. Under no circumstances should any student wear any kind of shorts, including athletic shorts while visiting the public schools.

Men should not wear athletic shorts to classes at SVU, but jeans are acceptable. T-shirts should not have slogans that refer to alcohol, drug use, or sexuality or have strong political messages. While jeans are fine for attending classes at SVU, they may not be acceptable in the schools. Students should avoid wearing jeans if possible when attending the schools, except if there are designated casual days.

Women should be aware of the following when attending classes at SVU: Sleeveless blouses, tank tops, halter tops, revealing necklines, backless shirts or dresses, thigh revealing shorts, dresses or skirts, shoulder, hip, or midriff revealing apparel are not permitted at SVU. The hemline for shorts, dresses, and skirts should be below the knee. Clean, fresh, and neat warm up suits, sweatshirts, sweat pants or pants that are not tight or form fitting and a loose non-slogan t-shirt are acceptable when visiting SVU. Leggings should not be worn as pants.

When dressing for the local schools, women should, be aware that they may be bending down and bending over to help students with work, and should therefore, make sure that what they wear will not be too revealing in these different postures. This is critical for the middle and secondary school level.

GUIDELINES FOR SOCIAL NETWORKING & ONLINE ACTIVITY

Social networks are rapidly growing in popularity and use by all ages in society. The most popular social networks are web-based, commercial, and not purposely designed for educational use. They include sites like Facebook, MySpace, and Twitter. Social networking sites provide tremendous potential opportunities for staying in touch with friends and family.

As educators we have a professional image to uphold and how we conduct ourselves online helps determine this image. As reported by the media, there have been instances of educators demonstrating professional misconduct while engaging in inappropriate dialogue about their schools and/or students or posting pictures and videos of themselves engaged in inappropriate activity. Some educators feel that being online shields them from having their personal lives examined. But increasingly, educators' online identities are too often public and can cause serious repercussions.

One of the hallmarks of social networks is the ability to "friend" others – creating a group that share interests and personal news. RTEC strongly discourages teachers from accepting invitations to "friend" students within these social networking sites. When students gain access into a teacher's network of friends and acquaintances and are able to view personal photos, the student-teacher dynamic is altered. "Friending" students provides more information than one should share in an educational setting. It is important to maintain a professional relationship with students to avoid relationships that could cause bias in the classroom.

For the protection of your professional reputation, RTEC strongly advises the following practices:

Friending Policies

- Do not accept students as friends on personal social networking sites. Decline any student-initiated friend requests.
- Do not initiate friendships with students.
- Remember that people classified as “friends” have the ability to download and share your information with others.
- If one wishes to use online tools as a part of the educational process, please work with your cooperating teachers and technology staff to identify and use a restricted, school-endorsed networking platforms.

Content

- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Weigh whether a particular posting puts your effectiveness as a teacher at risk.
- Post only what you want the world to see. Imagine your students, their parents, your administrator, visiting your site. On a social networking site, basically once you post something it may be available, even after it is removed from the site.
- Do not discuss students with peers or publicly criticize school policies or personnel.
- Do not post images that include students.

Security

- Visit your profile’s security and privacy settings. At a minimum, educators should have all privacy settings set to “only friends”. “Friends of friends” and “Networks and Friends” open your content to a large group of unknown people.

Please stay informed and cautious in the use of all new networking technologies. Keep in mind these policies are minimum guidelines. Additionally, teacher candidates need to follow any policies in place in the school system they are visiting.

RTEC reserves the right to dismiss any student from the Teacher Education program based on inappropriate content and online behavior.

**Adapted from Jen Hegna, Information Systems Manager, Byron (MN) Public Schools*

RECEPTIVITY TO FEEDBACK & PERFORMANCE IMPROVEMENT

Teacher candidates must be receptive to feedback, accepting it graciously and implementing it expeditiously. Students must realize they will continue to grow throughout the program and positive and constructive feedback is an essential component in any teacher education program.

While we expect every student to be successful during their education coursework and fieldwork, we understand there may be instances where teacher candidates may withdrawal or be removed from a classroom placement. Following opportunities to improve performance, RTEC reserves the right to remove teacher candidates at the discretion of the RTEC steering committee.

TRAVEL & TRANSPORTATION POLICIES

In general, students are expected to arrange for their own transportation to practicum placements and directed teaching. The members of the RTEC team will attempt to place students in the public schools that are within a one to three-mile walking or biking distant, if possible. However, to meet the requirements for licensure, students must have fieldwork in a number of schools, so transportation may be necessary. Students

who need help with transportation should contact the Director of Teacher Education at their home school for transportation options.

Transportation will be provided for exchange courses at the consortium schools. Each college has a slightly different system for providing transportation, so students should check with the office of the Director of Teacher Education at their home school for details.

PARKING POLICIES

Students visiting Southern Virginia University will be required to place a parking sticker in their vehicle each time they visit the campus. The sticker is free and can be picked up at the Office of Campus Security, located at the Lee House on campus. To register your vehicle, please use your SVU student ID number and complete the parking registration form located on the school portal- MySVU. Visiting students may park in the student parking areas at the university.

Students visiting Washington and Lee should be able to park in an area off Washington Street below the Robert E. Lee Chapel that is open for visitors and or several spaces in the lower level of the parking garage located on the W&L campus. Students may also be able to park on Washington Street in public parking spaces if they are available.

PROGRAM REQUIREMENTS

ENDORSEMENT AREAS

Upon entering the program, students will choose an initial endorsement area. This area will determine your path for coursework. The required coursework for each endorsement area may differ. **Students are only permitted to receive endorsements offered at their home school.** Please refer to the most current advising sheets located on the forms section of the RTEC website.

<u>SOUTHERN VIRGINIA UNIVERSITY</u>	<u>WASHINGTON & LEE UNIVERSITY</u>
<p>Elementary Education: PreK-6</p> <p>PreK-12 Endorsement Areas</p> <ul style="list-style-type: none"> • Music Education: Instrumental • Foreign Language: Spanish 	<p>Elementary Education: PreK-6</p> <p>Middle Education: Mathematics, English, History and Social Sciences, and Science</p> <p>Secondary Education Endorsement Areas:</p> <ul style="list-style-type: none"> • Algebra I, add-on • Computer Science • English • History and Social Sciences • Journalism, Add-on • Mathematics • Science – Biology • Science – Chemistry • Science – Earth Science • Science – Physics <p>PreK-12 Endorsement Areas</p> <ul style="list-style-type: none"> • Latin • Music Education: Instrumental • Music Education: Vocal • Theater Arts • Visual Arts • Foreign Language: French, German, and Spanish

* Students may add additional endorsement areas (with the exception of Elementary PreK-12) by passing the Praxis II test in the endorsement content area.

STEPS TOWARD ENTRY INTO LICENSURE PROGRAM

RTEC differentiates between students interested in the teacher licensure track and student enrolling in education coursework for other reasons such as education policy work, child psychology, pediatrics and other interests.

Students who are seeking licensure must understand that there are several criteria that must be met before admittance to our licensure program and directed teaching.

REQUIREMENTS FOR ENTRY INTO UPPER-LEVEL TEACHER EDUCATION COURSEWORK

RTEC schools will accept students into the upper-level education courses in the teacher education department, using the following standards:

- completion of the Foundations of Education course and practicum (EDU/EDUC 200 and 201) with a grade of at least B-;
- a cumulative GPA of 2.500;
- completion of the application to enter upper level courses in teacher education (Form A-3);
- 2 references from faculty members not in the teacher education program.(Form A-4);
- 1 reference from education faculty if needed (Form A-4);
- an interview with teacher education faculty from the student's home college (Form A-5);
- completion of one of the following: 1) Praxis I scores that meet the requirements of the Virginia Department of Education (VDOE); 2) a combination of Praxis I scores in math and passing scores on the VCLA in reading and writing; or 3) SAT or ACT scores that are sufficient to replace the Praxis I, according to the standards set by the VDOE.

Exceptions may be made to the admission to upper-level education courses only with explicit permission of the RTEC steering committee. Additionally, please note that program admission does not guarantee admittance to Directed Teaching or Virginia Licensure.

REQUIREMENTS FOR APPLICATION TO LICENSURE PROGRAM & DIRECTED TEACHING

Before admittance into licensure program and directed teaching, students must meet the following additional criteria:

- completion of the application to licensure program (Form A-8);
- 3.0 average GPA in education courses with no course below a 2.0;
- passing score on the Virginia Communication and Literacy Assessment (VCLA);
- passing scores on the Praxis II test required for the student's endorsement area; and,
- passing score on the reading assessment test required by VDOE if seeking elementary licensure.
- a completed Virginia Background Check
- Emergency First Aid/CPR/AED Training
- Child Abuse Recognition & Intervention Training

LEADERSHIP & SERVICE REQUIREMENTS

Two of the four components that shape RTEC's mission involve students participating in leadership and service activities. RTEC's teacher candidates are expected to become effective leaders who are capable of helping others. As a requirement for licensure, students must document they have met the standards for leadership and service established by the members of RTEC. Students must complete **forty hours** of leadership and **ten hours** of service prior to the completion of the program. The leadership requirement can be completed at any point in your college experience. The service requirement; however, will be completed as part of your directed teaching experience and will require a project at your placement school. Detailed descriptions and forms for both requirements can be found online on the Teacher Education Website at your home school. Students will complete the Leadership Form (A-10) and Service Form (A-11) as part of their exit requirements for the program.

DETAILS ABOUT LICENSURE REQUIREMENTS:

PRAXIS I

Required for: All Endorsements

Praxis I (or qualifying substitute) is required for admission to the initial licensure programs. Qualifying substitutes include SAT or ACT scores at a level set by the Virginia Department of Education or adequate VCLA scores with a qualifying Praxis I, SAT, or ACT math score. SAT reading and math scores must total 1100 with at least a 530 in each area. ACT scores must total 24 or higher with a math score of at least 22 and a score of English Plus Reading of 46 or higher. Information on the Praxis I test can be found at:

<http://www.ets.org/praxis>

VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT (VCLA)

Required for: All Endorsements

The Virginia Communication and Literacy Assessment (VCLA) must be passed prior to application for the RTEC licensure program. Information on the VCLA assessment can be found at: <http://www.va.nesinc.com>

*NOTE: Your official scores for the VCLA will be mailed to your home address. Once received, you are required to immediately provide the teacher education office at your home college with these official results.

READING FOR VIRGINIA EDUCATORS

Required for: Elementary Endorsement

Effective July 1, 2011, the new reading assessments for the state of Virginia will be Reading for Educators (RVE). Registration information and preparation materials may be found at:

<http://www.ets.org/praxis/prepare/materials/0306>

PRAXIS II

Required for: All Endorsements

Praxis II subject area tests must be passed prior to application for Directed Teaching. The most updated test requirements, pass rates, and test codes for subject area tests can be found on the VADOE website:

http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf

CHILD ABUSE RECOGNITION & INTERVENTION TRAINING

All individuals seeking initial licensure are required to complete a child abuse recognition and intervention course that meets the Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also is sent to school division human resources directors and school division licensure specialists. One will need to complete the online training module located at:

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

Once complete, a printed certificate must be given to the Director of Teacher Education at your home university. Completion of this online training is a requirement for successful completion of the directed teaching seminar.

EMERGENCY FIRST AID/CPR/AED TRAINING

Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidenced - based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training. Any student not already certified will be given an opportunity to complete training as part of the Directed Teaching Seminar.

ENDORSEMENT COURSEWORK REQUIREMENTS

ELEMENTARY EDUCATION CERTIFICATION PREK-6 (SVU, W&L)

- EDU/EDUC 200 Foundations of Education
 - EDU/EDUC 201 Practicum: Foundations of Education
 - EDU/EDUC 302 The Exceptional Learner
 - EDU/EDUC 305 Teaching Elementary Reading
 - EDU/EDUC 306 Practicum: Teaching Elementary Reading
 - EDU/EDUC 310 Art for Elementary Education
 - EDU/EDUC 315 Music and Movement for Elementary Education
 - EDU/EDUC 340 Elementary Language Arts and Social Studies Methods
 - EDU/EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods
 - EDU/EDUC 343 Elementary Math and Science Methods
 - EDU/EDUC 344 Practicum: Elementary Math and Science Methods
 - EDU 491/EDUC 451E Directed Teaching Seminar: Elementary
 - EDU 494/EDUC 461E Directed Teaching: Elementary
 - PSYC 113 Principles of Development or EDU 250 Human Growth and Development
- PreK-6 students will focus their fieldwork and directed teaching on the PreK-6 level.

MIDDLE & SECONDARY EDUCATION CERTIFICATION (W&L)

- EDUC 200 Foundations of Education
- EDUC 201 Practicum: Foundations of Education
- EDUC 302 The Exceptional Learner
- EDUC 303 Practicum: The Exceptional Learner
- EDUC 353 Middle and Secondary Content Area Reading and Writing
- EDUC 354 Practicum: Middle and Secondary Content Area Reading and Writing
- EDUC 356 Methods for Middle & Secondary Education
- EDUC 357 Practicum: Methods for Middle & Secondary Education
- EDUC 451S Directed Teaching Seminar: Middle & Secondary Education
- EDUC 461S Directed Teaching: Middle & Secondary Education
- PSYC 113 Principles of Development

PREK-12: ART (W&L)

- EDUC 200 Foundations of Education
- EDUC 201 Practicum: Foundations of Education
- EDUC 302 The Exceptional Learner
- EDUC 310 Art for Elementary Education
- EDUC 340 Elementary Language Arts and Social Studies Methods
- EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods
- EDUC 356 Methods for Middle & Secondary Education
- EDUC 357 Practicum: Methods for Middle and Secondary Education
- EDUC 451A Directed Teaching Seminar: PreK-12
- EDUC 461A Directed Teaching: PreK-12
- PSYC 113 Principles of Development

PREK-12: FOREIGN LANGUAGE (SVU, W&L) AND LATIN (W&L)

- EDU/EDUC 200 Foundations of Education
- EDU/EDUC 201 Practicum: Foundations of Education
- EDU/EDUC 302 The Exceptional Learner
- EDU/EDUC 340 Elementary Language Arts and Social Studies Methods
- EDU/EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods
- EDU/EDUC 353 Middle and Secondary Content Area Reading and Writing
- EDU/EDUC 354 Practicum: Middle and Secondary Content Area Reading and Writing
- EDU/EDUC 365 Methods for Foreign Language
- EDU/EDUC 356 Practicum: Methods for Foreign Language (one credit required; may take two)
- EDU 490/EDUC 451A Directed Teaching Seminar: PreK-12
- EDU 493/EDUC 461A Directed Teaching: PreK-12
- PSYC 113 Principles of Development or EDU 250 Human Growth and Development

INSTRUMENTAL MUSIC (SVU, W&L)

- EDU/EDUC 200 Foundations of Education
- EDU/EDUC 201 Practicum: Foundations of Education
- EDU/EDUC 302 The Exceptional Learner
- EDU/EDUC 375 Elementary and Secondary Instrumental Music Methods for Woodwinds and Brass
- EDU/EDUC 376 Practicum: Elementary and Secondary Music Methods for Woodwinds and Brass
- EDU/EDUC 377 Elementary and Secondary Instrumental Music Methods for Strings and Percussion
- EDU/EDUC 378 Practicum: Elementary and Secondary Music Methods for Strings and Percussion
- EDU 490/EDUC 451A Directed Teaching Seminar: PreK-12
- EDU 495/EDUC 461A Directed Teaching: PreK-12
- PSYC 113 Principles of Development or EDU 250 Human Growth and Development

VOCAL MUSIC (W&L)

- EDUC 200 Foundations of Education
- EDUC 201 Practicum: Foundations of Education
- EDUC 302 The Exceptional Learner
- EDUC 303 Practicum: The Exceptional Learner
- EDUC 345 Elementary and Secondary Vocal Music Methods
- EDUC 346 Practicum: Elementary and Secondary Vocal Music Methods
- EDUC 451S Directed Teaching Seminar: PreK-12
- EDUC 461A Directed Teaching: PreK-12
- PSYC 113 Principles of Development

THEATRE (W&L)

- EDU/EDUC 200 Foundations of Education
- EDU/EDUC 201 Practicum: Foundations of Education
- EDU/EDUC 302 The Exceptional Learner
- EDU/EDUC 303 Practicum: The Exceptional Learner
- EDU/EDUC 315 Music and Movement for Elementary Education
- THTR 225 Drama and Theater Teaching Methods
- THTR 226 Practicum: Drama and Theater Teaching Methods
- ED 455/EDUC 451A Directed Teaching Seminar: PreK-12
- ED 456/EDUC 461A Directed Teaching PreK-12
- PSYC 113 Principles of Development or EDU 250 Human Growth and Development

COURSE OFFERINGS BY UNIVERSITY

COURSE NAME			SVU	W&L	Credit
EDU/EDUC	200	Foundations of Education	X	X	3
EDU/EDUC	201	Practicum: Foundations of Education	X	X	1
EDUC	302	The Exceptional Learner		X	3
EDUC	303	Practicum: The Exceptional Learner		X	1
EDUC	305	Teaching Elementary Reading		X	3
EDUC	306	Practicum: Teaching Elementary Reading		X	1
EDU	310	Art for Elementary Education	X		2
EDU	315	Music and Movement for Elementary Education	X		2
EDU/EDUC	340	Elementary Language Arts and Social Studies Methods	X	X	3
EDU/EDUC	341	Practicum: Elementary Language Arts and Social Studies Methods	X	X	1
EDU/EDUC	343	Elementary Math and Science Methods	X	X	3
EDU/EDUC	344	Practicum: Elementary Math and Science Methods	X	X	1
EDUC	353	Middle and Secondary Content Area Reading and Writing		X	3
EDUC	354	Practicum: Middle and Secondary Content Area Reading and Writing		X	1
EDUC	356	Methods for Middle & Secondary Education		X	3
ED UC	357	Practicum: Methods for Middle &Secondary Education		X	1
EDUC	365	Methods for Foreign Language		X	3
EDUC	366	Practicum: Methods for Foreign Language		X	1-2*
EDU/EDUC	375	Elementary and Secondary Instrumental Music Methods for Woodwinds and Brass	X	X	3
EDU/EDUC	376	Practicum: Elementary and Secondary Instrumental Music Methods for Woodwinds and Brass	X	X	1-2*
EDU/EDUC	377	Elementary and Secondary Instrumental Music Methods for Strings and Percussion	X	X	3
EDU/EDUC	378	Practicum: Elementary and Secondary Instrumental Music Methods for Strings and Percussion	X	X	1-2*
EDU	491	Directed Teaching Seminar: Elementary	X		1

EDU	494	Directed Teaching: Elementary	X		11
EDU	492	Directed Teaching Seminar: Middle & Secondary	X		1
EDU	495	Directed Teaching: Middle & Secondary	X		11
EDU	490	Directed Teaching Seminar: PreK-12	X		1
EDU	493	Directed Teaching: PreK-12	X		11
EDUC	451E	Directed Teaching Seminar: Elementary		X	1
EDUC	461E	Directed Teaching: Elementary		X	11
EDUC	451S	Directed Teaching Seminar: Middle & Secondary		X	1
EDUC	461S	Directed Teaching: Middle & Secondary		X	11
EDUC	451A	Directed Teaching Seminar PreK-12		X	1
EDUC	461A	Directed Teaching: PreK-12		X	11
PSYC	113	Principles of Development		X	3
EDU	250	Human Growth and Development	X		3
THTR	225	Drama and Theater Teaching Methods		X	3
THTR	226	Drama and Theater Teaching Practicum		X	1-2*

PRACTICUM REQUIREMENTS

<u>ELEMENTARY EDUCATION</u>			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	Observe and assist teacher	24
EDUC 306 Practicum: Teaching Elementary Reading	1	Observe and assist teacher Work with small reading groups Perform a reading assessment Teach one read aloud lesson	30
EDU/EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods	1	Observe and assist teacher Teach one language arts lesson Teach one social studies lesson	30
EDU/EDUC 344 Practicum: Elementary Math and Science Methods	1	Observe and assist teacher Teach one math lesson Teach one science lesson	30
TOTAL FIELD WORK HOURS			114

<u>MIDDLE & SECONDARY</u>			
Course	Credits	Minimum Requirements	Hours
EDUC 201 Practicum: Foundations of Education	1	Observe and assist teacher	24
EDUC 303 Practicum: The Exceptional Learner	1	Observe and assist teacher Specifically observe the role of special education teachers and aids in the education of the exceptional child	30
EDUC 354 Practicum: Middle and Secondary Content Area Reading and Writing	1	Observe and assist teacher Teach one content area reading lesson	30
EDUC 357 Practicum: Methods for Middle and Secondary Education	1	Observe and assist teacher Teach two lessons in content area	30
TOTAL FIELD WORK HOURS			114

<u>ART PREK-12</u>			
Course	Credits	Minimum Requirements	Hours
EDUC 201 Practicum: Foundations of Education	1	Observe and assist teacher	24
EDUC303 Practicum: The Exceptional Learner	1	Observe and assist teacher Specifically observe the role of special education teachers and aids in the education of the exceptional child	30
EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods	1	Observe and assist teacher Teach one language arts lesson Teach one social studies lesson	30
EDUC 357 Practicum: Methods for Middle and Secondary Education	1	Observe and assist teacher Teach two lessons in content area	30
TOTAL FIELD WORK HOURS			114

<u>FOREIGN LANGUAGE & LATIN PREK-12</u>			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	Observe and assist teacher	24
EDU/EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods	1	Observe and assist teacher Teach one language arts lesson Teach one social studies lesson	30
EDUC 354 Practicum: Secondary Content Area Reading and Writing	1	Observe and assist teacher Teach one content area reading lesson	30
EDUC 366 Practicum: Methods for Foreign Language	1	Observe and assist teacher Teach two lessons in content area	30
TOTAL FIELD WORK HOURS			114

<u>INSTRUMENTAL MUSIC PREK-12</u>			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	Observe and assist teacher	24
EDU/EDUC 376 Practicum: Elementary and Secondary Music Methods for Woodwinds & Brass	2	Observe and assist Teacher Teach woodwinds and brass lessons in an elementary setting Teach woodwinds and brass lessons in a secondary setting	48
EDU/EDUC 378 Practicum: Elementary and Secondary Music Methods for Strings & Percussion	2	Observe and assist Teacher Teach strings and percussion lessons in an elementary setting Teach strings and percussion lessons in a secondary setting	48
TOTAL FIELD WORK HOURS			120

<u>VOCAL MUSIC K-12</u>			
Course	Credits	Minimum Requirements	Hours
EDUC 201 Practicum: Foundations of Education	1	Observe and assist teacher	24
EDUC 303 Practicum: The Exceptional Learner	1	Observe and assist teacher Specifically observe the role of special education teachers and aids in the education of the exceptional child	30
EDUC 346 Practicum: Elementary and Secondary Vocal Music Methods	1-2	Observe and assist Teacher Teach vocal music lessons in an elementary setting Teach vocal music lessons in an elementary setting	60
TOTAL FIELD WORK HOURS			120

<u>THEATRE PREK-12</u>			
Course	Credits	Minimum Requirements	Hours
EDUC 201 Practicum: Foundations of Education	1	Observe and assist teacher	24
EDUC 303 Practicum: The Exceptional Learner	1	Observe and assist teacher Specifically observe the role of special education teachers and aids in the education of the exceptional child	30
THTR 226 Practicum: Drama and Theater Pre-K -12 Methods	2	Observe and assist teacher Teach drama and theatre lessons in an elementary setting Teach drama and theatre lessons in a secondary setting	60
TOTAL FIELD WORK HOURS			114

DIRECTED TEACHING

Following successful completion of all endorsement area coursework and exams, one may apply to the official RTEC licensure program. Admittance to the licensure program allows one to participate in directed teaching. Directed teaching is a focused, clinical experience designed to provide in-depth fieldwork practice. **A detailed handbook outlining all directed teaching requirements can be found online on the Teacher Education website at each university.** This section of the handbook; however, includes a brief overview of directed teaching requirements.

OVERVIEW OF DIRECTED TEACHING REQUIREMENTS

As a student participating in the directed teaching, clinical experience one can expect:

- a 12 week (or 14 week for PreK-12 endorsements), full-time placement in an area PreK-12 school with a cooperating teacher;
- participation in all school staff requirements (committees, parent conferences, faculty meetings, etc.);
- weekly one-credit seminar meeting after school;
- formal observations by a designated university supervisor;
- weekly feedback sessions with cooperating teacher;
- three formal triad meetings with university supervisor & cooperating teacher; and,
- formal mid-term & final evaluations based on the Charlotte Danielson Framework for Teaching.

COURSE WORK, EMPLOYMENT, & EXTRACURRICULAR INVOLVEMENT DURING DIRECTED TEACHING

Directed teaching is a full-time commitment; however, the university recognizes that some individuals may also need to work after the school day. Individuals planning to work or participate in extracurricular activities such as sports or choir must discuss the situation with their university supervisor and receive approval prior to directed teaching.

POST GRADUATE DIRECTED TEACHING

Students may complete directed teaching the semester after they graduate through programs at W&L and SVU at a significantly reduced tuition. Students who are interested in this option should check with the office of the Director of Teacher Education or the Teacher Education website for details on current tuition charges. Students enrolled in this program are expected to find their own housing and provide their own board. However, some financial aid does apply because directed teaching does qualify for full-time student status.

EXIT REQUIREMENTS

In addition to meeting the requirements of your academic major, the following RTEC exit requirements must be met:

CUMULATIVE ASSESSMENT PORTFOLIO

Teacher candidates will be required to complete a Cumulative Assessment Portfolio (CAP). It is important to save samples of work from your courses and directed teaching. Ultimately, prior to successful completion of the program one must meet proficiency on the following rubric (Form A-12):

	Contents	Requirements for Proficiency	Fails to Meet Proficiency	Meets Proficiency
I.	Philosophy Statement	Includes a well-written, thoughtful 2-3-page philosophy of teaching statement. The philosophy statement should include reflection on how the four components of RTEC (Rigor, Leadership, Service, & Diversity) have been integrated into their teaching.		
II.	Teacher Work Sample	Includes a well-written, complete Teacher Work Sample. The TWS should demonstrate the candidate's ability to understand and assess student learning. The TWS should provide evidence of student learning through a pre/post assessment and include the following components: Teaching Contextual Factors, Learning Goals & Objectives, Assessment Plan, Instructional Sequence, Analysis of Student Learning, and Evaluation and Reflection.		
III.	Reflection & Synthesis of Personal Growth	Includes narrative statements of personal growth for each of the four Charlotte Danielson Framework for Teaching Domains. Each section should be at least one-page in length and should demonstrate thoughtful reflection on candidate growth. Each narrative should make reference to at least two artifacts in Section IV-Appendix. This can be combined with the reflections for each domain.		
IV.	Domain 1: Planning & Preparation	Includes at least two artifacts to demonstrate the ability to plan and prepare appropriate instruction. Each artifact should include a well written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain.		
	Domain 2: The Classroom Environment	Includes at least two artifacts to demonstrate ability to create and maintain a positive classroom environment. Each artifact should include a well written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain.		
	Domain 3: Instruction	Includes at least two artifacts to demonstrate ability to instruct students effectively. Each artifact should include a well written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain. At least one artifact should include a reflection from a videotaped lesson.		
	Domain 4: Professional Responsibilities	Includes at least two artifacts to demonstrate candidate professionalism. Each artifact should include a well written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain.		

CUMULATIVE FIELDWORK HOURS

As part of the completion of the RTEC licensure program, students will be required to submit a chart tabulating all fieldwork hours. These hours include all practica placements and directed teaching. The form (A-13) for documentation can be found on the Teacher Education website at your home school.

CHECKLIST FOR VIRGINIA DEPARTMENT OF EDUCATION & STATE LICENSURE

Teacher candidates will be required to complete a final checklist providing all paperwork for Virginia DOE Licensure. The checklist (A-15) can be found on the Teacher Education website at your home school.

EXIT SURVEY & FIRST YEAR EMPLOYER SURVEY

Feedback about our program is crucial to maintaining and improving the quality for future RTEC students. Students are expected to complete an online program completer exit survey. Additionally, teacher candidates will need to provide follow-up information with the teacher education office at your home school. Once an RTEC teacher graduate has completed the program, and been employed for one year, a short survey about preparedness for the field will be sent to the graduate and his/her employer. A copy of the follow-up survey instrument can be found on the Teacher Education website at your home school.

FORMS

PROGRAM PROGRESS CHECKLIST

TEACHER LICENSURE PROGRESS CHECKLIST

Name _____ Endorsement _____ Class _____

PRIOR TO ENTRY TO UPPER-LEVEL EDUCATION COURSEWORK	
ITEM	Complete
Meet with Teacher Education Faculty for Advising Session (A-2)	
Successful Completion of EDU/EDUC 200 Foundations (B- or higher)	
Passing Scores for Praxis I or Sufficient SAT/ACT Scores	
Completed Application to Upper-Level Coursework (A-3) with 3 faculty references (A-4)	
Received Permission to Enroll in Upper-Level Courses (A-6)	
Completed Interview & Signed Program Handbook Agreement (A-7)	
PRIOR TO LICENSURE PROGRAM/ DIRECTED TEACHING ACCEPTANCE	
ITEM	Complete
Successfully Completed all Coursework * See Handbook for Details	
Notified Registrar if using AP credit to Meet Endorsement Coursework Requirements	
Completed & Passed Praxis II	
Completed & Passed VCLA	
Completed & Passed RVE (PK-6 only)	
Completed Application to Licensure Program & Directed Teaching Request (A-8)	
Received Licensure Program Letter of Acceptance (A-9)	
Completed Leadership Form (A-10)	
Completed Child Abuse Training Module as required by VDOE	
Completed CPR/First Aid/AED Training as required by VDOE	
Completed Virginia Background Check	
DURING DIRECTED TEACHING	
ITEM	Complete
Completed all forms/evaluations on the Directed Teaching Checklist (DT-1)	
Passing Grade in Directed Teaching & Direct Teaching Seminar	
Complete & Approved Cumulative Assessment Portfolio (CAP) (A-12)	
Completed Service Form (A-11)	
FOLLOWING DIRECTED TEACHING	
ITEM	Complete
Complete Cumulative Clock Hours Form (A-13)	
Sign Release of Records Form for Licensure (A-14)	
Completed all VDOE Licensure Forms (A-15)	
Provided check for VDOE licensure	
Completed Program Completer Exit Survey	
Provided Follow-up Address for First-Year Teaching Survey	

PROGRAM HANDBOOK AGREEMENT FORM



**Program Handbook
Acknowledgement & Agreement Form**

This is to acknowledge that I have received a copy or am able to access a copy of the Rockbridge Teacher Education Consortium (RTEC) Program Handbook for Teacher Education.

I acknowledge that the handbook sets forth the terms and conditions for a Virginia teacher license as well as the duties, responsibilities, and obligations for my successful completion of the RTEC program.

Date _____

Student Name [printed] _____

Home School _____

Student Signature _____

To be placed in the student's permanent advising file