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Who Should Read This Handbook?
If you are a prospective or current UVA student interested in becoming a Special Education teacher through the Falls Church part-time PGMT program, this handbook is for you! It will also be helpful to any faculty or staff member who work with students in the program.

Teacher Education (TEd@Curry)

Mission/Goals
The Curry MT program aims to prepare teachers who exemplify best practices in connecting content, practice and research to foster academic, social, and emotional development in students with diverse backgrounds and varied needs. Our graduates use data and reflection in their instructional decision-making so that their impact on student learning is meaningful and measurable.

The Teacher Education program centers on the theme of the “Teacher as a Reflective Decision-Maker.” Grounded in the belief that teachers who make thoughtful decisions demonstrate effective clinical and pedagogical practices, and reflect on the outcomes of their actions, the TEd@Curry program integrates extensive field work with professional coursework at conceptual and practical levels to prepare candidates to connect content, practice and research into best practices which they will use to inform instructional decision-making. The ultimate goal is meaningful and measurable impact on student learning, and the TEd@Curry program fosters an environment where candidates learn to use data and reflective analysis as tools in effective teaching practice.

Figure 1
Quick Overview and History Facts

Business leader, visionary, and philanthropist John D. Rockefeller, Sr., attached only one condition to the $100,000 gift he made to establish a school of education at UVA in 1905. He stipulated only that the school be named for J. L. M. Curry, an educational reformer who, unlike many Southerners of his day, was an advocate for public education and who was dedicated to equal, high-quality education for all citizens irrespective of race, sex, or creed.

The Teacher Education program at the University of Virginia’s Curry School of Education is defined by the Master of Teaching (MT) degree and was developed to prepare candidates seeking initial teaching licensure in the Commonwealth of Virginia. Created in 1986 in its current configuration, the TEd@Curry program is structured as a five-year, dual degree program with a two-year option (PG/MT) for those who already hold a bachelor’s degree offered on grounds in Charlottesville as full-time programs. In 2015, a part-time PG/MT in Special Education was added to the University’s Falls Church campus to serve working adults who wanted to earn licensure in this high-needs endorsement area.

Operated within the Curriculum, Instruction, and Special Education (CISE) academic department, TEd@Curry collaborates with the university’s College of Arts & Science, the School of Engineering and Applied Sciences (SEAS), the three other academic departments in Curry (Human Services, Kinesiology, and Leadership Foundations & Policy), as well as with local, national, and international schools to provide instruction and experience necessary to meet the goals of the program. In short, graduates earn a degree with a liberal arts foundation, take professional coursework from multiple departments at Curry, engage in a series of progressive field placements, and complete a pinnacle field project on evidence-based practices, all of which culminate in the Master of Teaching degree and eligibility for the postgraduate professional license to teach from the Virginia Department of Education (VDOE).

Curry’s main classroom building in Charlottesville is named for Virginia’s first Superintendent of Public Education, William Henry Ruffner, an influential proponent of public schools in the late nineteenth century. Curry’s newer building is named in honor of Anthony Bavaro, a professional football player who dedicated his life to teaching for forty years in the Boston city schools. Courses are also offered online and at the University’s Falls Church campus adjacent to the West Falls Church metro stop.

Accreditation

The University of Virginia Curry School of Education’s Master of Teaching Program, is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from April, 2015 to April, 2022. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

The Virginia Department of Education (http://www.doe.virginia.gov) lists the University of Virginia as an approved educator preparation program.

Faculty & Staff

TEd@Curry Program Coordinator
Special Education - General Curriculum (K-12)

- Bill Therrien wjt2c 243-2962


**Teaching in Virginia**

**Licensure**

The primary purpose for licensing teachers is to maintain standards of professional competence. The responsibility for licensure is set forth in §22.1-298.1 of the *Code of Virginia*, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The University of Virginia can only prepare teacher candidates for licensure in the endorsement areas for which the Curry School has been approved by the Commonwealth of Virginia Board of Education and a national accreditation process.

The teaching license is the official way to recognize that a candidate completed the professional studies component of teacher preparation. Competencies in human growth and development, curriculum and instruction, reading, behavior management, assessment, educational foundations, as well as clinical experiences comprise professional teacher preparation. The Virginia Department of issues an initial license only when a candidate also completed all requirements for the content area endorsement. Professional licenses must be renewed every five years, although the professional studies component does not need to be repeated.

All TEd@Curry graduates must apply for Virginia licensure. As a graduate of a state-approved program, you are assured Virginia licensure and endorsement if you successfully complete all program requirements and “possess good moral character” (free of conditions outlined in Part VII, 8VAC20-22-690 et seq., of the *Licensure Regulations for School Personnel* located at [http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf](http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf)).
The TED@Curry administrative team assists in the gathering of pertinent materials for licensure in concert with HR licensure specialists from the hiring school division, if appropriate. This process takes place throughout the candidate’s career, but is completed in earnest during the last term of coursework as part of the graduation application process.

The deadline to submit applications for licensure and endorsement(s) to the Teacher Education Office is February 1 for May graduates, October 1 for December graduates, and June 1 for August graduates.

For the online licensure application, go to the [Curry website](http://www.curry.uva.edu) and click on Forms & Resources in the upper right of the page. Check the filter for Forms, type Graduation in the search box, and you should see the link for Curry Graduation Forms and Information. Select the file for Teacher Education.

These are the general steps to apply for licensure (we will work with you on your individual needs; however):

1. Once the degree is conferred and that designation appears on the transcript, the Curry School will sign off on submitted licensure documents (it can take up to two weeks after graduation before the degree is officially conferred on your transcript by the Registrar).
2. Curry will mail signed documents and test scores to the address you provide on the College Verification Form, or, if you choose, the HR licensure official of your employer.
3. The graduate orders an official UVA transcript, writes a check (there is a fee for licensure of $50 for in-state applicants and $75 for out-of-state applicants), and mails all licensure documents to the Virginia Department of Education. For those who are moving from provisional to professional license, it is best to work with your employing school division on submission of this paperwork.
4. The license is effective as of July 1 for the year in which it is granted.

**Endorsements**

Endorsements identify what subject areas and which grade levels each teacher is licensed to teach. The Commonwealth of Virginia Department of Education defines endorsements. UVA is approved to provide teacher preparation in a selection of endorsements.

Teacher candidates are accepted into a specific program that identifies which endorsement will lead to licensure. These programs identify the requirements necessary to earn licensure in the specified endorsement. Additional endorsements are possible, in some cases, through Praxis II testing. Teacher candidates should check with either their Curry advisor or the Teacher Education office for proper procedures for their particular situation.

**Endorsements identify what subject areas and which grade levels each teacher is licensed to teach.**

**Additional Endorsements through Testing**

Teacher candidates can add additional endorsements by passing the Praxis II test in each endorsement area. This option is not available for those seeking to add an early/primary preK-3, special education, or elementary education preK-6 endorsement. With prior notification, Curry can approve the additional endorsement at the time of initial licensure application. This option is also available after graduation and licensure is earned.
Additional Endorsements through Coursework
Teacher candidates can add additional endorsements by earning the required course credits in a field as identified by the VDOE *Licensure Regulations for School Personnel*. With prior notification, Curry can approve the additional endorsement at the time of initial licensure application. This option is also available after graduation and licensure is earned.

Frequently Asked Questions about Teaching in Virginia

**Q. Can I use my Virginia license to teach in another state?**
A. Each state has its own regulations regarding reciprocity of licensing/certification, and most consider completion of a state-approved teacher preparation program a key factor in accepting that reciprocity. However, you may be asked to take additional coursework or examinations. Typically in those cases, a provisional license is granted with a limited number of years to meet the regulations. Consult the website of the state education agency to which you are interested in applying for details. The Teacher Ed staff can help determine whether a second College Verification form is needed.

**Q. Can I apply for a national license or certification?**
A. National Board Certification (NBC) is offered to teachers with at least three years of teaching experience who pass professional assessments. NBC complements, but does not replace, state licensing requirements. Based on the standards of the National Board for Professional Teaching Standards (NBPTS), this certification process consists of a rigorous two-part assessment. Teachers are often given state incentives for applying and receiving the National Board Certification. For more information, check out their website at [www.nbpts.org](http://www.nbpts.org).

Requirements

**Beliefs of the Curry Teacher Ed Program**
The Curry School's Teacher Education Program is based on a set of beliefs regarding characteristics of effective teacher education programs. Course syllabi, clinical experiences, policies, and procedures reflect these beliefs:

<table>
<thead>
<tr>
<th>EDUCATIONAL BELIEFS</th>
<th>CURRY IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ The professional education of teachers is shared by the Curry School of Education, the College of Arts and Sciences/SEAS and the public schools of the Commonwealth.</td>
<td>➢ The Curry School of Education has partnerships with A&amp;S, SEAS, and with over 21 school divisions within Virginia as well as schools located in urban settings outside of Virginia.</td>
</tr>
<tr>
<td>➢ All teacher education students should have a cohesive, planned program of liberal arts education.</td>
<td>➢ With the exception of health/physical education students, all teacher education programs require an academic major within the arts and sciences or in engineering science. Health/physical education students receive a BSEd degree in the undergraduate component of the program. PGMT students complete a General Studies Review form to ensure their background includes broad-based liberal arts.</td>
</tr>
<tr>
<td>EDUCATIONAL BELIEFS</td>
<td>CURRY IMPLEMENTATION</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>➢ Teachers should have a strong professional education background to appropriately convey content knowledge and facilitate student learning.</td>
<td>➢ All teacher candidates in the Curry programs take at least 30 hours of graduate education coursework. Clearly articulated program guides are provided for all Curry Teacher Education Programs.</td>
</tr>
<tr>
<td>➢ Quality teacher education programs integrate theory and practice.</td>
<td>➢ Every clinical or field experience relates to coursework, integrating theory and practice.</td>
</tr>
<tr>
<td>➢ Effective teacher education programs take into account the individual and cultural diversity of both the prospective teachers and the students in the public schools.</td>
<td>➢ Curriculum related to diversity is taught in both designated classes and through specific field placements.</td>
</tr>
<tr>
<td>➢ The on-going involvement of skilled practicing teachers is a significant aspect of any quality teacher preparation program.</td>
<td>➢ Mentor teachers supervise clinical experiences, serve on advisory boards, provide guest lectures, and participate in grant activities.</td>
</tr>
<tr>
<td>➢ Schools of education at research universities have a particular responsibility for contributing to the knowledge base on teaching.</td>
<td>➢ Curry students and faculty are involved annually in research activities that inform the faculty members’ individual fields of scholarship and leadership.</td>
</tr>
<tr>
<td>➢ Quality teacher education programs must infuse technology in instruction.</td>
<td>➢ Curry has emerged as a national leader in technology and has received awards and grants to support its efforts.</td>
</tr>
</tbody>
</table>

**Virginia Requirements**

Many of the requirements for the MT program are based on the Commonwealth of Virginia’s regulations for earning an initial teaching license and endorsements. While Curry has its own philosophies and rationale for some requirements, the Virginia Department of Education requires verification of certain pre-requisites for professional licensure, outlined below.

**Liberal Arts Program**

The liberal arts major is intended to prepare teachers who exhibit analytical skills and in-depth understanding of content material. The expectation is that teachers have an intellectual framework from which to develop their content specializations. Teachers need to be prepared to teach the Virginia Standards of Learning (SOLs) that serve as the basis for preK-12 curriculum. General studies core courses fulfill this requirement and are delineated for each program.

**PG/MT**

Teacher candidates interested in teaching special education (preK-12) may have any academic major offered through an undergraduate liberal arts degree program. However, specified general studies (courses) must be reported on a transcript from an accredited college/university to qualify for licensure/endorsement. Candidates who do not hold a liberal arts degree at the B.A. level will need to make up deficiencies in the liberal arts content prior to completing the Curry PG/MT program.

PG/MTs confer with NoVA On-Site liaison, Stephanie Floyd, to complete the General Studies Review (GSR) form. Submitting this signed form to the TEd@Curry office allows us to document completion of
licensure requirements prior to joining the MT program. Your SIS advising report will be updated to indicate any outstanding coursework needed in this area. Your advisor may recommend courses available at UVA or locally that can address any shortfalls.

**Child Abuse and Neglect Recognition Module**
All licensed teachers are required to demonstrate that they have completed study in child abuse recognition and intervention that meets curricular guidelines established by the VDOE and the Virginia Department of Social Services. The state and Curry School recommend an online module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html, *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators*. Make sure to print two copies of the certificate at the end of the module, keeping one for your records, and submitting the second to the Teacher Education office (TeacherEd@virginia.edu). This module should be completed before the final semester.

**First Aid/CPR/AED Training**
Beginning July 1, 2013, documentation of training in First Aid/CPR/AED from a nationally recognized program (e.g. the Red Cross or the American Heart Association) is required for teaching licensure. The VDOE expects approved programs to collect evidence of this training including:

- individual's full name (matching the name on licensure forms)
- title or description of training or certification that must clearly indicate that all three components were included (i.e. emergency first aid, CPR, and AED)
- date the training or certification was completed or expires
- Signature and title of the individual providing the training or certification OR printed certificate from the organization or group that provided the training. Wallet-sized certification cards will be accepted.

As with most other licensure requirements, the TEd@Curry team strongly recommends that you complete this requirement prior to your student teaching semester. Documentation must be submitted to the Teacher Education Office via TeacherEd@virginia.edu so that the SIS Advising Record can be updated accordingly. Please note: certifications need not be current – it is evidence of training that is required. Training can be scheduled online with a local Red Cross or AHA office to be taken anywhere in the country. An alternative, less expensive option is an online service that meets the requirement of being based on AHA guidelines, but does not provide hands on testing, www.nationalcprfoundation.com/courses/standard-cpr-aed-first-aid/. Training is free at this site or students can pay for a two year certification.

**Test Scores**
The Commonwealth of Virginia establishes minimum scores on specified tests in order to qualify for a license or the endorsement (always check the VDOE website for the latest information on scores). As of June 1, 2016, the following scores were established for those seeking Special Education – Gen Curriculum (K-12) endorsement:

<table>
<thead>
<tr>
<th>Test</th>
<th>Qualifying Score</th>
<th>Required For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Communications and Literacy Assessment (VCLA)</td>
<td><a href="http://www.va.nesinc.com">www.va.nesinc.com</a></td>
<td></td>
</tr>
<tr>
<td>Writing Sub Test</td>
<td>235</td>
<td>ALL</td>
</tr>
<tr>
<td>Reading Sub Test</td>
<td>235</td>
<td>ALL</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite Score</td>
<td>470</td>
<td>ALL</td>
</tr>
</tbody>
</table>
When registering for RVE, list the University of Virginia (code 5820) as one of your designated score recipients. You may also ask to have the scores sent to the VDOE, but they will require you to submit an official printed copy of the results with your license application. When you receive the official copy of your exam results, KEEP THE DOCUMENT IN A SECURE LOCATION and email the PDF directly to the TEd@Curry office. Your VCLA score report should also be submitted to the TEd@Curry office via TeacherEd@virginia.edu.

Curry’s Teacher Ed program also requires meeting standardized test requirements (and submitting official test scores) for entrance into the program as established by VDOE.

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<thead>
<tr>
<th>Test</th>
<th>Qualifying Score</th>
<th>Required For:</th>
</tr>
</thead>
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VDOE Required Entry Assessments

One (1) of the following is required:

<table>
<thead>
<tr>
<th>Praxis I Pre-Professional Skills</th>
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<tbody>
<tr>
<td>Until 12/31/2013</td>
</tr>
<tr>
<td>Math – 178</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Praxis Core Academic Skills for Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 1/1/2014</td>
</tr>
<tr>
<td>Math – 150</td>
</tr>
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<table>
<thead>
<tr>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 4/1/1995</td>
</tr>
<tr>
<td>Comp – 1000 AND Verbal – 450</td>
</tr>
<tr>
<td>From 4/1/1995</td>
</tr>
<tr>
<td>Comp – 1100 AND Verbal – 530</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 4/1/1995</td>
</tr>
<tr>
<td>Comp – 21 AND English+Rdg – 37</td>
</tr>
<tr>
<td>From 4/1/1995</td>
</tr>
<tr>
<td>Comp – 24 AND English+Rdg – 46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing – 235</td>
</tr>
</tbody>
</table>

*Always keep standardized test score reports that you receive from ETS or Pearson Evaluation Systems. You will be required to attach a copy of these reports to any licensure application you complete (whether it is Virginia or in another state).

Coursework

Each teacher education program area (e.g., elementary education, mathematics education, etc.) has a program guide detailing recommended/required coursework for each semester. Guides contain vital information about coursework, testing deadlines, and other required submissions for timely completion of your degree. Be sure to check it out on the web for your program area: [http://curry.virginia.edu/teacher-education/master-of-teaching-special-education-off-grounds](http://curry.virginia.edu/teacher-education/master-of-teaching-special-education-off-grounds).

Candidates should be sure to review the page created specifically for the off-grounds program, as the on-grounds program is full-time and follows a different plan.

Courses taken for credit/no credit will NOT meet the Curry School’s general studies requirements, nor will courses taken pass/fail count toward your academic major or required content studies. In other words, if a course taken outside Curry is required by the MT program, it must be graded.
Understandably, coursework varies from program to program, but the core requires select hours at the major and general studies (typically undergraduate) level, additional hours at the professional (Curry graduate) level, and depending on the program may also include additional content studies (typically undergraduate). Coursework can be viewed as meeting degree requirements, licensure requirements, or both.

**Degree Requirements**
For the MT degree, 30 academic credits at the 5000 level or above are required. (Note: fieldwork courses, including student teaching – EDIS 588x – are not included.) There is no restriction in which department or school those graduate level courses are to be taken.

Students may only transfer a maximum 6 credits/2 classes of coursework to the degree program (related graduate coursework taken coursework elsewhere, Non-Degree graduate study at UVA).

**Licensure Requirements**
Most licensure requirements are used to meet degree requirements and are taken as part of the UVA plan of study. Some licensure requirements, however, may be taken outside of UVA. PGMTs, for instance, complete all major, and most general or content studies before they enroll. Others may take courses over the summer at a community college near home. The MT program allows up to 6 credits of graduate study to be taken outside of Curry. **Please be sure to verify with your advisor that courses can be used to meet requirements prior to taking them** (e.g. they are from a regionally accredited institution, the content meets requirements, etc.). The only credits that must be transferred back to UVA are those that are needed to meet degree requirements (see above). As long as official college transcript is available at the time of licensure application, it is not necessary for the credits to be on a UVA transcript.

**SIS Plans**
The UVA Student Information System (SIS) details the requirements for your program that are in effect at the time of your acceptance into the program. The most commonly used reports in SIS are:

1. **My Academic Requirements** report: This report shows the major components required for graduation and whether or not you have satisfied the component.
2. **My Course History** report: This is a simple alphabetic listing of all courses you have taken at UVA. Any courses not listed on this report need to be checked against the Unofficial Transcript from the SIS Student Center.

3. **Unofficial Transcript**: This document shows semester-by-semester coursework as it will appear on your official transcript. When you ask to view the report, note that you will highlight "Advising Transcript" under Report Type. This document also provides your overall GPA for each semester and cumulatively.

4. **View Transfer Credit Report**: This document reflects any coursework taken outside the University which may be applied toward your MT degree. Courses taken at another college/university for the teacher education general studies requirements, which are not being used for credit toward the Master of Teaching degree, will not appear on this report. When you meet your advisor for an audit of Curry requirements, be sure to bring a copy of this transcript to the meeting.

Before contacting your advisor with concerns about courses identified as "not satisfied," please review all reports listed above. If you see problems, please address these issues as soon as possible.

SIS is the system of record for all students and will be used in determining course registration and graduation eligibility. Consult with your NoVa On-Site liaison, Stephanie Floyd, if your SIS record does not appear to be accurate.

**Grades**
The Curry School of Education requires a grade of a “B-“ or higher in all courses leading to a master’s degree. All classes at the 5000 level and above fall under this rule. Any courses in which a student receives a grade below a “B-” must be retaken, or, with the consent of the course instructor and the student’s advisor, a planned and petitioned substitution must be made. All required courses specified in the program guide including those intended to meet either general or content studies requirements must be graded (as opposed to pass/ fail).

Once you have been accepted to the TEd@Curry program, you may continue to register for TEd@Curry courses as long as you maintain a satisfactory GPA (2.7 overall), do well in education classes and field experiences, and meet deadlines for all program requirements.

**Transfer Credit**
The general rule of thumb is that any course that the College of Arts & Sciences, SEAS, or your undergraduate institution accepts for AP/IB or transfer credit, the Curry School will also accept to meet licensure requirements. There are some cautionary notes, however. **No more than 6 credits of professional studies course requirements (5000 level and above) may be transferred into the MT program.** Professional studies credits taken as part of an undergraduate degree must be above the minimum required for the bachelor’s degree in order to be applied towards the master’s degree. (Please note the section above regarding the difference between degree requirements and licensure requirements.) As with all 5000 level courses, grades must be at the B- level or above to meet
requirements. Acceptance of transfer credits is at the discretion of the Curry advisor and the Teacher Ed Coordinators.

After admission, all courses taken at another institution with intent to transfer credit must be pre-approved by TEd@Curry if the credit is to be used to meet a licensure requirement. Content studies and general studies courses are usually undergraduate courses and require only a passing grade to meet requirements. In some cases, it is more effective to demonstrate the meeting of a requirement with a transcript from another school without actually transferring the credit. Doing so requires a Policy Exception and pre-approval of the course. **Always check with your advisors before taking a class somewhere other than UVA.**

### Exceptions
According to James Thurber, “There is no exception to the rule that every rule has an exception.” So it is with the policies and requirements of the TEd@Curry program. The following section describes the processes students should follow to address exceptions to the prescribed program. Forms can be found online through the Curry website.

### Overloads
Students accepted into the PG/MT program at Falls Church are enrolled as part-time students, meaning there is an expectation that they will enroll in fewer than 12 credits for any given semester. Should full-time enrollment be desired, please contact the TEd@Curry staff so that SIS does not prevent course registration because of part-time status.

### Course Replacements
The **Teacher Education Policy Exception Form**, available on the Curry website must be filled out for any alterations or substitutions in your program, including replacing one required course with another or waiving a requirement. If in doubt, fill it out. Be sure to use only the **Teacher Education Policy Exception** form.

Courses taken at another institution can only be used as a substitute for a required course if they are from a [regionally accredited college/university](http://www.regionallyaccredited.org) and have been preapproved. Exceptions must be approved by both your Curry advisor and the Teacher Education Team. Submit advisor signed forms to the TEd@Curry office. (see also **Transfer Credit** above)

### CLEP exams
College-Level Examination Program ([CLEP](http://www.collegeboard.org/clep)) exams, developed by College Board, are a credit-by-examination program designed to test mastery of college-level material acquired in a variety of ways - through general academic instruction, independent studies or extracurricular work. Curry approved CLEP exams (Computer based, 90 minutes in length, each) can help Curry MT students meet licensure requirements by using a qualifying scores as a substitute for taking a course in order to meet licensure requirements.

**It is important to understand that:**
- In no cases will college credit be granted for CLEP exams. Licensure requirements ONLY may be met with successful scores.
• No score less than a 50 will be accepted to meet requirements.
• There are no limits on how many requirements may be satisfied via CLEP examination.
• Score reports must be submitted in order to satisfy a requirement (with either the GSR or Policy Exception form, depending on the requirement).
• While there are 33 CLEP exams, Curry currently only approves 20 to be used to fulfill licensure requirements.

For a full list of approved CLEP exams, see Appendix C or the MT webpage on CLEP exams.

Pre-Approved Replacements
For Psychology majors who have previously studied child development and cognition, or anyone who has taken the requisite courses:

Regarding the EDLF 5010 (Child Learning and Development) and EDLF 5011 (Adolescent Learning and Development) used to meet the Human Development professional studies licensure requirement.

• EDLF 5010/EDLF 5011 examines topics in two major disciplines Child Development and Cognition/Learning.
• Students who have, through their course of study, taken a combination of courses in these disciplines may be exempt from the EDLF 5010/5011 course requirement.
• The courses meeting the requirements for an exemption from the EDLF 5010 / EDLF 5011 requirement are listed below. They include a combination of one course from the “Child / Adolescent Development” list (List 1) and one course from the “Cognition / Learning” list (List 2).
• In sum, a student must take two courses (one from each of the two lists below) to be exempted from either the EDLF 5010 or the EDLF 5011 course requirement. Equivalents from non-UVA transcripts are acceptable.

List 1: Child/Adolescent Development Courses acceptable in partial fulfillment of the EDLF 5010/EDLF 5011 course requirement:
- PSYC 2700 Introduction to Child Psychology
- PSYC 5210 Developmental Psychology
- PSYC 3480 Adolescence: Theory & Development
- EDLF 3150 Introduction to Child Growth & Development
- EDLF 4160 Life Span Development

List 2: Cognition/Learning Courses acceptable in partial fulfillment of the EDLF 5010/EDLF 5011 course requirement:
- PSYC 2100 Introduction to Learning
- PSYC 2150 Introduction to Cognition
- PSYC 3435 Educational Psychology
- PSYC 4150 Cognitive Processes
- PSYC 5150 Advanced Cognition

PGMTs will need to submit a Policy Exception form identifying equivalent coursework.

Change of Status
Because your status and program are recorded in both the TEd@Curry database (used to determine field experiences and other communications) and SIS (used to determine financial aid eligibility, graduation requirements, etc.) keeping the TEd@Curry program informed of any changes is vital.

Change of status includes such activities as Leave of Absence (e.g. medical leave) or Withdrawal from the program.
Status has graduation, registration, and perhaps more importantly, financial implications, so it is vital that changes be recorded properly and timely.

A change of status can only be recorded in SIS by completing the Change of Status Form, which must be signed by the Curry advisor and the Teacher Education Team. Completed and signed Change of Status Forms should be submitted to the TEd@Curry office.

Curry Participant Pool (CPP)
The purpose of the Curry Participant Pool (CPP) is to provide information for studies of the Curry Teacher Education Program and its programmatic improvement efforts, as well as to expose Teacher Education students to the types of research being pursued at the University of Virginia. If we understand how effective teachers develop and their impact on the pupils they teach, we can improve student learning in our nation’s schools. All students in the Curry Teacher Education program are expected to undertake research activities through participation in the CPP as entrants to the professional field of education. Because of the reputation of the Curry program and the fact that UVA is a Research 1 institution, many researchers are interested in MT candidates’ participation in a variety of projects. CPP is our way of ensuring that there is an orderly, approved process (meaning CPP requests have been vetted as legitimate research requests) while providing a limit to the requests for our students’ time. CPP research task activities are usually online surveys, but can also take the form of in-person or phone interviews, focus group discussions, or education related tasks (e.g. responding to activities seen on a video or in a reading).

CPP has been divided into two portions: CPP-R (required) and CPP-V (voluntary). CPP-R tasks are required as part of programmatic measurement of the Curry MT program. Students will have an option to allow the data collected in CPP-R activities to also be used for approved research by selecting that choice as part of the task activity. CPP-V tasks are strictly used for approved research and participation is not required.

Our hope is that all MT candidates, as novice educational professionals, will assist researchers with as much participation as is viable. However, all MT students will engage in a minimum of two research task activities per year through CPP-R for the term of their program. Because students in the Falls Church program are part-time students, we ask that you complete two CPP-R activities your first year in the program and two in your last year.

CPP is managed through the TEd@Curry office with the assistance of Curry doctoral students. Candidates are informed via Chalk & Wire of opportunities and how to complete any CPP activity, as well as their status in meeting requirements. Failure to complete the CPP-R activities will be used to evaluate continued enrollment in the MT program as an indication of lack of professionalism. Participation in CPP-V activities will be used when awards are considered, as they are indicators of commitment to the education profession.
**Clinical Experiences**

Teachers who graduate from programs that include interwoven clinical experiences receive stronger evaluations from supervisors, employers, and researchers and feel more prepared to enter the classroom than other new teachers (Darling-Hammond, 2010). By clinical experience, we refer to work in schools, literacy labs and other formal teaching and learning settings where teacher candidates receive field placements. At Curry, teacher candidates connect theory to practice in multiple sequenced clinical experiences from the very beginning of their program through the teaching internship (student teaching). Clinical experiences at Curry begin with observation and individual, one-on-one work with students, building to full management of day to day classroom work under the guidance of exemplary educators. Teacher candidates implement research-based pedagogical strategies to meet increasingly diverse student populations. Thus, the clinical experience is mutually beneficial for the teacher candidates refining their craft and the students in our community whose social and academic success is positively affected.

**Clinical Experience Sequence**

As part of the Virginia regulations, all approved teacher preparation programs include required structured and integrated clinical, or field, experiences that prepare students to work in diverse educational environments. Early clinical experiences are associated with a content methods course but are given separate credit and a grade. In addition, some methods-related classes have integrated fieldwork designed to match the particular needs of the program area as part of course requirements.

The Virginia Department of Education requires at least 300 intensely supervised clock hours, 150 of which are defined as ‘Required Actual Teaching’ in the student teaching placement. The teaching internship (EDIS 5887) is the student teaching full-semester field experience that occurs in the final year of the program. At this time, students work with an experienced cooperating teacher designated as a Mentor Teacher. The fall semester begins when the teachers in the assigned school system return for the pre-school teacher week. We prefer internships for the fall whenever possible, so that candidates experience the set-up and beginning of school.

The Field Project (EDIS 7991) is the culminating experience of the TEd@Curry program. The intent of the field project is to provide a comprehensive experience that integrates the knowledge, skills, and professional attitudes acquired throughout the program. The Field Project course is not a thesis but does require a large independent effort to complete the task. EDIS 7991 is typically completed during the final semester in the TEd@Curry program.

<table>
<thead>
<tr>
<th>PG/MT Year</th>
<th>Placement Focus</th>
<th>Evaluation Procedure</th>
<th>Related Course(s)</th>
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<tbody>
<tr>
<td>2nd</td>
<td>Classroom observation and implementation of lessons or a unit</td>
<td>Lesson and unit evaluations, Faculty observation and feedback, Mentor Teacher and Supervisor feedback and evaluation</td>
<td>EDIS 4887 – Practicum</td>
</tr>
<tr>
<td>PG/MT Year</td>
<td>Placement Focus</td>
<td>Evaluation Procedure</td>
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| 3rd        | Semester-long Teaching Internship experience beginning with pre-school teacher work-week. Culminates in either total responsibility for class or leadership responsibilities in a co-teaching arrangement. | Regularly scheduled supervision  
- Supervisor and Mentor Teacher feedback and evaluation  
- mid-placement evaluation  
- final evaluation  
- MTPP cycles of video review | EDIS 5887 – Teaching Internship  
EDIS 5877 – Teaching Internship Seminar |
| 3rd        | Field Project focusing on case studies to review data and reflect on practice. | Field Project paper and presentation | EDIS 7991 |

**General Expectations**

Curry enjoys positive partnerships with local school divisions, school administrators, and teachers. Clinical experiences are often the first opportunity that MT candidates have to practice their professional competencies as pre-service teachers – a time to move from the role of student to that of education professional. Expectations are that teacher candidates conduct themselves as professional educators at all times, meeting *Standard 6: Professionalism* in the Virginia Department of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. Failure to do so may impact a teacher candidate’s program progress and will result in a *Performance Improvement Plan* used to determine continued enrollment or dismissal from the MT program.

Curry offers a number of opportunities to review expectations. The *Curry Professional Standards* aligns with *Standard 6: Professionalism*, mentioned above. These standards are reviewed and signed by all EDIS 4887 students in the Code of Behavior. A few key guidelines are:

- I will adhere to federal and state laws, school and division policies, and ethical guidelines both within and outside of the school building.
- I will arrive on time for my field experience and display professional ID (in provided neck wallet) at all times in a school setting. If I am ill, I will call the school to notify my mentor teacher that I will be absent.
- I agree to never be alone with individual students who are not under the supervision of teachers or school authorities without permission from authorized school staff.
- I will use only adult bathroom facilities.
- I will NOT contact students outside of school hours without permission from the students’ parents/guardians.
- I agree NOT to exchange telephone numbers, home addresses, e-mail addresses or any other social network information with students.
- I will maintain confidentiality regarding student work as well as regarding professional interactions with faculty, staff, supervisors, or school personnel. I will not disclose, use, or disseminate photographs or personal information about students or myself.
- I will seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of my work.

**Expectations are that you will conduct yourself as a professional educator at all times.**
• I will demonstrate communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments.
• I will collaborate and communicate effectively within the U.Va. community as well as preK-12 educational settings to promote all students’ well-being and success.

Dress Code
Each school or school division will have an established dress code policy. Candidates should become familiar with this policy. The Curry School of Education, however, has a dress code policy that may be more stringent than the division policy and requires candidates who are guests in non-employing schools to wear U.Va. neck wallets with ID visible at all times in placement settings. Curry teacher candidates are expected to adhere to the Curry standard for dress. Candidates may be asked by their Mentor Teachers, University Supervisor or by program area faculty to change their attire if they are dressed inappropriately for their teaching content.

The purpose of the Curry dress code is to establish a clear standard for professional dress. In general, teacher candidates should have an appropriate, well-groomed appearance. Appearance reflects professional commitment to teaching and this is clearly communicated to the Mentor Teacher, classroom pupils, and other staff within the school environment. Inappropriate or exceptional dress or grooming can distract pupils and teachers, thus taking away from the candidate’s ability to teach successfully.

The Curry standard for dress and personal appearance requires that all candidates wear casual professional attire during their teaching internships. Casual professional means wearing nice, neat, clean clothing that is not ragged, ripped, or baggy. Shoes should also be presentable, professional shoes (i.e., no flip flops or sneakers).

Candidates are not permitted to wear the following:
• Shirts that expose the bare midriff including, exposure when lifting one’s arms (e.g., reaching to write on the board).
• T-shirts (unless they are plain with no pictures or words) or jeans (except for special events or days – school spirit day).
• Pants that expose undergarments including when one bends or sits.
• Shirts with spaghetti straps or that are strapless, low cut, or sheer.
• Shorts (except for Health/PE during their P.E. teaching).
• Extremely short skirts.
• Inappropriate or distracting grooming includes:
  • Facial piercing including the tongue. Ear piercing is acceptable but students should use judgment in regard to excessive piercings.
  • Extremes in hair styling including unconventional hair colors or styling.
  • Exposed tattoos.

Additional Student Teaching Policies
All teaching interns must have a verified negative TB screening on file in the school division HR office (new submissions may be no older than 1 year). You may obtain the TB screening at your family practitioner. Failure to submit a copy of the TB screening will result in delaying your participation in the Teaching Internship.
Teaching Interns are also required to complete background screening/ fingerprint requirements. The intern is responsible for scheduling this through the assigned school division HR office and for any costs associated with fingerprints and background screenings. The Curry policy on substituting allows an intern to substitute for his/her assigned Mentor Teacher only and to be compensated for such work, though the school division policy may not permit a student teacher to do so. If there is a discrepancy in policy, the intern must refer to the school division policy.

Teaching Interns are to **work on the school division’s approved calendar** rather than the university calendar throughout the placement. This includes approved school holidays, teacher workdays, and Thanksgiving leave days. Teaching Interns are not to take extra time prior to a school break without specific approval of the seminar instructor and should plan to make up missed days as directed by the seminar instructor.

**During the final week** of the Teaching Internship, teaching interns should typically phase out of the teaching role by transferring responsibilities back to the Mentor Teacher. Teaching Interns remain in the assigned classroom for this final week. Allowance is given for some observations to be done in other classrooms in order for the intern to observe other master teachers. In most cases, these observations will be arranged by the Mentor Teacher and done in the same building as the placement. However, in some specific areas, an observation may be done at another school if and when arranged by the seminar instructor and field placement coordinator. All observations must be approved by the assigned Mentor Teacher and the University Supervisor.

Additional expectations can be found in the *Teaching Internship Handbook*, the required text for EDIS 588x. All fall Teaching Interns **must attend an orientation** during which specific details regarding student teaching are covered. This orientation is scheduled by the Field Placement Coordinator based on availability of the Coordinator and candidates.

**Placements**

Curry Teacher Candidates may not identify their own placements. Just as with course requirements, the clinical experiences must be systematically structured and respond to both school division and national accreditation protocols. It is critically important to communicate with Adria Hoffman, Field Placement Coordinator, responding to emails she sends and providing additional details about specific situations to determine the best way to be positioned for success.

**Frequently Asked Questions about Clinical Experiences**

**Q. I am provisionally licensed and hired to work full-time as a SPED teacher. Do I need a practicum (4887) placement? How about a student teaching internship (5887)?**

**A.** You may complete your practicum (4887) assignments in your place of employment as long as you are teaching students in the field of your PG/MT endorsement area (i.e. SPED general curriculum). The practicum may be completed in a general curriculum classroom, for instance, as long as your practicum assignments are completed with special needs students. You will enroll in the corresponding credit hours and complete all requirements for the practicum course. You will work with the Field Placement Coordinator to ensure that this information is recorded appropriately for VDOE. Enrollment in the credit hours ensures that the practica appear on your transcript as required as part of the state-approved program.

Your options for student teaching are more varied. Because we have the option of indicating on your College Verification Form (CVF) that you have completed all requirements **except** student teaching,
you may forgo this internship in lieu of “1 year of full-time teaching experience in the field of endorsement” allowed as an option for licensure. There are pros and cons to this approach:

- Should you move to another state and use your state-approved program status to apply for licensure, we will have to report that you did not student teach as part of the program which may not be acceptable in another state.
- One of the benefits of being in a state-approved program is the value of the intense mentoring provided by the university as part of the internship and the accompanying seminar. You will have our support regardless of whether you are registered for the credits or not, but certainly not at the same level as when you are in the courses.
- If you student teach, you will be given experiences in both elementary and secondary (middle or high school) levels as expected by your K-12 levels of endorsement. This can be accomplished with summer placements if you are employed full-time during the entire school year and won’t have access to both.
- If you student teach, you will be expected to register for 6 credit hours of coursework, which is an additional expense. The EDIS 5887 course (3 cr.) cannot be applied to your 30 hours of degree requirements, although the EDIS 5877/5870 seminar course can. Depending on what other credits and exceptions you have on your record, you may need to take an elective to replace the credits normally counted for EDIS 5877/5870.

Q. I am a para-professional in a classroom. Do I need a practicum (4887) placement?
A. Similar to provisionally licensed teachers, you may complete your practicum assignments in your place of employment so long as you work with special education students who have high incidence (mild to moderate) disabilities – in either a general curriculum or special education classroom. In addition, you will need both elementary and secondary (middle or high school) placements during the course of your program. We may need to find additional locations and opportunities for you to complete field work at both levels. If you do not work in your licensure area, the Office of Teacher Education can work with your building administration to place you in another classroom in your place of employment for a contained number of hours to complete your practicum assignments.

Q. It would be more convenient to work in my child’s school in order to manage child care arrangements. Can I request that?
A. As an integral component of the teacher preparation program it is critically important that you are viewed as an emerging professional. We believe it is important to protect you in that singular role during your clinical experiences; and we want you to have the broadest possible latitude as a parent, guardian, spouse or interested party in schools where you have family members also situated. In order to accomplish both of these goals we strictly prohibit placements in settings where the two might be compromised. While we certainly understand the juggling act necessitated by balancing family, work, and school, we will not place you in a school where your family, significant other, or close friend works or attends. This protects you from potential conflicts of interest that may arise in the complex context of a school building.

Q. Can I speak with school personnel and make recommendations regarding with what teachers I might best work?
A. In the interest of fairness, quality, placement appropriateness to program requirements, and professional courtesy all placement coordination and communication must be between the Teacher Education Field Placement Coordinator and the School Division identified liaison. Teacher candidates may not speak with school personnel regarding their placement process as that can jeopardize Curry’s relationship with schools and school divisions.
Graduation

Congratulations on meeting your requirements! Before you enjoy an opportunity to walk the Lawn, you need to complete applications for both graduation and licensure.

As a PG/MT student, you must complete a degree application. You “Self-Apply” through SIS to ensure that a diploma is printed. For the Master of Teaching degree it is also necessary to complete a separate Application for Graduation. All Curry graduation forms are online. To find the degree application process online go to: http://curry.virginia.edu/resource-library/graduation-info. Select the Teacher Education link to access the online form and instructions. Submit the completed form along with your Application for Virginia Teaching License to the TEd@Curry Office (PO Box 400272, Charlottesville, VA 22904-4272). All forms must be turned in no later than February 1. (December graduates must submit applications by October 1; August graduates submit by June 1). Students must provide a copy of RVE and VCLA test results with their application for graduation. In addition to verifying that students are clear for graduation (i.e. the SIS Advising Report indicates all requirements are satisfied), the Teacher Education Team also works with students to prepare a licensure application packet that will be ready once degrees are conferred.

Frequently Asked Questions about Graduation

Q. Is there a graduation ceremony in Falls Church?
A. The University conducts graduation exercises once a year and in Charlottesville only. Students who graduate in August, December, and the following May from any campus are ALL invited to join the festivities during final exercises in mid-May. Your name will be in the program whether or not you attend. You need not notify anyone in advance of your desire to attend, but if you want guest tickets for the Lawn ceremonies (the Curry ceremony requires no tickets but does require you to pick up a free cap and gown at the bookstore), you’ll need to follow instructions found at the University’s website: http://www.virginia.edu/finals/

Q. I will be applying for jobs before I graduate – how do I respond to questions about being licensed?
A. Contact the Teacher Ed Admin Manager (aka the Teacher Education Licensure Specialist), and you will be provided an “on track” letter on Curry letterhead indicating that you are on track for graduation and when your College Verification Form (establishing eligibility) will likely be available. Feel free to have the licensure specialist from a hiring school division reach out for any other confirmations needed. Choose the option of “pending” on applications whenever possible.

Q. After I graduate from Curry, who do I contact for help if I need it?
A. As a Curry graduate, you may always contact the TEd@Curry Office for assistance with licensure and endorsement both in Virginia or another state. The Office will verify courses, credits, and degrees in the event that you need a form completed or a letter written.

You can also take advantage of the marvelous network that is found in the Curry Alumni Association. For ways to stay in touch, visit http://curry.virginia.edu/my-curry/alumnus

Financing the Degree

Most aid for graduate degrees available through the university is restricted to full-time students. The primary support for candidates in the part-time PG/MT program comes in the form of reduced tuition and fees for off-grounds students and professional educator discounts. More information about Curry tuition and fees can be found at http://curry.virginia.edu/resource-library/tuition-rates
TEACH Grants
The Teacher Education Assistance for College and Higher Education (TEACH) Grant is a program that provides up to $4,000 per year to students who intend to teach full-time in high-need subject areas for at least four years (within an eight-year period) at schools that serve students from low-income families. Grant highlights include the following:

- Undergraduates preparing to teach in a high-need subject area may receive up to four years of non-need grants of $4000 per year ($16,000 total).
- Graduate students in Curry licensure or endorsement programs focused on high-need areas are eligible for 2 years of funding at $4,000 per year ($8,000 total).
- Part-time graduate students preparing to teach in high-need areas are also eligible, but the maximum grant will be reduced.

The TEACH Grant actually functions like a loan with a forgiveness component. You receive the money like a grant while in school. If you do not fulfill the obligations of the grant, it will convert to a Federal Direct Unsubsidized Stafford Loan that you must repay, with interest charged from the date of each TEACH Grant disbursement. For more information, visit the webpage at http://www.virginia.edu/financialaid/TEACHGrant.php

Curry Community

Student Organizations
The Curry School sponsors organizations through which students may develop their interests and professional skills.

Education Council
The Education Council provides, through elected representatives, an avenue for direct student involvement in the life and academic affairs of the school. Ed Council sponsors such things as special social and academic events, financial awards for academic conferences, and student leaders as program mentors. For more information and contact information for Executive Committee members visit their website at http://curry.virginia.edu/academics/student-services/education-council.

Student Virginia Education Association
SVEA is a chartered student group under the National Education Association (NEA) and the Virginia Education Association. The Curry chapter has won state and national recognition for its outstanding programs in past years. SVEA sponsors on grounds workshops on teaching and educational issues, provides community programs, supports students in job searches, and provides social activities. SVEA events are well attended and this is a great way to get involved professionally. Dr. Ellie Wilson is the faculty sponsor. Please contact her at: evw2u@virginia.edu for more information.

University of Virginia Student Council of Exception Children (CEC)
This organization is the local CEC chapter providing opportunities to the community, learning about special education topics, and socializing with other special educators. Contact Dr. Paige Pullen (pcp4k@virginia.edu) for information.

Student Support Services
Stephanie Floyd is our Northern Virginia Academic Program Officer. As the Falls Church on-site SPED liaison, she is here to assist with your plan of study, course selection and sequencing, administrative and student support questions and needs. Stephanie keeps office hours on Tuesdays and Thursdays from 2-6 pm and by appointment, and her office is located on the 4th floor of the Northern Virginia Center, suite...
463. She is best reached by email at sef7xe@virginia.edu, and is always delighted to be of help!

**Career Services**

In addition to University Career Services, specific educational career service support is given by the Curry School of Education. Hilary Kerner is available to assist students (by email or phone). For appointments students may call 924-0738 or email ehk2x@virginia.edu. Support services include: resume writing, mock interviews, part-full-summer employment, career planning assessments and job fairs. A regular e-mail newsletter is distributed to all Curry students with opportunities and helpful hints. Hilary Kerner’s office is in the Student Services suite at Ruffner 102.

**Honor System**

The Curry School abides by the University of Virginia Honor System. The Curry representatives to the Honor Committee for the current academic year can be found by checking the Education Council page on the Curry website: [http://curry.virginia.edu/academics/student-services/education-council](http://curry.virginia.edu/academics/student-services/education-council)

**Troubleshooting**

**Who to Ask**

Even the best laid plans on occasion go awry. If you need assistance that you cannot find in this *Handbook*, feel free to reach out for:

- **Class issues:** Speak to the course instructor first. If you still are concerned, you can follow-up with the NoVA liaison, your advisor or the department chair.

- **Advising issues:** Your Falls Church on-site liaison, Stephanie Floyd, is your best resource and can most likely answer any questions or will be delighted to work with you to find the answers.

- **Field placement issues:** Your University Supervisor (US) should be your first contact regarding issues during student teaching. In the case where there is no US or you need further assistance, speak to your field placement course instructor. If there are still concerns, you can contact the Field Placement Coordinator.

- **Program issues:** All TED programs have a program area coordinator who should be the first contact concerning program issues. In the case of the Falls Church program, Prof. Bill Therrien, should be contacted about concerns with the Special Education program. The TED@Curry Administrative Manager is also available to help direct questions to the right person or group. In addition, all programs are under the direction of the Chair of the CISE Department, whom you are always free to contact.

- **Other options:** All students are welcome to contact the Assistant Dean for Admissions and Student Services, who can be reached through the Curry Student Services Office, Ruffner Hall 102 (924-0757).

**Unsatisfactory Performance**

As noted previously in this handbook, there are a number of expectations for entering and/or remaining in the TED@Curry program. Some of which are:

- GPA of 2.7, major GPA of 3.0
- Minimum required test scores
- Submitting required documentation in a timely manner
• Satisfactory evaluations in clinical experiences
• Meeting the Professional Performance Standards (Appendix B) as assessed by the faculty

When faculty suspect a student is in danger of failing to meet program requirements, the following course of action is taken:

1. The student is asked to meet with his/her advisor to discuss and remediate the concern.
2. In the case of continued low academic performance, the student may be asked to leave the program.
3. In other cases, the student may be placed on a Performance Improvement Plan or Contract. The contract will be created with the student by the advisor (and in the case of a teaching Internship, with the University Supervisor and seminar instructor), and signed by the CISE Department Chair. Failure to meet the terms of the contract typically results in the removal of the student from the program. The TEd@Curry Office maintains and tracks progress on the contracts.
4. In some cases, the student is encouraged to take a leave of absence to consider appropriate next steps. Students who return from leaves are typically placed on a contract to ensure past concerns are not repeated.

Students asked to leave the program have the following options:

• In some cases, students have completed enough graduate level courses to consider changing to an M.Ed. program, with the understanding that eligibility for licensure is not earned in that program. Permission from the CTL program coordinator is needed to make this switch.
• Students have the option of pursuing alternative licensure options available from the state, although additional coursework may still be needed.

**Grievance Procedures**

Problems which occur in direct association with courses or advising should first be discussed with the Program Coordinator or Departmental Chair. The Assistant Dean for Academics and Student Affairs, Catherine Brighton, serves as a student advocate and ombudsperson to assist all students. She is also the “first line of appeal” after the Department Chair. Please use the services of your advisor, the Falls Church liaison, the Teacher Education Office, or the Office of Student Affairs if you need special help of a personal or professional nature. We are here to help you.
APPENDIX A: Add-on Endorsement Requirements

Gifted Education
The Virginia Department of Education endorsement in Gifted Education requires that recipients take 12 semester hours of graduate credit plus a six-credit practicum/internship experience in Gifted Education. The state does not specify the courses that must be taken to receive the endorsement, but rather specifies the topics the courses must address.

Those topics are:
- Integration of gifted students into the total school environment
- Characteristics of gifted students
- Specific techniques for identification of gifted students and diagnostic/prescriptive approaches to instruction
- Educational models, teaching methods, strategies, selection of resources and materials
- Curriculum development and program evaluation,
- Contemporary issues and research in gifted education.

The specified competencies can be met through the following graduate-level courses in gifted education. Courses noted (*) are required courses. Others listed are highly recommended but not required.

EDIS 7220 Introduction to the Gifted (*) (3 cr.)
EDIS 7230 Curriculum for Gifted and Talented (*) (3 cr.)
EDIS 7250 Models and Strategies for Teaching the Gifted (*) (3 cr.)
EDLF 7280 Creativity and Problem Solving
EDLF 7390 Differentiated Instruction OR EDIS 7270 Differential Instruction for the Gifted (*) (3 cr.)
EDIS 8987 Masters Internship: Gifted (*) (6 cr.) …alternatively, with prior permission of the Gifted Education program advisor and the Teacher Education Field Placement Coordinator, this requirement may be met with an approved component of the student teaching experience.

There are four specific goals for the internship portion of the endorsement series. Students are strongly encouraged to develop additional goals to further tailor the internship experience to their specific teaching context and learning needs.

a) To reflect in practice the concepts and strategies that students have learned in the course sequence;

b) To recognize and document the learning needs and environmental considerations of gifted students;

c) To evaluate the effectiveness of instructional practices in meeting the needs of gifted learners; and

d) To articulate how the curricular and instructional responses align with the documented needs of gifted students and to make recommendations for a more aligned fit if necessary.

For further information:
Carolyn Callahan, Bavaro Hall 320B, 434/924-0791, cmc@virginia.edu
## APPENDIX B: Professional Performance Rubric

### Professional Performance Rubric

<table>
<thead>
<tr>
<th>Student Name: ________________________________</th>
<th>YES</th>
<th>NO</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the candidate communicate in a clear and effective manner?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the candidate communicate in a positive and respectful manner?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the candidate engage appropriately with class activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the candidate attend class regularly &amp; on time staying for the full session?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the candidate attend the field placement regularly &amp; on time staying for the full session?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the candidate complete assignments in a timely and adequate manner?</td>
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<tr>
<td>Does the candidate accept feedback and incorporate changes?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does the candidate dress appropriately in professional settings?</td>
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<tr>
<td>Does the candidate display appropriate affect and demonstrate enthusiasm when speaking or teaching?</td>
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<tr>
<td>Does the candidate demonstrate appropriate social and professional decision-making skills?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the candidate show evidence of self-management skills such as timeliness, responsible behavior, alertness, etc.?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Flags for Concern

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the candidate collaborate appropriately in your education class and/or socialize with others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the candidate been engaged/excited/creative about hands-on or group projects?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment upon any item for which you responded “NO”

---

Instructor: ________________________________

Course #: ________________________________ Semester (circle):  F  Sp  S  Year: ________

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APPENDIX C: CLEP Exams

What are CLEP Exams?
College-Level Examination Program (CLEP) exams, developed by College Board, are part of a credit-by-examination program designed to test mastery of college-level material acquired in a variety of ways—through general academic instruction, independent study or extracurricular work. Curry approved CLEP exams (which are computer based and 90 minutes in length each) can help Curry MT students meet licensure requirements by using a qualifying score as a substitute for taking a course in order to meet licensure requirements.

It is important to understand that:
- In no cases will college credit be granted for CLEP exams. Licensure requirements ONLY may be met with successful scores. College area requirements cannot be met with CLEP exams.
- No score less than a 50 will be accepted to meet requirements.
- There are no limits on how many requirements may be satisfied via CLEP examination.
- Score reports must be submitted in order to satisfy a requirement (with either the GSR, CSR, or Policy Exception form, depending on the requirement).
- While there are 33 CLEP exams, Curry currently only approves the following to be used to fulfill licensure requirements

CLEP Exam Options for CURRY MT Students in the Falls Church Special Education program:

History & Social Sciences
1. American Government
   - Can be used to meet Social Science gen ed req.
2. History of the United States I: Early Colonization to 1877
   - Can be used to meet Am Hist gen ed req.
3. History of the United States II: 1865 to the Present
   - Can be used to meet Am Hist gen ed req.
4. Principles of Macroeconomics
   - Can be used to meet Social Science gen ed req.
5. Principles of Microeconomics
   - Can be used to meet Social Science gen ed req.

Composition & Literature
6. American Literature
   - Can be used to meet Humanities gen ed req.
7. Analyzing and Interpreting Literature
   - Can be used to meet Humanities gen ed req.
8. College Composition
   - Can be used for Composition gen ed req. (equiv to 1st writing req)
9. English Literature
   - Can be used to meet Humanities gen ed req.
10. Humanities
    - Can be used to meet Humanities gen ed req.

Science & Mathematics
11. Biology
• Can be used to meet Science/Math gen ed req.
12. **Calculus**
   • Can be used to meet Science/Math gen ed req.
13. **Chemistry**
   • Can be used to meet Science/Math gen ed req.
14. **College Algebra**
   • Can be used to meet Science/Math gen ed req.
15. **College Mathematics**
   • Can be used to meet Science/Math gen ed req.
16. **Natural Sciences**
   • Can be used to meet Science/Math gen ed req.