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Q. Can I walk the Lawn after four years? (p.24)

Q. What happens if I change my mind about the dual degree BA/MT program? (p.25)

Q. After I graduate from Curry, who do I contact for help if I need it? (p.25)
Teacher Education at Curry
At the University of Virginia the preparation of teachers for initial licensure by the Commonwealth of Virginia results in a master’s of teaching (MT) degree from the Curry School of Education. Whether students arrive with an earned bachelor’s degree, participate in a joint program with the College of Arts and Sciences to earn simultaneously the undergraduate bachelor’s degree and a graduate master of teaching degree, or participate in a joint Curry School program in Kinesiology, all graduates earn licensure with a bachelor’s degree and a master’s degree. The professional component of Teacher Education (TED) is based in the Curry School within the Department of Curriculum, Instruction, and Special Education (CISE).

TED Mission/Goals
The Curry School of Education TED faculty asserts that our programs produce teachers who are competent in teaching skills; caring human beings who are committed to children, youth and their families; and qualified to teach under the Commonwealth of Virginia’s regulations for teacher licensure. We further assert that Curry graduates are prepared to continue their professional development through self-learning and reflection and through mentoring practices.

The Teacher Education program centers around the theme of the “Teacher as a Reflective Decision-Maker.” We believe that teachers who make appropriate decisions are ones who demonstrate effective clinical and pedagogical practices and reflect on the outcomes of their actions. As illustrated in Figure 1, teaching skills are developed through course work focused on content, foundational knowledge, and pedagogy. Reflection and decision making skills circumscribe the entire model and the programmatic design requires that students acquire cross-dimensional understandings and skills in three areas: diversity among students, instructional technology, and the building of learning power. This professional knowledge base is expanded through supervised practice that allows students to apply what they learn at Curry in real-life settings.

Figure 1
Quick 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 U.Va 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.

Curry’s newest 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.

Accreditation
The University of Virginia Curry School of Education’s Teacher Education Master of Teaching Program, is accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from December 2007 to December 2014. (http://www.teac.org)

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

Staff
Curry TED Programs and Faculty Advisors
Elementary Education (preK-6)
- Robert Berry rqb3e 924-0748
- Patrice Grimes pg2g 924-0748
- Stephen Plaskon spp 924-0838
- Robert Tai rht6h 924-0840
- Ellie Wilson evw2u 982-2667

English Education (6-12)
- Margo Figgins maf8q 924-0766
- Amanda Kibler akk2v 243-4964

Foreign Language (K-12)
- Ruth Ferree rf2c 924-0853

Health/Physical Education (K-12)
- Ann Boyce bab6n 924-6186

Mathematics (6-12)
- Joe Garofalo jg2e 924-0845

Science (6-12)
- Jennie Chiu jlc4dz 924-3915
- Jenn Maeng jlc7d 924-0837

Social Studies (6-12)
- Stephanie Van Hover sdv2w 924-0841
Special Education - General Curriculum (K-12)

- Sandi Cohen  
  sbc7v  
  924-0769
- John Lloyd  
  jwl3v  
  924-0759
- Michael Kennedy  
  mjk3p  
  924-0827
- Sarah Powell  
  srp5m  
  243-8906
- Paige Pullen  
  pcp4k  
  243-5502
- Stan Trent  
  sct3m  
  924-7844

Early Childhood Special Education (birth-age 5)

- Tina Stanton-Chapman  
  tls6n  
  982-2638

Curry TED Program Coordinators

- Elementary – Robert Tai  
  rht6h  
  924-0840
- Secondary – Susan Mintz  
  slm4r  
  924-3128
- Special Education – John Lloyd  
  jwl3v  
  924-0759

Curry TED Office Staff (Bavaro 326)

  Administrative Manager
  - Linda Boone  
    ljb9k  
    243-4587

  Administrative Assistant
  - Donna Fisher  
    dwf2z  
    924-0755

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. Initial licensure can only be granted through the University of Virginia for those endorsement areas for which the Curry School has been approved through accreditation and the state approval process.

The teaching license is the official way of recognizing a candidate has completed the professional studies component of teacher preparation. This consists of having met competencies in human growth and development, curriculum and instruction, reading, behavior management, assessment, educational foundations, as well as supervised teaching experiences. An initial license is only issued when the applicant has 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 graduates must apply for Virginia licensure. As a graduate of a state-approved program, you are assured Virginia licensure and endorsement if you have

Applications for licensure and endorsement(s) are due in the Admissions Office by February 1 of your final year (October 1 for December graduates). You will need the official email or hard copy of all required license endorsement test reports.

For the on-line application go to the Curry website and click on “I am a Current Student” under “MY CURRY” and then “Apply for Licensure”.

The current process is:
1. Once the degree is conferred and that designation appears on the transcript, the Curry School will sign off on submitted licensure documents (about two weeks after graduation).
2. Curry will mail signed documents and test scores to the address you provide on the College Verification Form.
3. The student 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.
4. You will receive your license by mail in late July to mid-August. The license is effective as of July 1 of the year it is granted.

**Endorsements**

Endorsements identify what subject areas and which grade levels a teacher is licensed to teach. Endorsements are defined by the Commonwealth of Virginia, and UVA is approved to provide teacher preparation in a selection of endorsements.

Students are accepted into a specific program that identifies which endorsement will lead to licensure. Additional endorsements are possible through application for dual endorsement, as part of the program, or, in some case, through Praxis II testing. Students should check with either their Curry advisor or the Teacher Education office for proper procedures for their particular situation.

**Dual and Add-On Endorsements**

To receive dual endorsements as part of initial licensure students have to complete all requirements for both endorsement program areas. All requests for dual endorsement are made to the Teacher Education office. Students may negotiate to have specific courses and experiences applied to both endorsements or to substitute one course for another. (For example, EDIS 5020 may be applied to both elementary education and a secondary education program area.) The teaching associateship (EDIS 588X) will be divided between 2 placements, each representing an endorsement area in order to meet the field experience requirements of both endorsement areas, and the student teaching placement will be extended by 2 weeks.

A Dual Endorsement Form along with a Change of Status Form must be completed and on file in the TED office and a complete plan for accomplishing both endorsements must be presented for approval. Dual endorsements are allowed only on a space-available basis. The dual endorsement must be approved by the program coordinators in each area and the Teacher Education Team. A TED Policy Exception Form should also be filed if courses are being substituted.
Curry currently offers three Add-on endorsements: ESOL, Gifted, and Algebra I. Initial licensure alone cannot be granted for these three endorsement areas, but each can be added on as a dual endorsement. Requirements for these Add-ons can be found in Appendix A.

**Program Specified Additional Endorsements**

Special Education students are required by virtue of the program to select a second endorsement in either Elementary Education, a Secondary Education field offered by Curry, or ESOL. The teaching associateship (EDIS 588X) will be divided between 2 placements, each representing an endorsement area in order to meet the field experience requirements of both endorsement areas. Special Education students who are assigned to a SPED advisor need not complete the Dual Endorsement form.

**Additional Endorsements through Testing**

Additional endorsements can be added by passing the Praxis II test in another endorsement area. This option is not available for those seeking 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.

**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 preparation. 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.

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).

Q. Will I be “Highly Qualified?”

A. The “Highly Qualified” designation aligns with federal definitions under NCLB and is separate from an endorsement which is defined by the Commonwealth. Typically, “Highly Qualified” is used in reference to the combination of which classes are being taught by a teacher and his/her professional preparation for those classes. In Virginia, a teacher can meet the Highly Qualified designation by passing Praxis II.
Degree Options
The Curry School of Education currently offers three tracks toward the Master of Teaching (MT) degrees as part of its Teacher Education program. The first, a collaborative effort with the College of Arts and Sciences, enables students to study for five years to earn both the Baccalaureate (B.A. or B.S.) and the Master of Teaching (MT) degrees. Curry also offers a 2-year post baccalaureate program in which students with a completed B.A./B.S. degree earn a Master of Teaching degree (PGMT). A third track is available for UVA students in the BSEd program in Kinesiology that after five years leads to the MT degree. All programs prepare students for initial Virginia licensure and endorsement.

Other Curry degree and non-degree programs are available for those who may be already licensed and seek either M.Ed., EdS, Ph.D., or Ed.D. degrees. These programs are not covered in this handbook, nor are any non-degree programs open to licensed teachers who are seeking additional training for renewal of their licenses. For more information, please visit www.curry.virginia.edu/academics/degrees.

BA/MT
Students in the five-year program have major advisors in both the College of Arts and Sciences and the Curry School of Education (except Kinesiology students, whose undergraduate program is also in Curry). Students begin professional studies in their third year in the College and education requirements interface throughout the remaining three-year sequence. Students are moved to graduate status at the end of the spring semester of the fourth year. Graduate status signifies that the student is eligible to receive a Teaching Associate placement (student teaching).

Students are invited to complete Permission to Enroll Applications during their second year, due February 15, and submitted to the Teacher Education office. Permission to enroll depends on meeting core requirements listed below. Students given permission to enroll are then allowed to sign up for licensure classes offered through Curry.

Formal admission to the program (advancement to graduate status) occurs after review of the Advancement to Graduate Status Application due by December 1 of the fourth year in the Teacher Education office.

PG/MT
Post graduate students accepted into a specified PG/MT program interface with the five-year BA/MT program during their two-year timeframe. Students in the PG/MT program have a major advisor in the Curry School of Education only, and are involved in professional studies throughout their program.

Acceptance into the PG/MT programs is managed through online application to the Curry School of Education.

BSEd/MT
For the purposes of teacher preparation, students wishing to earn a license and endorsement for K-12 Health and Physical Education, are typically accepted directly into Curry for the Bachelor of Science in Education program in Kinesiology. They will also complete a Permission to Enroll Application for acceptance into the BA/MT program, although this may be done during their first year.
## 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, program field experiences, and 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 and the public schools of the Commonwealth.</td>
<td> The Curry School of Education has partnerships with A&amp;S and with over 21 school divisions within Central 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. Health/physical education students receive a BSEd degree in the undergraduate component of the program.</td>
</tr>
<tr>
<td> Teachers should have a strong professional education background to appropriately convey content knowledge and facilitate student learning.</td>
<td> All Students 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 class work and field experiences.</td>
<td> Each year’s field experience is related to course work taken during that term.</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> Clinical instructors (CI) supervise field 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>
**Sequential Steps**
The typical sequence of steps for each of the types of degrees shows requirements/decision points for each year of the program.

### Overview of Sequential Steps for BA/MT Programs

<table>
<thead>
<tr>
<th>BA/MT</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year (Professional Year)</th>
<th>5th Year (Professional Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applications</strong></td>
<td></td>
<td>Apply to Teacher Education by February 15 for Permission to Enroll in the Curry Program*</td>
<td></td>
<td>Apply for Teaching Associateship by Dec 1</td>
<td>Submit application to graduate by October 1 for accelerated program and January graduation or by February 1 for May graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Apply for Advancement to Graduate Status by December 1</td>
<td>Submit application for Virginia teaching license by October 1 (accelerated program) or February 1 (May graduation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Decide whether to accelerate the program early and notify TED Office</td>
<td></td>
</tr>
<tr>
<td><strong>Financial Aid Eligibility</strong></td>
<td>Grants, loans, and work study</td>
<td>Grants, loans, and work study</td>
<td>Grants, loans, and work study</td>
<td>Grants, loans, and work study</td>
<td>Loans Only</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences Studies</strong></td>
<td>Take Arts and Science courses to complete general studies requirements.</td>
<td>Continue arts and science courses: General studies and major courses as needed for program and licensure requirements</td>
<td></td>
<td></td>
<td>Complete any remaining A &amp; S classes in Spring semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expected GPA: overall 2.7, academic major 3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td>EDIS 2010 (prerequisite)</td>
<td>EDIS 2010</td>
<td>Take professional education courses</td>
<td>Take professional education courses</td>
<td>Take professional education courses</td>
</tr>
<tr>
<td></td>
<td>EDIS 2880</td>
<td>EDIS 2880 (prerequisite)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td></td>
<td>EDIS 388X</td>
<td>EDIS 488X</td>
<td>EDIS 588X, EDIS 7991</td>
<td></td>
</tr>
<tr>
<td><strong>Standardized Tests</strong></td>
<td>Sufficient SAT, ACT or PRAXIS I or VCLA &amp; PRAXIS I: Math needed for entrance into TED</td>
<td>Virginia Communication and Literacy (VCLA) scores reported to TED office by December 15</td>
<td>Complete module on child abuse and neglect</td>
<td>Exit Proficiency Testing (ACTFL Oral Exam) by January 15 for foreign language students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foreign Language Education students report results of Entrance Language Proficiency Testing (ACTFL Oral Exam)</td>
<td>Complete RVE in late spring or summer (elem &amp; sped only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Praxis II exam</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Report GRE no later than fall of 4th year</td>
<td></td>
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</tr>
</tbody>
</table>

* Late applications will be considered only if space is available.
** Declare academic major in the College of Arts and Sciences by end of fourth semester.

### Overview of Sequential Steps in PG/MT Program

<table>
<thead>
<tr>
<th>PG/MT</th>
<th>1st Year (Professional Year)</th>
<th>2nd Year (Professional Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applications</strong></td>
<td>Apply for Teaching Associateship by December 1</td>
<td>Submit application to graduate by October 1 for accelerated program and January graduation; or submit application to graduate by February 1 for May graduation</td>
</tr>
<tr>
<td></td>
<td>Decide whether to accelerate the program to graduate early and notify TED Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language Education students report results of Entrance Language Proficiency Testing (ACTFL)</td>
<td>Submit application for Virginia teaching license by October 1 (accelerated program) or February 1 (May graduation)</td>
</tr>
<tr>
<td>PG/MT</td>
<td>1st Year (Professional Year)</td>
<td>2nd Year (Professional Year)</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Financial Aid Eligibility</strong></td>
<td>Loans Only</td>
<td>Loans Only</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences Studies</strong></td>
<td>General studies and major courses as needed for licensure program requirements</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td>Take professional education courses</td>
<td>Take professional education courses</td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td>EDIS 388X; EDIS 488X</td>
<td>EDIS 588X</td>
</tr>
<tr>
<td><strong>Standardized Tests</strong></td>
<td>Sufficient SAT, ACT, PRAXIS I, or VCLA + PRAXIS I Math needed for entrance into TED</td>
<td>Report PRAXIS II scores to Curry by December 15 in order to graduate in May</td>
</tr>
<tr>
<td></td>
<td>Report VCLA to TED Office by December 15</td>
<td>Exit Proficiency Testing (ACTFL) by January 15 for Foreign Language Education Students</td>
</tr>
<tr>
<td></td>
<td>Report completion of child abuse &amp; neglect module</td>
<td>Report Reading for Virginia Educators (RVE) score by July 1 (for elementary, special education)</td>
</tr>
</tbody>
</table>

**Overview of Sequential Steps for BSEd/MT Programs**

<table>
<thead>
<tr>
<th>BSEd/MT</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year (Professional Year)</th>
<th>5th Year (Professional Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applications</strong></td>
<td>Apply to Teacher Education by February 15 for Permission to Enroll in the Curry Program*</td>
<td></td>
<td></td>
<td>Apply for Teaching Associateship by Dec 1</td>
<td>Submit application to graduate by October 1 for accelerated program and January graduation or by February 1 for May graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Apply for Advancement to Graduate Status by December 1</td>
<td>Submit application for Virginia teaching license by October 1 (accelerated program) or February 1 (May graduation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Decide whether to accelerate the program to graduate early and notify TED Office</td>
<td></td>
</tr>
<tr>
<td><strong>Financial Aid Eligibility</strong></td>
<td>Grants, loans, and work study</td>
<td>Grants, loans, and work study</td>
<td>Grants, loans, and work study</td>
<td>Grants, loans, and work study</td>
<td>Loans Only</td>
</tr>
<tr>
<td><strong>Curry Undergraduate Studies</strong></td>
<td>Take Kinesiology courses to complete general studies requirements.</td>
<td>Continue Kinesiology courses: General studies and major courses as needed for program and licensure requirements</td>
<td>Expected GPA: overall 2.7, academic major 3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td>EDIS 2010 EDIS 2880 (prerequisite)</td>
<td>Take professional education courses</td>
<td>Take professional education courses</td>
<td>Take professional education courses</td>
<td>Take professional education courses</td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td>EDIS 388X</td>
<td>EDIS 488X</td>
<td>EDIS 5889, EDIS 7991</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standardized Tests</strong></td>
<td>Sufficient SAT, ACT or PRAXIS I or VCLA &amp; PRAXIS I Math needed for entrance into TED</td>
<td>Virginia Communication and Literacy (VCLA) scores reported to TED office by December 15</td>
<td>Complete module on child abuse and neglect Praxis II exam Report GRE no later than fall of 4th year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Permission to Enroll (BA/MT and BSEd/MT only)

BA/MT students in their second year in the college apply for “permission to enroll” in the teacher education program of their choice by February 1. Three faculty members review Permission to Enroll Forms. Permission to enroll requires that a student successfully complete pre-professional courses EDIS 2010 (Teaching as a Profession) and EDIS 2880 (Field Experience) as a prerequisite. These courses are taught every semester (fall, spring, summer). There are no exceptions to this pre-requisite. If you are enrolled in these courses when you apply or plan to take them in the summer before your 3rd year, your permission to enroll will be conditional until you have successfully completed the courses.

Upon satisfactory completion of these courses, demonstration of professional potential, entrance qualifying test scores, and maintenance of an acceptable GPA, students are allowed to apply for Permission to Enroll in the educational sequence. Continuance from year-to-year is dependent on regular review by the faculty. Applications for Permission to Enroll in Teacher Education are due in the TED Office (326 Bavaro Hall) by February 15 of your second year in the college.

During the summer after the 3rd year, students will be formally reviewed by the TED office. Any students failing to meet the mandated GPA (3.0 major and 2.7 overall) will be required to meet with their advisor within the first 2 weeks of fall semester (4th year). Students must submit a plan to the TED Office to improve GPA. Prior to advancement to graduate status, students are administratively under all policies and procedures established by the College of Arts and Sciences.

Although students in the Kinesiology BSEd program are already Curry students, they must still submit Permission to Enroll Forms for acceptance into the MT Teacher Ed graduate program. Typically, these students complete these forms at the conclusion of their 1st year in order to take required graduate level courses in their 2nd year.

Advance to Graduate Status (BA/MT and BSEd/MT only)

Advancement to graduate status takes place at the end of the 4th year. Program area faculty and the Teacher Education Team review each student’s progress and make recommendations concerning advancement. Advancement to graduate status is dependent on

• attaining GRE scores of 150 Verbal (450 if taken prior to 8/11), 145 Quantitative (530 if taken prior to 8/11), and 4.0 Writing.
• an overall GPA of 2.7 and an academic major GPA of 3.0.
• satisfactory performance in education courses and in field experiences.

Students not meeting GRE or GPA proficiency may be dismissed from the MT program. Anyone with a GRE score below the expected levels will be asked to repeat the exam at least once. Students with a lower than expected GPA may be asked to take additional courses. Faculty may also use the Professional Performance Rubric to provide feedback on concerns about professional behavior.

Applications for advancement to graduate status are due in the TED office by December 1. The faculty review will be conducted in January and students will be notified early in the spring semester. The actual advancement is completed at the end of the 4th year in accordance with university registrar and tuition policies.
Note: Students who have not been advanced to graduate status by the end of their 4th year may not take EDIS 799X and EDLF 7100 in the summer between the 4th and 5th years and will not be given a student teaching placement until advancement has occurred.

At this time students are administratively placed in the Curry School and must follow all policies and procedures established by the School of Education. IMPORTANT: Tuition rates change as a result of graduate status. Students are expected to be enrolled in the MT program for two semesters. Additionally, student financial aid changes to meet graduate student policies.

**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 state does ask for verification that certain requirements have been met.

**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) which is the basis for preK-12 curriculum. General studies core courses fulfill this requirement and are delineated for each program. For BA/MT students, general studies are usually taken during the first 2 years, but it is not uncommon to complete them later in the five year program. All courses taken as part of the general studies requirements must be graded.

Some students know they want to teach but can’t decide on an academic major. The best way to handle this is to try out different classes during the first and second years on grounds. What excites you? What topics do you wish you knew more about? Remember that everyone must complete the general studies core, so as you are testing your interests try to select courses that fulfill these requirements.

**BA/MT**

The BA/MT dual degree program is a challenging one that requires planning and coordination. Arts & Science advisors will guide your work toward your bachelor’s degree, while your Curry advisor will facilitate your attainment of licensure and a master’s degree. However, neither your Arts & Sciences nor your Curry advisors will be as fully informed about your program as you should be. Students in Arts & Sciences declare an academic major at the end of the fourth semester. Once a major is specified, a new advisor within the appropriate department in A & S will be assigned.

Students interested in teaching elementary education (preK-6) or special education (K-12) may select any academic major offered through the College of Arts and Sciences. However, it is strongly advised that elementary and special education students select a core content major in the College. ECSE students must have a psychology

__Arts & Sciences majors with required courses that are only offered once per year may find they have scheduling conflicts with sequenced Curry courses. Therefore, it is best to plan for major Arts & Sciences requirements in the second, third and fourth years!__
major in the BA degree program. Special Education students also obtain an endorsement in a secondary content area or in elementary education. Therefore they must select an academic major in a subject that fits their general education endorsement area.

Students interested in teaching specific content at the secondary level must select the related Arts & Sciences academic major. That is, English teachers must be English majors. Social Studies teachers most often are history majors; however, students in areas such as government, economics, or political science may work toward a social studies license by completing the required history classes in addition to the major.

Because both degrees are awarded at the end of the five-year program, some students use the last semester of the fifth year to complete the bachelor’s degree requirements. Take note, however: A & S majors with required courses that are only offered once per year may find they have scheduling conflicts with sequenced Curry courses. (Curry courses that are prerequisite to the Teaching Associate must be taken in the semester they are listed on the Program Description sheet. A Curry advisor must approve any changes.) Therefore, it is best to plan for major A & S requirements in the second, third and fourth years!

**PG/MT**

Students interested in teaching elementary education (preK-6) or 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. ECSE students must have a psychology background. Students 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 entering the Curry PG/MT program.

Students interested in teaching specific content at the secondary level must have the related academic major. That is, English teachers must be English majors. Social Studies teachers most often are history majors; however, students in areas such as government, economics, or political science may work toward a social studies license by completing the required history classes in addition to the major.

Curry advisors will review the liberal arts background of PG/MT candidates and may recommend courses to complete the necessary endorsement and general studies requirements. Programs at the secondary level may require a specified number of graduate hours in the academic area. These courses are to be taken in the Graduate College of Arts and Sciences.

**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/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html), *Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators*. Students should print two copies of the certificate at the end of the module, keeping one for their records, and submitting the second to the Teacher Education office. This module should be completed before the Teaching Associateship in the final year.

**Test Scores**

The Commonwealth of Virginia requires the following cut scores on specified tests in order to qualify for a license or the endorsement:

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<tr>
<td>Reading Sub Test</td>
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</tr>
<tr>
<td>OR Composite Score</td>
<td>470</td>
<td>ALL</td>
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<tr>
<td><strong>Virginia Communications and Literacy Assessment (VCLA)</strong>:</td>
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<td><a href="http://www.va.nesinc.com">www.va.nesinc.com</a></td>
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<td>Physics: Content Knowledge</td>
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<td>Social Studies: Content Knowledge</td>
<td>161</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Spanish: World Language</td>
<td>168</td>
<td>Foreign Language: Spanish</td>
</tr>
</tbody>
</table>

When registering for Praxis II, you must list the University of Virginia (code number 5820) as one of your designated score recipients. You may also ask to send the scores to the VDOE, but they will also 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. You will need to provide Curry with a copy when you apply for licensure.

Curry’s Teacher Ed program also requires standardized test results for entrance into the program.

- **PRAXIS I:** 178 math, 175 writing or 532 composite score OR
- SATs taken prior to 4/1/95--score of 1000, with at least 450 verbal, 510 math; if taken after 4/1/95--score of 1100, with at least 530 verbal, 530 math OR
- ACTs taken prior to 4/1/95--score of 1100, with at least 450 verbal, 510 math; if taken after 4/1/95--composite score of 24, with at least 22 math, 48 English Plus Reading Score OR

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*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).*
• VCLA: Reading and Writing as an optional assessment for the PRAXIS I reading and writing tests (writing subtest of 235, reading subtest of 235, composite score of 470) in combination with qualifying math scores from SATs, ACTs, or PRAXIS I, AND
• GRE: Verbal score of 150 (450 if taken before 2011), Quantitative score of 145 (530 if taken before 2011), and Analytical Writing score of 4.0.

Coursework
Understandably, coursework varies from program to program, but the core requires select hours at the major and general studies (typically undergraduate) level and additional hours at the professional (Curry graduate) level.

For those in the BA/MT program, the goal is to achieve 120 credits for your bachelor’s degree. All but 18 of these credits must be from the College of Arts and Sciences. (There are no exceptions. You need 102 A&S credits to graduate.) General studies courses taken in the College of Arts & Sciences and applied to licensure will also count for the 102 hours. Special Education students may apply 6 credits of special education coursework toward the 102 hours. 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.

A program guide has been developed for each teacher education program area (e.g., elementary education, mathematics education, etc.) 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.

When registering for both A & S and Curry classes, you may want to consider registering for Arts & Sciences classes first as there may be competition for slots. Be aware of the schedule of Curry classes and that many classes must be taken in the semester they are specified in the program guide. You are guaranteed enrollment in the Curry classes if taken in the specified time frame. However, note that when there is more than one section of a Curry course, you are not guaranteed enrollment in a particular section.

Curry required courses are guaranteed for all students admitted into the MT program. Instructor permission only courses can only be enrolled through a Course Action Form. Forms for TED classes may be printed from your computer off the UVA Registrar’s website.
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. (Note: BA/MT students, in the "Select Institution/Career" box be sure to click on Graduate or Undergraduate to see outstanding requirements. If you are a fifth-year, the drop-box should default to University of Virginia>Graduate.)

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.

4. **View Transfer Credit Report**: This document reflects any coursework taken outside the University which may be applied toward your undergraduate 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 an 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. Also check your files for copies of policy exception forms which have been approved by the Teacher Education office. If you see problems, please address these issues as soon as possible.

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**SIS is the system of record for all students and will be used in determining course registration, financial aid, and graduation eligibility. Consult it regularly to ensure it is correct.**

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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. Courses at the 5000 level in the College taken prior to the fourth-year may be petitioned for an exception to this policy. All required courses specified in the program guide must be graded.

Throughout the fourth year students are still officially listed as students in the College, and therefore, follow the A & S policy on incomplete grades. Under this policy, students have a limited time to complete a course and have a course grade submitted to the registrar’s office. Failure to do so will result in an “F”. Students may petition for an extension with the support of the course instructor. **NOTE:** This policy will hold for both the A & S courses and those in the Curry School.
During the fifth year, students are under the Curry policy relating to graduate students that states that an incomplete grade must be completed within 200 days of the semester in which the course was taken. Students will need to negotiate the actual timeframe with the course instructor and complete an incomplete grade form in the Curry Admissions Office (106 Bavaro Hall).

Once you have been accepted to the TED program, you may continue to register for TED courses as long as you maintain a satisfactory GPA (3.0 in your major; 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 accepts for AP/IB or transfer credit, the Curry School will also accept. There are some cautionary notes, however. No professional course taken somewhere else prior to admission into the BA/MT program will be accepted for credit by Curry. On a case-by-case basis, dual endorsement high school classes that have college credit attached to them such as Teacher Cadet or Teaching Fellows and Teaching as a Profession and CLEP classes will be reviewed by the TED Office. PG/MT students may transfer up to 6 credits into the MT program.

Always check with your advisors before taking a class somewhere other than UVA.

Also, after BA/MT admission, all courses taken at another institution must be pre-approved by the College and the appropriate department (if an A & S class) or by TED if it is an education class. These classes may only be credited toward an elective in the College and may be used to meet endorsement requirements for the Curry School. Credit from AP or college level US Government may be substituted for American History for all education students (except social studies education and elementary education). PG/MT students may transfer up to 6 credits and only at the discretion of the Curry advisor and TED. Always check with your advisors before taking a class somewhere other than UVA.

**Accelerated Program**

Students may be able to graduate a semester early if they plan carefully and complete all degree requirements. For BA/MTs, a student can finish in four and one-half years if:

- the student has entered UVA with AP, IB or transfer credits or has taken overloads during previous semesters
- the student is willing to attend a three-week summer session between the 4th and 5th years to complete EDIS 7991 (Field Project) and EDIS 7100 (Issues in Education)

NOTE: Due to the heavy course load for the ECSE dual endorsement program, ECSE students cannot accelerate the teacher education program to complete the degrees in less than five years.

For PG/MTs, a student can finish in one and a half years if:

- the student is willing to attend a three-week summer session between the 1st and 2nd years to complete EDIS 7991 (Field Project) and EDIS 7100 (Issues in Education)

Upon completion of the fall teaching associateship the student can apply for and receive both degrees and licensure. Students may walk the Lawn the following May and receive all recognition in the Graduation Ceremonies. Students need to check with their Curry advisor to plan for an accelerated program.
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 program. The following section describes the processes that students should follow to address exceptions to the prescribed program.

Overloads
BA/MT TED students are faced with many more requirements than their peers who are completing only an Arts & Sciences degree. Therefore, they may register for up to 18 hours and still find the need to take more credits in some semesters in order to stay on track. If you are registering for more than 18 credits, be sure to petition for an overload and receive the appropriate approvals. (Overloads during the first four years should be approved by Arts & Sciences. During the fifth year, overloads are approved through Curry.)

Curry requests for overload of credits are handled by submission of the Teacher Education Policy Exception Petition available on the Curry website (http://curry.virginia.edu/my-curry/current-student) or in the Teacher Ed office.

Course Replacements
The Teacher Education Policy Exception Form, available on the Curry (“I am a Current Student”) website (http://curry.virginia.edu/my-curry/current-student) or in the Teacher Ed office 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 TED Policy Exception form.

Courses taken at another institution can only be used as a substitute for a required course if they are from an accredited college/university and have been preapproved. Exceptions must be approved by both the Curry advisor and the Teacher Education Team. Submit advisor signed forms to the Teacher Ed office.

Change of Status Forms
Change of status includes such activities as Leave of Absence (e.g. medical leave), Study Abroad, or Change to (e.g. moving from Elementary Education to Special Ed/Elementary Education) or Withdrawal from the Program. Status has graduation requirement, 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 obtained by completing the Change of Status Form, which must be signed by the Curry advisor and the Teacher Education Team. Change of Status Forms can be picked up and need to be returned to the TED office (326 Bavaro Hall).

Frequently Asked Questions about Exceptions
Q. Can I still participate in a Semester Abroad?
A. Many students wish to experience a semester abroad and the Curry School encourages you to do so. However, beyond the third-year this becomes difficult to do since so many of the education classes in the fourth year must be taken in sequence prior to student teaching. For students planning to graduate in May, it is dependent on whether the overseas program can produce grades that will be received in time for graduation.
Students, working with their Curry and Arts & Sciences advisors, must develop a plan of courses showing how they intend to complete the degree program. To do a semester abroad after you have been given Permission to Enroll, a Change of Status Form must be completed and filed in the TED office (326 Bavaro Hall). Be sure to attach a sheet with your plan approved by your advisors for completing all required courses and remaining on-track in the program. ECSE students may not study abroad after the summer between the 2nd & 3rd years.

Some students also take advantage of the opportunity to do part of their student teaching abroad. This is part of the EDIS 588x course and is not considered an official Change in Status. No Change of Status Form is required.

Q. I will not need to take a full load of credits my last semester. Can I be a part-time student?
A. Students graduating in May need to register for at least 12 credits in the final spring semester to be considered full-time graduate students. If you are interested in being a part-time student and registering for less than full-credit, you need to know that part-time students are not eligible for any financial aid given by the university or Curry School of Education. Part-time students also lose free access to athletic events and exercise facilities. To maintain access to the student health center, you need to be enrolled in 4 credits or more. For more information about tuition fees for part-time status, students should click on “Graduate Schools” on this web site: http://www.virginia.edu/studentaccounts/tuition_and_fee2005-2006.html.

Q. I’m an Echols Scholar and am exempt from area requirements. How does that impact my MT specified program?
A. If you are an Echols Scholar, you have certain rights that refer to your BA degree. Virginia licensure and endorsement requirements are not waived, however, so you will have to acquire the appropriate credits for your academic content major if you are in a secondary education program or the endorsement courses for elementary education. The TED office has a record of your Echols status, but be sure to remind your Curry advisor of your status when planning your schedule.

Curry Participant Pool (CPP)
All students in the Curry Teacher Education program are expected to undertake research activities through participation in the Curry Participant Pool (CPP) or alternatively through review of research published in education journals. The purpose of the CPP is to provide information for studies of the Teacher Education Program and professional development and 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.

You may complete these tasks in either the fall or spring semester. However, all five tasks must be completed by the end of the spring semester for you to receive a satisfactory grade in the aligned course.

Students will be expected to engage in up to five research tasks per year for the term of their program (BA/MT and BSEd/MT students will complete up to 15 tasks over three years; PG/MT students will complete 10 tasks over two years). Students can complete this requirement either by participating in the CPP or by completing alternative activities that are described on the CPP website.
Research activities vary from year to year. Faculty in selected courses will be notified of your progress in meeting the research tasks each year. Not completing the tasks will impact your course grade.

You may complete these tasks in either the fall or spring semester. However, all five tasks (or alternative assignments) must be completed by the end of the spring semester for you to receive a satisfactory grade in the aligned course. It is your responsibility to go to the CPP website (http://curryuva.sona_systems.com) to manage your participation. You may choose from the tasks on the website or elect the alternative reading assignment.

Field Experiences
As part of the Virginia regulations, all approved teacher preparation programs include required structured and integrated field experiences that prepare students to work in diverse educational environments. There is a requirement of at least 150 clock hours beyond student teaching. At Curry, students have ample opportunities to work in the field from the very beginning of their program through the culminating teaching associateship (student teaching).

Philosophy
The field experiences at Curry are designed to start with observation and individual, one-on-one work with students building to full management of day to day classroom work. The pre-student teaching classes (EDIS 388x and EDIS 488x) are associated with a general methods course and a content methods course but are given separate credit and a grade. In addition, some methods-related classes have attached fieldwork that is designed to match the particular needs of the program area and is run by the course instructor as part of the course requirements. For these experiences there are no additional credits or grade given. See the chart below for general information on field experiences for elementary, secondary, and special education. ECSE and Kinesiology field experiences are arranged differently because of the demands of the endorsement program. Your Curry advisor will provide you with information on your field placements.

The teaching associateship (EDIS 588x) is the student teaching full-semester field experience that occurs in the fall of the final year. At this time students work with an experienced teacher designated as a Clinical Instructor (CI). The semester begins when the teachers in the assigned school system return for the pre-school teacher week. (Generally, this is early to mid-August, so don’t plan on a summer experience that goes beyond this time.) Physical education and dual endorsement students will have two placements equally split in the semester block across 18 weeks. All other students are placed in one setting for the entire semester (16 weeks). The chart below gives more information on the teaching associateship.
The Field Project (EDIS 7991) is the culminating experience of the TED 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 taken during the final semester in the TED program. If you decide to accelerate your program and graduate a semester early, you must take this class in the summer session between the 4th and 5th years and complete the project in the fall semester.

<table>
<thead>
<tr>
<th>PG/MT Year</th>
<th>BA/MT Year</th>
<th>Placement Focus</th>
<th>Evaluation Procedure</th>
<th>Related Course(s)</th>
</tr>
</thead>
</table>
| N/A        | 1st or 2nd | Observations of schools and children within community settings | Assignment completion  
Self-Assessment | EDIS 2880 – Field Experience  
EDIS 2010 – Introduction to Teaching |
| 1st        | 3rd        | Tutoring and specified classroom and child study with a focus on literacy, language and comprehension as well as classroom context for learning | Assignment completion  
Self-assessment | EDIS 388x – Field Experience  
EDIS 5010, 5020, 5030 – Curriculum, Instruction and Assessment |
| 1st        | 4th        | 1st semester – Classroom observation and implementation of lessons  
2nd semester – Classroom observation and implementation of lessons or a unit  
Assignments for content- specific methods courses | Lesson and unit evaluations  
Faculty observation and feedback  
Clinical Instructor feedback and evaluation | EDIS 488x – Field Experience  
Content-specific methods classes |
| 2nd        | 5th        | Semester-long Teaching Associateship 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 Clinical Instructor feedback and evaluation  
- mid-placement evaluation  
- final evaluation  
Collaborative Assessment Log | EDIS 588X – Teaching Associateship  
EDIS 587X – Student Teaching Seminar (content specific) |
| 2nd        | 5th        | Field Project focusing on case studies to review data and reflect on practice. | Field Project paper | EDIS 7991 |
**General Expectations**
Curry enjoys a positive working relationship with the local school divisions, school administrators, and teachers. As with any opportunity to interact with the community, your behavior during field experiences reflects directly on the University and the Curry School specifically. In addition, field experiences are often the first opportunity that MT students have to practice their professional career in education – a time to move from the role of student to that of teacher. Expectations are that you will conduct yourself as a professional educator at all times. Failure to do so may impact the Teacher Education Team’s belief that you can be successful and will result in a *Performance Improvement Plan* used to determine your continued enrollment in the MT program or dismissal from the program.

Curry offers a number of opportunities to review expectations. The *Code of Behavior* is reviewed and signed by all EDIS 388x and EDIS 488x students. A few key guidelines are:

- I will dress in appropriate attire that shows respect for the school and for my role as a pre-service professional representing the Curry School of Education.
- I will arrive on time for my field experience. If I am ill, I will call the school to notify my clinical instructor 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 outside of school and will share any concerns that I may have related to student welfare and safety with teachers and/or school administrators. I will not disclose, use, or disseminate photographs or personal information about students or myself.
- I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.

Additional expectations can be found in the *Teaching Associate’s Handbook*, the required text for EDIS 588x. In early May, the Teacher Education program hosts “Match Day” when all placements are announced and specific details regarding student teaching are covered in a multi-program meeting.

**Dress Code**
Each school or school division will have an established dress code policy. Students 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. Curry students are expected to adhere to the Curry standard for dress. Students may be asked by their Clinical Instructors, 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, students should have an appropriate, well-groomed appearance. Appearance reflects professional commitment to teaching and this is clearly communicated to the CI, 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 student’s ability to teach successfully.
The Curry standard for dress and personal appearance requires that all students wear casual professional attire during their teaching associateships. 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).

Students are not allowed 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 associates must have a verified negative TB test on file in the TED Office (the test may be no older than 1 year). Tests may be gotten at Student Health, Community Health, or your family practitioner. Failure to submit a copy of the TB test will result in delaying your participation in the Teaching Associateship.

Teaching Associates are also required to register as a substitute in the school division to which you are assigned. It is up to you, as the TA, to make these arrangements. The Curry policy on substituting allows you to substitute for your CI only and to be compensated for such work in most school divisions.

Teaching associates 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. Students are not to take extra time prior to a school break without specific approval of the Seminar faculty member.

During the final week of the Teaching Associateship, student teachers should be easing out of the teaching role and bringing their time in the placement to a successful closure. Teaching Associates shall 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 associate to observe other master teachers. In most cases, these observations will be done in the same building as the placement. However, in some specific areas such as special education or a specific secondary area, an observation may be done at another school. All observations must be approved by the assigned clinical instructor and the university supervisor.
**Full-time enrollment is required for the Teaching Associate semester.** Students in a single placement register for 12 credits in the single endorsement area plus 3 credits for the aligned Teaching Associate Seminar. Students completing dual endorsements enroll in 6 credits for the Teaching Associateship for each endorsement area plus 3 credits in one seminar class.

No other classes besides the Teaching Associateship and the TA seminar can be taken during the student teaching semester.

**Placements**

All field experience placements are at the discretion of the Curry Teacher Education Team. Requests for specific locations are taken through the *Teaching Associate Application*, but the nature of the program requires that placements occur with school programs with whom Curry has pre-established relationship. Program directors work in conjunction with the Placement Coordinator to ensure a good fit between the student needs and the available expertise in the schools.

**Locations**

EDIS 388x and EDIS 488x placements are necessarily close to the University due to the scheduling of various courses. The type of placement is determined by MT program and the programs available in the schools.

EDIS 588x placements are considered local if they are within an hour from Grounds. Students complete a *Teaching Associateship Application* that helps determine the nature and location of the EDIS 588x placement. Distant placements are possible for some programs at schools that have pre-established relationships with the Curry School. In 2012, for instance, students were placed in charter schools in Houston, TX (primarily Latino urban population) and Washington, DC (primarily African American urban population), as well as overseas in Cambridge, England and Belfast, Ireland. Curry advisors and the Teacher Education Team must approve a distant placement. Look for more information regarding current options when calls for the *Teaching Associateship Application* are made.

**Split Placements**

Most EDIS 388x and EDIS 488x placements are split between Fall and Spring semesters based on MT program. EDIS 588x placements are split within the Fall semester when a program is endorsed at the K-12 level (e.g. Health & PE), when a student is seeking Special Education or other dual endorsement, or when an international school is part of the placement.

**Frequently Asked Questions about Field Experiences**

Q. I have other commitments that will need to be scheduled around my Field Experiences. Who should I discuss this with?

A. The EDIS 388x and EDIS 488x field experiences generally have several options for scheduling due to the course schedules that vary between students. The EDIS 588x, however, is an intense, full-time commitment. DO NOT attempt to maintain a part-time job, take on the role of a Resident Advisor, or schedule any courses beyond the Teaching Associateship and its accompanying seminar. (Being a Resident Advisor is manageable in the 3rd or 4th year of the 5-year program.)

Q. I would prefer to move home for my student teaching experience and teach at my local school. How do I set that up?
A. The Curry Teaching Associateship is developed with schools that agree to a number of parameters in hosting our students. The balance of expectation and negotiation also involves supervision from the University. The few distant placements we have in place have involved meetings with school personnel at Curry to address philosophical expectations, as well as logistics. Further, Curry attempts to provide a broad range of experiences for MT students, and teaching at one’s alma mater puts a limit on those experiences. It is possible, however, if home is not far from one of the approved placement school divisions, to live at home and be placed in a nearby approved school. Indicate your preferences on the Teaching Associate Application.

Graduation

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

BA/MT

As a BA/MT student, you will have two different degree applications to complete (Arts & Sciences and Curry School). You can “Self-Apply” for both through SIS. For the Master of Teaching degree it is necessary to also complete a separate Application for Graduation and have your Curry advisor review and sign it. To find the step by step degree application process instructions and forms online go to: http://curry.virginia.edu/resource-library/graduation-info. Select the Teacher Education link. Submit the completed form along with your Application for Virginia Teaching License to the Admissions Office (106 Bavaro Hall). All forms must be turned in no later than February 1. (December graduates must submit applications by October 1). Students must provide a copy of Praxis II, RVE (if in the elementary or special education programs) and VCLA test results with their application for graduation.

PG/MT

As a PGMT student, you must complete a degree application. For the Master of Teaching degree it is necessary to have your Curry advisor review the application form. 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 Admissions Office (106 Bavaro Hall). All forms must be turned in no later than February 1. (December graduates must submit applications by October 1). Students must provide a copy of Praxis II, RVE (if in the elementary or special education programs) and VCLA test results with their application for graduation.

Frequently Asked Questions about Graduation

Q. Can I walk the Lawn after four years?
A. Students in the BA/MT and BSEd/MT programs know from the outset that this is a five-year program, with both diplomas being awarded in the fifth year. Students in the fourth year who have met all of the requirements for the BA may participate in Final Exercises on a limited basis. They are invited to “walk the Lawn” and, with the cooperation of the major department, may be recognized at the diploma ceremony as “BA/MT students expected to receive both degrees in the following year.” In the fourth year they receive neither a diploma, nor graduation tickets, and their name does not appear in the program. Students who wish to avail themselves of this opportunity will obtain from the College Registrar (Monroe Hall), a statement of completed degree requirements and take that to December graduates must submit applications by October 1.
the Director of Undergraduate Programs in the major Department. Departments may, but are under no obligation to, recognize these students during the diploma ceremony.

Reminder: Students requesting to walk the lawn after four years will not receive graduation tickets for seating on the lawn, so advise your family of the complete policy on this matter.

Q. What happens if I change my mind about the dual degree BA/MT program?
A. If at any point you decide that teacher education is not an appropriate program for you, the bachelor’s degree may be completed without any consequence. Students who complete all course work for the BA/MT program but do not complete the Teaching Associateship are not eligible for the Master of Teaching degree. Students may still, however, apply Curry course credits toward the 120 hours of the B.A. degree. The student must complete a “Change of Status” form in order to drop the MT program.

To apply Curry course credits toward a Master of Education (M.Ed.) degree, a student must have 30 credits (at the 5000 level or above) beyond any that were applied to the undergraduate degree. In addition, the student would need to complete a comprehensive examination. The student must complete a “Change of Status” form in order to make the switch.

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 Curry School Admissions Office for assistance with licensure and endorsement both in Virginia or another state. The Admissions 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
The dual degree program means that you will be charged undergraduate tuition for the first four years of the program, however, in the fifth year students will be billed at the graduate tuition rate for two semesters.

Financial Aid
You are eligible for undergraduate grants and financial aid for a maximum of four years. In the fifth year, you are classified as a graduate student and must follow new procedures. Information and assistance can be obtained from the UVA Student Financial Aid Office (434-982-6000). If you have financial aid as an undergraduate student, be sure to check eligibility as you advance to graduate status.

In cases of great need, please let your advisor know of your situation. Occasionally, there are funds from department grants that can be applied. If you find yourself in a financial crunch at any point during the year, Student Financial Aid offers Lee Emergency Loans to students. Students may borrow up to $500.00 per year, interest free for thirty days. Simply go to the Financial Aid Office at Carruthers Hall (434-982-6000), fill out the form and they will write you a check. The Lee Emergency Loan is available only once a semester and is not available during the summer.
The Office of the Dean of Students in Peabody Hall (434-924-7133) offers Ivey Lewis Honor Loans up to $600.00 twice a semester. There are cut-off dates each semester for this loan. Check their website [http://www.virginia.edu/financialaid](http://www.virginia.edu/financialaid) for more information.

**Scholarships and Awards**

The Curry School of Education Foundation sponsors over 40 awards and scholarships. Some awards and scholarships are by faculty nominations only, while others are open to both faculty and student nominations. As a general rule, the TED office gives preference when recommending students to those entering the last year of the program. Announcement of the award process is usually made late in the fall semester. For information on awards and scholarships check the Curry Foundation website at: [http://curry.edschool.virginia.edu/curry/center/foundation/awards.htm](http://curry.edschool.virginia.edu/curry/center/foundation/awards.htm).

**Virginia Scholarship Loan Program**

The Virginia Scholarship Loan Program sponsors several students annually with a scholarship of over $3,700.00 which can be paid back through service as a Virginia teacher in the years following graduation. Each year, the Virginia Department of Education identifies the qualifications, but at a minimum to apply for this program, a student must be a Virginia resident and maintain a 2.5 or better GPA. Usually, candidates seeking licensure and endorsement in a critical need area (often special education, math, foreign language, or science education), or males in elementary education, or minority students in any endorsement area are urged to apply. Announcement of this program will be sent to all TED students via email by the TED Office. As a general rule, the TED office gives preference when recommending students to those entering the last year of the program.

**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](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 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.

curryed away
Student founded and operated curryed away (http://curry.virginia.edu/curryedaway/) is a website created in 2012. The goal of curryed away is to create a community of Curry students and teachers that provides support via a permanent, online database that you can take with you to your future teaching career. It’s a place for you to blog about your experiences, share helpful resources, and post lesson plans that you’ve already created for your content area classes.

This site was created by Curry students, for Curry students. It contains ideas exclusively generated by current Curry students and adheres to the principles of education espoused by the Curry School. Using the search bar and the tags on the site, teachers can find ready-to-use or easily adaptable plans or resources for their classroom and get answers to their questions. Users can also comment on others’ blog posts and suggest modifications for lessons or helpful resources to check out.

Career Services
Educational career service support is given by the Curry School of Education. Hilary Kerner is available to meet with students. 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 Bavaro 218-C.

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

Ruffner Hall/Bavaro Hall
The Curry School is open each weekday from 7 a.m. to 8 p.m. The buildings sometimes close on holidays, so check with the Curry Business Office to verify holiday hours. At 8 p.m. (Ruffner Hall) and 6 p.m. (Bavaro Hall) and on weekends, the doors to the buildings are locked and entrance is by a card swipe system at the lobby entrances. Students will occasionally prop the doors open if they leave the building after they are locked. This jeopardizes the safety of those inside as well as the condition of the building. Please be considerate when using the building late at night.

Ruffner Hall will be undergoing renovation beginning January 2013. Pay special attention to relocation sites of classes and offices. Bavaro Hall houses the following major offices/meeting spaces:

<table>
<thead>
<tr>
<th>Department</th>
<th>Bavaro Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Johnson Center for Human Services</td>
<td>Ground Floor</td>
</tr>
<tr>
<td>Curry Admissions and Student Services</td>
<td>106</td>
</tr>
<tr>
<td>Curry Dean’s Office</td>
<td>131</td>
</tr>
<tr>
<td>Curry Communications Office</td>
<td>118</td>
</tr>
<tr>
<td>Hallowell Hall</td>
<td>116</td>
</tr>
<tr>
<td>Curry Foundation / Alumni Association</td>
<td>132</td>
</tr>
<tr>
<td>EDLF – Administration and Leadership</td>
<td>222</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>326</td>
</tr>
<tr>
<td>CISE – Curriculum, Instruction, Special Education</td>
<td>312</td>
</tr>
<tr>
<td>TEMPO, Reading First</td>
<td>335</td>
</tr>
</tbody>
</table>

Troubleshooting
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 your advisor or the department chair.

**Advising issues:** Your advisor can most likely answer any questions or find the answers for you. If not, contact the program area coordinator.

**Field placement issues:** Your University Supervisor (US) should be your first contact regarding issues during field placement. 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 TED Administrative Manager or stop by the TED Office (326 Bavaro Hall).
Program issues: All TED programs have a program area coordinator who should be the first contact concerning program issues. In addition, all programs are under the direction of the Chair of the CISE Department, who 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 Admissions Office, Bavaro Hall 106 (924-3334).

Performance Improvement Plan
When students are not progressing at a satisfactory rate in either academic or professional performance, faculty may take two courses of action: Students may be counseled via the Curry TED Program, or students may be placed on a Performance Improvement Plan. The plan will be created with the student by the adviser (and in the case of a teaching associateship, with the University Supervisor and seminar instructor), and signed by the CISE Department Chair.

Grievance Procedures
Problems which occur in direct association with courses or advising should first be discussed with the Program Director or Departmental Chair. The Assistant Dean for Admissions and Student Affairs, Joanne McNerney, 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 Teacher Education Office, or the Office of Admissions and Student Affairs if you need special help of a personal or professional nature.
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.

- EDLF 7220 Introduction to Gifted Education (*)
- EDLF 7230 Introduction to Curriculum for Gifted Learners (*)
- EDLF 7250 Models and Strategies for Teaching the Gifted (*)
- EDLF 7280 Creativity and Problem Solving
- EDLF 7390 Differentiated Instruction (*)
- EDLF 8987 Internship in Teaching the Gifted (*)

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
Algebra I
For students who are not seeking licensure in Mathematics (6-12), but have an interest in an endorsement to teach Algebra I, Curry’s TED program is approved to offer a series of coursework and field experience that leads to an Algebra I add-on endorsement.

In order to qualify for the add-on endorsement, students must confer with and gain approval from the Mathematics program advisor and complete 24 credit hours in mathematics. Requirements include:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course options to meet competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REQUIRED MATH COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>MATH 1310 Calculus I (4 credits) or MATH 1210 Applied Calculus I (3 credits)</td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>MATH 3351 Elementary Linear Algebra (3 credits)</td>
</tr>
<tr>
<td>Geometry</td>
<td>MATH 1150 The Shape of Space (3 credits)</td>
</tr>
<tr>
<td>Discrete Math</td>
<td>MATH 1110 Probability/Finite Mathematics (3 credits)</td>
</tr>
<tr>
<td>Probability / Statistics</td>
<td>STAT 1100 Chance: an Intro to Statistics (3 credits) or STAT 1120 Introduction to Statistics (3 credits)</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CS 1110 Introduction to Programming (3 credits) or CS 1020 Introduction to Business Computing (3 credits)</td>
</tr>
<tr>
<td><strong>OTHER REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>EDIS 5450 Teaching Mathematics in Secondary Schools (3 credits)</td>
</tr>
<tr>
<td>Practicum</td>
<td>Field Experience to include Algebra I in either EDIS 488x or EDIS 588x</td>
</tr>
</tbody>
</table>

For further information:
Joe Garofalo, Bavaro 206E, 434/924-0845, jg2e@virginia.edu

English for Speakers of Other Languages (ESOL)
All students enrolled in the Curry School of Education Five-Year BA/MT or PG/MT Program have the opportunity to add the ESOL Endorsement to their Collegiate Professional license upon graduation. This program is **not** a primary endorsement for licensure in the Curry Teacher Education program.

BA/MT students wishing to add this endorsement before graduation must apply for enrollment in ESOL before the end of the third year of the dual-degree program. PG/MT students must apply for enrollment in ESOL during the first semester of PG/MT coursework. Requests require the approval of the student’s advisor, the ESOL program area coordinator, and the Teacher Education Team. Dual endorsements are granted on a space available basis.
For further information:
Ruth Ferree, Bavaro Hall 326A, 434/924-0853, rf2c@virginia.edu

<table>
<thead>
<tr>
<th>Competencies (hours required)</th>
<th>Course options to meet competencies</th>
<th>Schedule Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong> (6 credits)</td>
<td><strong>Elementary Program Only:</strong> EDIS 5221 Reading Development EDIS 5300 Language Block I EDIS 5310 Language Block II <strong>Secondary Program Only:</strong> EDIS 5221 Reading Development EDIS 5710 Reading in the Content Area <strong>Special Education Program Only:</strong> EDIS 5222 Reading Development for Special Populations EDIS 5230 Reading Diagnosis and Remediation for Reading Instruction EDIS 5231 Reading Diagnosis and Remediation for Special Ed Teachers Lab</td>
<td>Spring Fall Spring Fall Fall or Spring Fall Spring</td>
</tr>
<tr>
<td><strong>English Linguistic</strong> (3 credits)</td>
<td>EDIS 5210 Introduction to Language</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td><strong>Cross Cultural</strong> (3 credits)</td>
<td>EDLF 5711 Globalization, Childhood and Culture or EDLF 5000 Multicultural Education</td>
<td>Fall Fall/Spring</td>
</tr>
<tr>
<td><strong>Foreign Language</strong> (6-14 credits)</td>
<td>College of Arts and Sciences courses in various departments.</td>
<td>Fall/Spring/Summer</td>
</tr>
<tr>
<td><strong>ESOL methodology</strong> (3 credits)</td>
<td>EDIS 5480 Methods of Foreign Language Instruction</td>
<td>Fall/ Summer</td>
</tr>
<tr>
<td><strong>ESOL Assessment and Curriculum Design</strong> (3 credits)</td>
<td>EDIS 5500: ESOL Assessment and Planning Practicum (Field Experience)</td>
<td>Spring after Student Teaching</td>
</tr>
</tbody>
</table>
## APPENDIX B: Professional Performance Rubric

### Professional Performance Rubric

**Student Name:** ________________________________

<table>
<thead>
<tr>
<th>DOES THIS STUDENT:</th>
<th>YES</th>
<th>NO</th>
<th>N/O No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate in a clear and effective manner?</td>
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<tr>
<td>2. Communicate in a positive and respectful manner?</td>
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<tr>
<td>3. Engage appropriately with class activities?</td>
<td></td>
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<tr>
<td>4. Attend class regularly &amp; on time staying for the full session?</td>
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<tr>
<td>5. Attend the field placement regularly &amp; on time staying for the full session?</td>
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<tr>
<td>6. Complete assignments in a timely and adequate manner?</td>
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<tr>
<td>7. Accept feedback and incorporate changes?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. Dress appropriately in professional settings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Display appropriate affect and demonstrate enthusiasm when speaking or teaching?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Demonstrate appropriate social and professional decision-making skills?</td>
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<td></td>
</tr>
<tr>
<td>11. Show evidence of self-management skills such as timeliness, responsible behavior, alertness, etc.?</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:__________________