

University of Richmond

Teacher Preparation Handbook



Dear Teacher Candidate:

Welcome to the University of Richmond's Education Department. We are excited that you have chosen the University of Richmond to begin your journey as a classroom teacher. You will find that the education community at Richmond is highly engaged and active. The faculty and staff of the Education Department are committed to educating teachers who seek to raise academic achievement for all learners including those from diverse backgrounds and of varied abilities.

At the University of Richmond, we believe in the transformative power of education. We want all our program graduates to thrive as educators in schools and other learning environments. We take enormous pride in the fact that our graduates are traditionally recognized for their leadership, innovation and teaching.

As part of our learning community you will encounter a program of study, created by the faculty along with our public school division partners, designed to challenge students to think deeply and critically about children and learning within the framework of the historical, cultural, economic and social influences on our educational system. Through our curriculum, we seek to connect students with research based knowledge and practical field experiences in order that they may learn and grow as professionals. These experiences blend together to provide valuable context that will deepen your knowledge of learning and teaching.

Thank you for allowing us to be part of your journey. I look forward to seeing you on campus.

*Scott Bray
Assistant Chair
Teacher Licensure Program*

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Introduction

The purpose of the Teacher Preparation Handbook is to provide the reader with a clear understanding of the mission, goals, and requirements of the **Teacher Preparation Program** at the University of Richmond. It is intended to serve as a resource for students as they progress through the required course of study.

There are three pathways to licensure at the University of Richmond. Program faculty and staff work in the same space on campus and across administrative boundaries. All three pathways are collectively referred to as the **Teacher Preparation Program**. The three pathways that make up the Teacher Preparation Program share the same mission, goals, and values.

- Pathway 1: **A & S Undergraduate Students** attend the university as undergraduates in the School of Arts and Sciences with a minor in education. *The A & S undergraduate pathway may lead to an elementary, secondary, or comprehensive license.*
- Pathway 2: **BALA Students** attend the university as undergraduate students in the School of Professional and Continuing Studies' Bachelor of Arts of Liberal Arts (BALA) program with an education concentration. *The BALA pathway leads to an elementary education license only.*
- Pathway 3: **TLP Students** attend the university as graduate students through the School of Professional and Continuing Studies' Teacher Licensure Preparation program (TLP). *The TLP pathway may lead to an elementary, secondary, or comprehensive license.*

Teacher Preparation at the University of Richmond: Mission and Overview

Teacher education at the University of Richmond is a campus-wide responsibility, designed to ensure that all of our students are reflective and knowledgeable professionals who possess both a theoretical and practical knowledge base.

Mission Statement

The mission of the Teacher Preparation Program at the University of Richmond is to improve the understanding and practice of teaching and learning in P-12 environments through reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to professionalism.

Conceptual Framework

Education faculty believe that learners must actively “build” knowledge and skills (Bruner, 1990), that this knowledge is socially constructed (Vygotsky, 1978), and that schools and classrooms must be learner centered (National Research Council, 1999). This belief is reflected in our coursework where students collaboratively identify issues and post solutions to educational conundrums, analyze data to determine instructional needs, and to apply best practices to remedy achievement deficits. Additionally, throughout our program, students are placed within local schools to apply knowledge and skills learned in their courses. It is here that we guide our preservice teachers in building resiliency and improving performance through the principle of reflective practice. We believe that committed professionals exhibit the disposition to reflect upon and change their practice as necessary, and that this is a skill that can be taught (Schon, 1983). Ultimately, we envision that our mission and conceptual framework will develop educators who are positioned to improve P-12 student learning in our regions’ classrooms.

Program Themes, Goals, and Outcomes

We have established four themes for our program that align with our mission, conceptual framework, as well as state and national standards for teacher performance.

Theme 1: Knowledge of Learners (VA Performance Standards 1,3; InTASC Standards 1,2,3)

Goal - Develop candidates who are reflective and knowledgeable about learners and are able to employ instructional strategies that meet the needs of all students, including students with disabilities, gifted students, students with limited proficiency in English, and students with diverse cultural needs.

Outcome 1: Candidates will provide learning opportunities that support the physical, social, emotional, moral, and cognitive development of their students.

Outcome 2: Candidates will create instructional opportunities that are adaptable to the individual differences of learners.

Outcome 3: Candidates will incorporate values of inclusion and multiculturalism into instruction and promote a classroom model of democracy, equity, and social justice.

Theme 2: Knowledge of Content (VA Performance Standards 1,2; InTASC Standards 4,5)

Goal - Develop candidates who have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings.

Outcome 1: Candidates will demonstrate a depth of content knowledge necessary to teach to state and national standards in their subject matter discipline(s).

Outcome 2: Candidates will create learning experiences that make these aspects of subject matter meaningful for students.

Outcome 3: Candidates will include real-world applications and interdisciplinary connections of their subject matter discipline(s) in their instruction.

Theme 3: Knowledge of Instruction (VA Performance Standards 2,3,4,5; InTASC Standards 6,7,8)

Goal - Develop candidates who are able to employ best practices in the planning, delivery, and assessment of instruction so that they may transform content for teaching purposes in ways that make it accessible and meaningful to students.

Outcome 1: Candidates will plan for instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, and students' abilities and differences.

Outcome 2: Candidates will create learning environments that encourage positive social interaction and active engagement in learning.

Outcome 3: Candidates will use a variety of instructional strategies to encourage students' development of content knowledge, critical thinking, problem solving, performance skills, and effective use of technology.

Outcome 4: Candidates will manage classroom procedures and student behaviors to maximize academic learning time.

Outcome 5: Candidates will employ various assessment strategies to evaluate the teaching/learning process and adapt instruction.

Theme 4: Knowledge of the Profession (VA Performance Standard 6; InTASC Standards 9,10)

Goal - Develop candidates who have the knowledge and skills to bring the highest levels of professionalism to their practice as instructional leaders and have the disposition to reflect upon and change that practice as necessary.

Outcome 1: Candidates will demonstrate knowledge of the ethical and legal aspects of teaching including the rights of students, parents, and families, as well as the legal rights and responsibilities of the teacher.

Outcome 2: Candidates will communicate effectively with parents, families, and other professionals in the community to actively engage them in support of students' learning and well-being.

Outcome 3: Candidates will work in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

Outcome 4: Candidates will demonstrate a commitment to the process of continuous learning and engage in professional development activities.

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

National Research Council (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

Schon, D. (1983). *The reflective practitioner*. New York, NY: Basic Books.

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Teacher Preparation at the University of Richmond: Advising and Requirements

The Virginia Department of Education (VDOE) is the licensing agency for educators in Virginia. Regulations for teacher licensure are adopted by the Board of Education and administered by the VDOE to approved college and university teacher preparation programs. As a state-approved teacher education program, the University of Richmond is authorized to prepare and recommend teacher candidates for initial licensure; however, recommendations for licensure are ultimately subject to VDOE approval.

Once you have successfully completed all stated requirements of the teacher preparation program, you will be required to complete a VDOE application for licensure. Your application will be verified and forwarded to the VDOE by the university. The VDOE will then mail you an official teaching license.

Candidates in the Teacher Preparation Program may seek an additional endorsement by adding coursework to the existing course of study. If a student is considering adding an additional endorsement, he/she is encouraged to work closely with his/her advisor in scheduling additional courses. Completing the coursework prior to student teaching is required so that consideration is given to requesting placement in the area of the initial endorsement as well as the added endorsement.

The University of Richmond is committed to upholding high standards for our teacher candidates that align with state requirements. A comprehensive list of all program and state requirements can be found in the next section of this handbook.

Academic Advising

Upon acceptance to the program, you will be assigned an academic advisor. It is incumbent upon you to reach out to your advisor as soon as possible after you are admitted to set up an initial meeting. During this initial meeting, you can expect at a minimum:

1. A transcript analysis of prior coursework to determine if you have met the VDOE regulations concerning content courses necessary in order to obtain the license for which you will apply.
2. The establishment of a Record of Progress (ROP) toward meeting all other program requirements including assessments, certifications, and professional studies coursework. Please see Appendix A for a sample of Record of Progress forms.

Prior to registering for coursework each semester, you must have a substantive conversation with your advisor. Any deviation from registering for and attending agreed upon courses as recorded in the ROP, may result in those courses not being accepted as fulfilling requirements of the teacher licensure program.

Program Requirements

As mentioned in the previous section, the requirements for licensure are derived from both the state and university. Overall, program requirements can be divided into 6 categories:

1. Assessments
2. Coursework
3. Certifications
4. Field Experiences/Student Teaching
5. Professional Behaviors/Dispositions
6. License and Graduation Applications

1. Assessments

All candidates must pass the **Praxis II exam** and the **Virginia Communication and Literacy Assessment (VCLA)**. Elementary education candidates must also pass the **Reading for Virginia Educators (RVE)** test. Failure to pass the required examinations will result in a delay of the student teaching placement. Recommendation for licensure is subject to the timely and successful completion of all assessments. Your advisor will guide you through the details of these assessments and help you develop an acceptable timeline for completion. Please see Appendix B for more detailed information about assessments.

2. Coursework

There are two sets of coursework requirements for teacher candidates at the University of Richmond. The first includes content courses that meet the VDOE prerequisite requirements for teachers. The state dictates separate prerequisite coursework for elementary and secondary education candidates.

The second set of coursework requirements include the professional studies coursework listed in your Record of Progress. These courses will help you learn more about the profession, students, content, and pedagogy. In order to complete the program, you must maintain a minimum overall GPA of 3.0. Your advisor will help you better understand and meet both sets of coursework requirements.

If you earn a grade of B- in any of your professional study courses, you will be placed on academic probation and asked to meet with the program chairperson as well as your academic advisor to discuss your standing in the program. A student who earns a second grade of B- must immediately meet with the chairperson to discuss continuation in the program. If you earn a grade of C or below in any of your professional studies courses, all of the consequences listed above apply AND you will need to retake the course.

3. Certifications

All candidates must be certified in Recognizing & Reporting Child Abuse & Neglect, Dyslexia Awareness, and hands-on First Aid/CPR/AED in order to be recommended for licensure. Elementary education candidates and secondary candidates with a social studies endorsement must also complete the Virginia State and Local Civic Module. Again, your advisor will provide more detail about when and how to complete these certifications.

4. Field Experiences/Student Teaching

Observing and participating in classroom settings allows you to put your learning into action and helps prepare you for the demands of teaching. Several courses in this program will require you to spend time in K-12 classrooms. Additionally, you will be required to student teach for a total of 15 weeks during your final semester in the program. More information about the student teaching experience and the seminar that accompanies it can be found in the Student Teaching Handbook, which is also available online at <http://education.richmond.edu/teacher-education/teaching-handbook.html>.

5. Professional Behaviors/Dispositions

Consistent with our vision, values, and expectations for teacher candidates, the Education Department at the University of Richmond adopted a set of professional behaviors and dispositions as a practice guide for teacher candidates. During the initial meeting with your academic advisor, he/she will review the "Professional Behaviors and Dispositions" form. See Appendix C for a copy of this form. If, at any time during the program, a candidate's dispositions become a concern, that candidate should expect to have a meeting with his/her professor to address the item or items that are not being adhered to and discuss

possible solutions and recommendations for future success. The candidate's advisor and the Director of Field Placement will be notified of the concern, the meeting, and the outcome. For multiple dispositional concerns, a meeting will be scheduled with the program chair (or designee) to determine further action. Should a candidate have a grievance or complaint, he/she may reference University of Richmond policy for the procedure to be followed via the link below: studentdevelopment.richmond.edu/student-handbook/grievances-and-complaints.html

6. License and Graduation Applications

There are two important applications that candidates are required to complete before exiting the program. The first is the **VDOE application for a teaching license**. The Director of Field Placement will guide you through this process at the end of your student teaching placement. Once you have filled out the forms, the Education Department staff will compile all official documentation, procure necessary signatures from faculty, and mail your application to the VDOE.

Barring any unforeseen delays, it typically takes 4-6 weeks for the state to process and mail a teaching license to the address you designate on the application. Should you sign a contract with a school division before you have received your license in the mail, the university will provide you with a letter of verification that is generally accepted as temporary proof of licensure by regional school divisions. Contact the Director of Field Placement if you need such a letter.

The second application that BALA and TLP students are required to complete before exiting the program is the **University of Richmond Graduation Application**. Undergraduate students in the School of Arts and Sciences do not need to complete this application. Although some TLP and BALA program completers will graduate in December and some in May, all program completers will participate in the graduation ceremony held in May. **It is mandatory that you attend the ceremony**. If you are unable to attend, please read the information provided by the university registrar's office regarding a request for absentia status found at <http://registrar.richmond.edu/services/graduation/commencement.html>.

Appendices

Appendix A-Record of Progress Forms

Record of Progress: TLP/BALA - Elementary Endorsement

Student Name:	
Admit Category: BALA, TLP	
Application First Reader & Date Read:	
Faculty Interviewer & Date Interviewed:	
Admit Term:	
Date Admitted:	
ID#:	
Advisor:	
PraxisCore/Praxis I/SAT/ACT:	Reading/LA: Math: Social Studies: Science:
Praxis II:	
VCLA:	Reading Score <input type="checkbox"/> (Meets 235 min.) Writing Score <input type="checkbox"/> (Meets 235 min.)
RVE (in 526):	
Required Certifications for Student Teaching:	<input type="checkbox"/> Civics <input type="checkbox"/> CPR <input type="checkbox"/> AED <input type="checkbox"/> First Aid <input type="checkbox"/> Child Abuse <input type="checkbox"/> Dyslexia
Additional Endorsement:	<input type="checkbox"/> Gifted Completed in TLP? <input type="checkbox"/> Yes <input type="checkbox"/> No

Professional Studies Requirements

Course Title	Semester Advised	Semester Actual	Grade
EDUC 507U: Instruction & Assessment for Elem. Science			
EDUC 508U: Instruction & Assessment for Elem. Social Studies			
EDUC 517U: Foundations of Education			
EDUC 518U: Diverse Learners			
EDUC 524U: Reading Foundations (includes Field Placement)			
EDUC 526U: Assessment, Intervention and Lit Strategies (PreReq 524U) (includes Field Placement)			
EDUC 527U: Content and Pedagogy for Elem Math (PreReq 506U)			
EDUC 538U: Instructional Technology Integration (PreReq 506U or 524U)			
EDUC 558U: Classroom Behavior Management			

Student Teaching Practicum

Course Title	Semester Advised	Semester Actual	Grade
EDUC 575U: Student Teaching			
EDUC 585U: Student Teaching Seminar			

Optional Dual Endorsement: Gifted Education (TLP & UG ONLY)	Semester Advised	Semester Actual	Grade
EDUC 555U: Curriculum for Gifted & Talented Education: An Introduction			
EDUC 561U: Perspectives in Gifted Ed, Talent Development & Creativity			
EDUC 562U: Special Populations of Gifted Students			
EDUC 570U: Working with High Achievers			

Record of Progress: TLP - Secondary/Comprehensive Endorsement

Student Name:	
Content/Endorsement Area:	
Application First Reader & Date Read:	
Faculty Interviewer & Date Interviewed:	
Admit Term:	
Date Admitted:	
ID#:	
Advisor:	
PraxisCore/Praxis I/SAT/ACT:	Reading/LA: Math: Social Studies: Science:
Praxis II:	
VCLA:	Reading Score _____ <input type="checkbox"/> (Meets 235 min.) Writing Score _____ <input type="checkbox"/> (Meets 235 min.)
RVE (in 526):	
Required Certifications for Student Teaching:	<input type="checkbox"/> Civics <input type="checkbox"/> CPR <input type="checkbox"/> AED <input type="checkbox"/> First Aid <input type="checkbox"/> Child Abuse <input type="checkbox"/> Dyslexia
Additional Endorsement:	<input type="checkbox"/> Gifted Completed in TLP? <input type="checkbox"/> Yes <input type="checkbox"/> No

Professional Studies Requirements

Course Title	Semester Advised	Semester Actual	Grade
EDUC 517U: Foundations of Education			
EDUC 518U: Diverse Learners			
EDUC 538U: Instructional Technology Integration (PreReq 542U)			
EDUC 542U: Teaching in Middle & Secondary Schools (includes Field Placement)			
EDUC 550U: Content Area Literacy (PreReq/Co 542U) (includes Field Placement)			
EDUC 558U: Classroom Behavior Management			

Student Teaching Practicum

Course Title	Semester Advised	Semester Actual	Grade
EDUC 577U: Student Teaching, Secondary OR EDUC 578U: Student Teaching, Comprehensive			
EDUC 585U: Student Teaching Seminar			

Optional Dual Endorsement: Gifted Education	Semester Advised	Semester Actual	Grade
EDUC 555U: Curriculum for Gifted & Talented Education: An Introduction			
EDUC 561U: Perspectives in Gifted Ed, Talent Development & Creativity			
EDUC 562U: Special Populations of Gifted Students			
EDUC 570U: Working with High Achievers			

Record of Progress: Undergraduate - Elementary Endorsement

Student Name:	
ID#:	
Major/Minor:	
Semester Admitted:	
Program:	Check One: <input type="checkbox"/> Minor only <input type="checkbox"/> Minor with license
PraxisCore/Praxis I/SAT/ACT:	Reading/LA: _____ Math: _____ Social Studies: _____ Science: _____
Praxis II:	
VCLA:	Reading Score _____ <input type="checkbox"/> (Meets 235 min.) Writing Score _____ <input type="checkbox"/> (Meets 235 min.)
RVE (taken during EDUC 326):	
Required Certifications for Student Teaching:	<input type="checkbox"/> Civics <input type="checkbox"/> CPR <input type="checkbox"/> AED <input type="checkbox"/> First Aid <input type="checkbox"/> Child Abuse <input type="checkbox"/> Dyslexia

Professional Studies Requirements

Course Title	Semester Advised	Semester Actual	Grade
EDUC 217: Foundations of Education			
EDUC 218: Diverse Learners			
EDUC 307: Instruction & Assessment in Elem. Science			
EDUC 308: Instruction & Assessment in Elem. Social Studies			
EDUC 324: Reading Foundations			
EDUC 326: Assessment, Intervention and Lit Strategies (includes practicum)			
EDUC 327: Content and Pedagogy for Elem Math			
EDUC 338: Instructional Technology Integration			
EDUC 356: Classroom Behavior Management (includes practicum)			

Student Teaching Practicum

Course Title	Semester Advised	Semester Actual	Grade
EDUC 475: Student Teaching			
EDUC 485: Student Teaching Seminar			

Record of Progress: Undergraduate - Secondary/Comprehensive Endorsement

Student Name:	
ID#:	
Major/Minor:	
Semester Admitted:	
Program:	Check One: <input type="checkbox"/> Minor only <input type="checkbox"/> Minor with license
PraxisCore/Praxis I/SAT/ACT:	Reading/LA: _____ Math: _____ Social Studies: _____ Science: _____
Praxis II:	
VCLA:	Reading Score _____ <input type="checkbox"/> (Meets 235 min.) Writing Score _____ <input type="checkbox"/> (Meets 235 min.)
Required Certifications for Student Teaching:	<input type="checkbox"/> Civics <input type="checkbox"/> CPR <input type="checkbox"/> AED <input type="checkbox"/> First Aid <input type="checkbox"/> Child Abuse <input type="checkbox"/> Dyslexia

Professional Studies Requirements

Course Title	Semester Advised	Semester Actual	Grade
EDUC 317: Foundations of Education			
EDUC 318: Diverse Learners			
EDUC 338: Instructional Technology Integration (PreReq EDUC 342)			
EDUC 342: Teaching in Middle & Secondary Schools (includes practicum)			
EDUC 350: Content Area Literacy (PreReq/Co 342) (includes practicum)			
EDUC 358: Classroom Behavior Management (includes practicum)			

Student Teaching Practicum

Course Title	Semester Advised	Semester Actual	Grade
EDUC 477: Student Teaching, Secondary OR EDUC 478: Student Teaching, Comprehensive			
EDUC 485: Student Teaching Seminar			

Appendix B-Assessment Information

Important: Check the Virginia Department of Education website at http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf for the most current information, as this testing information changes periodically.

University of Richmond Teacher Licensure Applicants seeking admission to the program must submit passing scores on the **Praxis Core** exam. Please note that while the Praxis Core is not required for licensure, it is an entry assessment required for admission consideration to a Virginia Approved Program. http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/entry_assessment.pdf

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

Cost: Prices vary by test. Information may be found at <http://www.ets.org/praxis/about/fees>.

Praxis Core Academic Skills for Educators	Test Code	Passing Score
Praxis Core Academic Skills for Educators: Reading	5712	156
Praxis Core Academic Skills for Educators: Writing	5722	162
Praxis Core Academic Skills for Educators: Mathematics	5732	150
If you wish to take all three computer-delivered Praxis Core Academic Skills for Educators (Core) exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test	5751	Scores will be reported by individual test.

SAT or ACT scores that meet the minimum criteria may be substituted for the Praxis Core exam. We will accept a personal copy of your scores. If you do not have a personal copy you may request a copy from your high school (Test scores should be listed on your high school transcript.) or at <http://sat.collegeboard.org/scores>. **IMPORTANT: Do not** have the scores sent to University of Richmond. Have them sent to you, and then you send us a copy.

ACT: Composite = 24. Minimum Math: 22. Minimum Reading + English = 46.

SAT: The following qualifying scores serve as a substitute test for the Praxis Core Academic Skills for Educators Test:

- SAT Taken Prior to April 1, 1995 – a score of 1000 with at least 450 on the verbal and 510 on the mathematics tests;
- SAT Taken On or After April 1, 1995 and Prior to March 1, 2016 – a score of 1100 with at least 530 on the verbal and 530 on the mathematics tests;
- SAT Taken On or after March 1, 2016 – a total score of 1170 with at least 580 on Evidence-based Reading and Writing Section and 560 on the Math Section.

Praxis II Subject Assessments – All education students must take and pass in the first semester of the program.

Website: ets.org/praxis/va

Cost: Prices vary by test. Information may be found at ets.org/praxis/about/fees

Specialty Area	Test Code	Passing Score
Elementary Education: Multiple Subjects This test is required in Virginia on and after 7/1/2015. A passing score on each subtest is required. If a passing score is not obtained on each subtest, a subtest may be retaken as a standalone test. [Score reports for individuals who took the Elementary Education: Multiple Subjects (5031) prior to July 1, 2015, will be accepted provided the candidate met the passing score effective at the time the test was taken.]	5001	
Elementary Education: Multiple Subjects Subtest: Reading & Language Arts	5002	157
Elementary Education: Multiple Subjects Subtest: Mathematics	5003	157
Elementary Education: Multiple Subjects Subtest: Social Studies	5004	155
Elementary Education: Multiple Subjects Subtest: Science	5005	159
Art: Content Knowledge	5134	158
Biology: Content Knowledge	5235	155
Chemistry: Content Knowledge	5245	153
English Language Arts: Content Knowledge	5038	167
French: World Language	5174	163
German: World Language	5183	163
Mathematics: Content Knowledge	5161	160
Physics: Content Knowledge	5265	147
Social Studies: Content Knowledge	5081	161
Spanish: World Language	5195	168

- 1. Virginia Communication and Literacy Assessment (VCLA)** – All education students must take and pass the VCLA with minimum scores of 235 in both the Reading and Writing subtests within the first or second semester upon entering the program. When the official score report is received by the student, it must be forwarded to the Director of Field Placement. The Education Department receives notification of scores but not the official score report which is required by VDOE.

Website: va.nesinc.com

Cost: \$50 Registration processing fee
\$40 Reading Subtest
\$40 Writing Subtest

Test dates are by appointment year-round, Monday through Saturday (excluding some holidays).

- 2. Reading for Virginia Educators (RVE)** – elementary education and special education students (only) must take and pass the RVE: Elementary and Special Education. If student teaching the semester immediately following EDUC 526U: Assessment Interventions and Literacy Strategies, the student must take and pass the RVE as directed by the course instructor, about halfway through the course. If student teaching later than the following semester, the RVE is to be taken and passed within two months of completing EDUC 526U.

Website: ets.org/praxis/va

Cost: \$135

Test code: 5306

Passing score: 157

Each student is reminded to establish and maintain a personal Professional File. Every official test score report and certificate should be copied and kept in this file. When applying for teaching positions, you will be asked for these documents.

Appendix C-Professional Behaviors and Dispositions

Professional Ethics

- The candidate adheres to high standards of ethical conduct including academic honesty and respect for the confidentiality of conversations and records concerning students, parents/guardians, teachers and administrators.
- The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.

Professional Demeanor & Responsibility

- The candidate is poised and professional in his or her demeanor.
- The candidate is punctual and reliable, attends all required sessions, notifies appropriate individuals when absence is unavoidable, completes assignments on time, and follows through on commitments.
- The candidate communicates effectively and appropriately with students, parents/guardians, peers, administrators, cooperating teachers, university supervisors, and other professionals.
- The candidate is independent, shows initiative and self-direction, and goes beyond minimum expectations.
- The candidate is an active and effective problem solver.
- The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
- The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.
- The candidate responds to frustration, stress, and constructive criticism in an appropriate and professional manner.
- The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.

Commitment to Teaching

- The candidate values the profession of teaching.
- The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.
- The candidate works effectively with professional colleagues and other adults to promote and support student learning.
- The candidate productively participates in school and community activities.

Commitment to Learning and Professional Competence

- The candidate is curious and interested in learning more about students and content areas.
- The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.
- The candidate uses professional knowledge and research to inform practice.

Self-Reflection

- The candidate reflects actively and continuously on and evaluates his or her own behavior and work leading to enhanced teaching and learning.
- The candidate is willing to consider multiple perspectives of his or her own performance.
- The candidate is willing and able to recognize his or her own difficulties or deficiencies and develops potential solutions.