ELEMENTARY EDUCATION PROGRAM
UNDERGRADUATE STUDENT HANDBOOK

2023 – 2024 Academic Year

George Mason University
College of Education and Human Development
School of Education
Thompson Hall 1800
4400 University Drive MS 4B3
Fairfax, VA 22030
https://education.gmu.edu/elementary-education/

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Introduction

Welcome to Mason's Elementary Education Professional Development School (PDS) Program! Our goal is to help you develop the knowledge, skills, and professional dispositions needed to achieve academic success and graduate fully-prepared to begin a rewarding and impactful career as an exemplary educator. We are excited to have you in our program!

This handbook contains important information regarding the Elementary Education PDS Program. **Please read this handbook and use it as your first reference point should questions arise during your time in the program**. If you cannot find the information you need or if you have any questions or concerns, contact your advisor, the academic program coordinator, or program manager. For your convenience, *Appendix B* contains a list of frequently used terms along with their abbreviations and definitions.

Program Details

The 120-credit **BSEd in Elementary Education** program leads to initial licensure in the state of Virginia for grades PK – 6 and provides students with the specialized knowledge, skills, and professional dispositions needed to meet the educational needs of students attending today's elementary schools. Specific content area courses are required in addition to the Mason Core and major course requirements. As a Professional Development School (PDS) Program, we work closely with a select group of elementary schools in local school districts for student field observations and internship placements.

The BSEd in Elementary Education program can be completed in 4 years if students enroll full-time, follow the course sequencing requirements, and complete all program and licensure requirements by the established deadlines. Transfer students may be able to complete the degree within two years of transferring to Mason in a fall semester, provided that they have already completed the vast majority of their content area coursework, Mason Core, and foundational education classes at the time of transfer. Transfer students who begin at Mason in the spring will be able to complete the program within 2 ½ years at the earliest.

Students who start at Mason as freshmen can expect the following structure:

- **First two years:** Students begin in pre-elementary education status and work on completing the Mason Core, content area courses, and a small number of foundational education classes.

- **Apply to the major**: Prior to their junior year, students must apply to the major; all who meet the deadline and the requirements (2.5 GPA, within 9 credits of completing Mason Core, official content area coursework review) will be admitted.

- **Last two years:** Students complete the program as a cohort, taking a prescribed list of full-time courses each fall and spring semester. All courses must be passed with a C or better. During their junior year, students must apply to be placed for internship for their final year, and must meet all requirements by the internship application deadlines.

Students who get off track with their cohort for any reason will need to work closely with the program's academic advisor to create an individual completion plan. Students who need to be part-time should do the BAM instead because this BSED program is designed for full-time students.

Curriculum Requirements

General University Requirements

All bachelor's programs at Mason must contain at least 120 credits, 45 of which must be upper-division (300-level and higher). Elementary Education (ELED) students will meet this upper-division requirement by completing their major coursework. The university's general education curriculum is called the **Mason Core** and consists of 38 required credits. ELED students should follow the suggestions on their 4-year plan in order to choose Mason Core classes that will also meet content area course requirements. A few education courses fulfill Mason Core categories, and students are encouraged to choose those: EDUC 200 for Social and Behavioral Science, ELED 257 for IT, and ELED 258 for Literature. Students in this major should choose a social science or multi-disciplinary section of ENGH 302. The majority of Mason Core classes must be finished prior to the fall semester of a student's junior year because students are taking a full-time course load of ELED cohort classes for the final two years.

Program Course Requirements

There are 60 credits of required education coursework for ELED students. The following are considered to be foundational and should be completed with a C or higher prior to official admission to the major:
- ELED 242 Foundations of Elementary Ed
- EDUC 301 Educating Diverse and Exceptional Learners

Transfer students are allowed to complete ELED 242 and EDUC 301 along with their junior-level cohort classes if they were unable to complete equivalent classes at their previous institution.

Once admitted to the major, students spend the final two years as a cohort, taking a prescribed sequence of classes. The sequence below is subject to change based upon instructor availability and other factors, but the chart gives students an idea of what to expect. Students will be notified by the program each semester of which classes they should register for the following semester.

For the **Elementary Ed Program Elective,** students choose one of the following: EDCI 423 Methods for Teaching PK-6 English Learners, ELED 422 Collaboration in PK-6 Inclusive Settings, EDSE 241 Characteristics of Students with Disabilities, EDSE 353 Individualized Behavior Supports, ECED 404 Engaging Families of Diverse Learners, and PHED 330 Health & Physical Activity for Classroom Teachers.

Semester	Courses	Credits	Prerequisites / Notes
Fall (14 cr.)	ELED 305: Foundations of Elementary Methods & Management	3	
	ELED 443: Children, Families, Culture and Schools	3	
	ELED 454: Methods for Teaching Social Studies	3	
	ELED 410: Emergent & Early Literacy	3	
	ELED 390: Clinical Experience	2	
Spring (13+ cr.)	ELED 401: Classroom Mgmt, Instructional Strategies for Diverse Learners	3	*Prereq: EDUC 305*
	ELED 411: Reading Development, Processes, Assessment, & Pedagogy	3	*Prereq: ELED 410*
	ELED 452: Mathematics Methods for the Elementary Classroom	3	
	ELED 453: Science Methods for the Elementary Classroom	3	
	ELED 391: Clinical Experience	1	
	Any unfinished electives, Mason Core or content area courses		
Fall (15 cr.)	ELED 402: Differentiating Elementary Methods and Management	3	*Prereq: ELED 401*
	ELED 412: Writing Development, Processes, & Pedagogy	3	*Prereq: ELED 411*
	ELED 421: STEM in the Elementary Classrooms	3	
	ELED 480: Practicum in Elementary Education	3	
	Elem Ed Program Elective	3	
Spring (12+ cr.)	ELED 459: Research & Assessment in Elementary Education	3	*Co-req: ELED 490*
	ELED 490: Internship in Elementary Education	9	*Prereq: ELED 480*
	Any unfinished electives, Mason Core or content area courses		

Please note that cohorts only begin in the fall semester; students cannot begin these upper-level cohort classes during a spring semester. Students who transfer to Mason in the spring can take ENGH 302, ELED 242, EDUC 301, the Elem Ed Program Elective, and any unfinished content area courses they may need.

Electives

There are 22 credits of electives in the program that students must complete to reach the 120 minimum required credits for graduation. Students are encouraged to use those electives to complete content area courses and, if interested, to complete a minor that may complement their education coursework. Some minors to consider are American Sign Language, Educational Psychology, Human Development and Family Science, or Mild Disabilities. A complete list of minors at Mason can be found in the catalog.

Content Area Coursework

In order to obtain the license, students must complete the required content area courses for Elementary Education BSED Majors. (These have previously been referred to as endorsements, and both terms are often used interchangeably at Mason.) Completion of these courses ensures that students have the content knowledge they need to teach language arts, math, science and social studies for grades PK – 6. Many of these requirements can be met with your Mason Core classes. ELED students are required to have these complete prior to the start of practicum in their final year, in accordance with the internship application deadline. Failure to do so will delay internship and graduation.

Visit the CEHD Content Area website to learn more, create an account, and set up a meeting with the content area advisor who can be reached at endorse@gmu.edu.

Admission to Major

All students begin in pre-elementary education (BPRE) status and must apply for official admission to the major by August 1, prior to the start of their upper-level cohort classes (typically junior year). The application is an online form located on the program website, and will become available to students at the end of the spring semester. Students must submit the application by the deadline and meet the three requirements in order to be admitted to the major and begin their cohort coursework the following fall. These admission requirements are:

- 2.5 minimum cumulative GPA
- Be within 9 credits of completion of Mason Core
- Complete an official content area review and have a plan for completion of any unfinished endorsements

Admission decisions, including the cohort assignment, will be sent to students via their Mason email address. All admitted students will have their status changed from BPRE to BSED and will then be approved to register for their cohort classes in the fall.

Students who do not meet the above criteria will not be admitted to the major for that cycle. They will need to work with their ELED and Content Area Advisors to come up with a plan to meet the criteria by the next application cycle.

Cohort Course Sequencing

As in your future school setting, at Mason you will be a member of a cohort group. Therefore, it is imperative that you possess the ability to get along well with others, to be a supportive and caring member of the cohort, and to be productive in a collegial setting. As a "critical friend," you will help others improve their performance and you will be accepting of the feedback given from other members

of the group as well as your instructors, academic advisor, university facilitator, site facilitator, and clinical faculty members. Thoughtful, reflective, and helpful questions are always welcome as are recommended solutions to problems that the cohort encounters.

Upper-level cohort courses are intentionally sequenced so students will build upon their knowledge and skills as they prepare for internship; therefore, some courses require specific prerequisite coursework. Students who become off-track with their cohort will delay their graduation. This can occur if a student does not earn the minimum required grade (C) for an ELED cohort class. **If a student earns lower than a C in a cohort class, they may not register for their cohort classes in the next semester. Instead, they will need to retake the failed class the next time it is offered and pass it before they can continue in the program.** Therefore, it is essential for students to meet regularly with the ELED academic advisor (at least once per semester), to follow instructions from their advisor about course sequencing, and to pass courses on the first attempt. If a student is struggling in a course, they should seek help from their course instructor, academic advisor, and appropriate support services on campus (i.e. Learning Services, the Writing Center, CAPS, etc.).

Information for Transfer Students

Transfer students who have completed education classes at a prior institution will often see that these classes have been transferred in as elective credits (i.e. EDUC----). Students can request that program faculty review a specific transfer course to see if it can be counted as one of their ELED classes. This process begins by the student submitting the Transfer Credit Re-Evaluation Appeal Form (available on the Transfer Admissions website) along with the catalog course description and the syllabus for that course to the ELED academic advisor. This review process can take several weeks.

If a student wants to appeal the way a non-education class has transferred into Mason, they should follow the steps above, but should submit the form and supporting documents to the advisor who will make sure it gets to the department at Mason that offers the course in question.

All transfer credits are brought into Mason with a letter grade of "T" because grades earned at previous institutions will not count toward a student's Mason GPA. However, they are factored into the number of students' attempted credits which impacts financial aid eligibility and retention status.

Academic Advising

The **Elementary Education Academic Advisor** assists all current Mason students in BPRE and BSED status with staying on track to graduate within their intended time frame by helping them understand the program requirements and Mason's academic policies. Additionally, this advisor assists students with finding experiential learning opportunities and identifying campus resources to aid students in their success. Students should meet with this advisor at least once per semester, and should use the Navigate Mason system for appointment scheduling.

The advisor can also assist students with the process of discerning if this program and career path are a good fit for them. Being an elementary classroom teacher is rewarding work, but it is demanding and often challenging. Field experiences during the foundational education classes will give students exposure to the elementary classroom environment to help them confirm that this is the right path for them, and in addition to this, students should reflect by asking themselves the following questions:

- Do I find it difficult to participate in and lead class discussions?
- Do I find myself incompatible with my fellow ELED classmates?
- Do I find it difficult to talk in front of a group?
- Do I have difficulty meeting deadlines and time constraints?

- Do I struggle with time management and organization to the point that it negatively impacts my performance in classes?
- Do I tend to procrastinate and not take my school work seriously?
- Do I have strong personal biases against any specific group or population?

If you answer "yes" to any of these questions, you should discuss this with your advisor and/or ELED faculty and consider that you may not be ready to enter the field of education at this time. Students who find themselves in this situation are strongly encouraged to take advantage of Mason's University Career Services in order to explore their options and learn about other potential career fields.

Field Experience

Prior to internship, students will participate in a variety of field experiences within local elementary schools. All EDUC and ELED courses include a field experience component that requires 15 hours for the semester. **BSED students are required to complete these hours in one of our PDS partner schools assigned by the program. Students cannot initiate their own field placement.** Upon placement, students must undergo a background check and fingerprinting as required by the school district.

For some courses, faculty will arrange for the entire cohort to complete their field hours together at a designated site and time. These innovative efforts are to ensure that students have robust, supported opportunities to make course-to-field connections. In other courses, students will be given an opportunity to rank the schools for which they are eligible. They will then be assigned to a school by the Elementary PDS Coordinator; that school's Site Facilitator (SF) will assign students to a teacher.

Expectations of students doing field experience:
- You are a guest at the school. You need to determine with your teacher the best days and times. When you say you will show up, do so and be punctual. Consider this appointment a serious commitment. Many teachers plan special lessons or activities based on your presence.
- At the beginning of each semester, schedule a time to meet with the teacher to explain your assignments for the semester. If you have to teach a particular lesson, discuss what they will be teaching during the few weeks you need to complete the assignment and ask how you might teach a part of what is being planned. Remember that communication is key and you need to work with the teacher's schedule and plans in order to fulfill your assignment requirements.
- Keep a log of your hours, as your host teacher will need to verify those hours.
- Do not sit in the back of the room checking your email or text messages. If you can assist, ask the teacher how you can be helpful. If your assignment is to observe certain activities, the teacher needs to be aware of what you need to accomplish on any particular visit.
- Please consider each and every visit as part of a long job interview. Dress and act professionally, and respect the school's rules.
- You should check with your mentor teacher or SF regarding school procedures and policies that pertain to absence from school, tardiness, leaving school during the day, attire, confidentiality, suspected child and/or substance abuse reporting protocols, and the crisis management plan. *You are expected to abide by all school rules and procedures while on site.*

Your mentor teacher and SF will expect you to be at your field experience site as scheduled. Should you experience difficulty with attending field experience, you should contact your mentor teacher immediately or your SF as appropriate.

You may discover an activity or technique used by the teacher that interests you; we suggest you use the *Experiences to Seek out and Explore Form* **(Appendix D)** to keep a record of your observations, any questions you may have, and topics you'd like to bring into a class discussion. This will be your personal reference sheet, and we recommend you refer to it during your classes and your internship.

Accommodations in the Field

If you utilize academic accommodations for your classes, please be aware that accommodations in the field require a separate process. Field placement accommodations are made on a case-by-case basis. Advance notice is required so Disability Services can work with the instructor, field placement coordinator, and field site personnel to develop an appropriate accommodation plan. More information is available on Mason's Office of Disability Services website.

Fingerprinting & Background Check

Local school systems require students to complete a criminal background check through their human resources office (not through Mason) prior to beginning field work. Detailed instructions on the process will be sent to you from either the school district or Mason. When undergoing the background check, you should disclose any legal incidents that may appear on your record. School divisions can and will withhold internship placement if discrepancies are found between your disclosure and your official judicial record. Students assume the risk that classes may be deferred and program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

Go React

All students in the Elementary Education program use Go React in their final year. Go React is a web-based video coding program that will enhance your professional development. You will purchase your Go React license in your internship course.

Removal from Field Placement

School divisions have the right to request that an ELED student be removed from their assigned location for field hours or internship for behaviors that do not reflect the professional dispositions required of educators. If a school division requests a student's removal from the placement:
   • The student will be informed by the BSED Clinical Coordinator and expected to participate in a concern conference to discuss the matter.
   • After the concern conference, program leadership will determine if a second placement during the same semester is feasible and appropriate.
   • Students may be required to initiate a monitored individualized Development plan, in which they are required to participate in some interventions or meet additional criteria before being cleared for a second placement.
   • Students removed from an internship site who do not satisfy the terms of the Development plan within two internship application cycles will be recommended for academic termination due to failure to make satisfactory academic progress.

Placement in a new location is not guaranteed and depends largely on the severity of the circumstances involved in the removal. If a **placement for field work** is terminated prior to the end of the semester, all assignments requiring field work that are not yet completed at the time of removal may be scored as a 0. If a **practicum or internship placement** is terminated by the school, the student will fail the class.

Clinical Experience (Practicum & Internship)

In the final year of the program, students are required to complete 2 semesters in a classroom as a student teacher. This begins in the fall semester with a 3-credit practicum course (ELED 480) which requires 2-3 days per week in the classroom, and continues into the spring with a 9-credit internship course (ELED 490) which requires 5 days per week.

The practicum and internship schedules are based on the school's calendar—NOT Mason's. During your internship you are expected to maintain the same hours as the teacher with the exception of days in which you may need to attend class at Mason. Students cannot be employed Monday – Friday during daytime hours during the final semester because they will be at their school site or in class. All students will be placed in a PDS Network school; currently those are located within the Fairfax, Loudoun, Prince William County, Arlington, Manassas Park, and Manassas City school districts, but this is subject to change. While we do our best to place you into one of your top choice schools, the reality is that you may be placed into a school that isn't one of your top choices. Internship placement is not automatic; students must complete an application and meet all requirements prior to placement. Students *cannot* initiate their own placements. Placements are made by the program.

Application for Internship

All ELED students MUST apply to internship during the spring semester prior to their final year in the program when they will complete the practicum and internship courses. This process is managed by CEHD's Office of Teacher Preparation, not by the ELED program. Complete information, including the online application, can be found here. The deadlines below are firm, and **late application materials will NOT be accepted unless an official extension request is approved ahead of time**. The deadlines for exams are when the exam scores must be in the Mason system.

Deadlines:
- **February 15**: online application and supporting documents + CPR certification
- **September 15:** passing scores for the VCLA, Praxis Subject, and Teaching Reading: Elementary exams + completion of all content area requirements

Important: It takes up to 6 weeks for licensure exam scores to be processed and listed in the university's system, so plan accordingly when scheduling test dates. These are firm deadlines, and **students are expected to plan ahead and complete the requirements on time**. An extension request form and process does exist for students who experience extraordinary circumstances that prevent them from meeting the established deadlines.

Internship Application Supporting Requirements

Licensure Exams
All official and passing test scores must be submitted and in the Mason system by the internship application deadlines. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be processed unless an extension request form is approved. Required tests include:

- Virginia Communication and Literacy Assessment (VCLA)
- Praxis Multiple Subjects Assessment for Elementary Education
- Praxis Teaching Reading: Elementary

Students are responsible for scheduling and paying for their exams at a cost of nearly $500 for all three combined. When registering, students must indicate that their official scores should be sent to Mason. Additional details about the above exams can be found **HERE**.

Licensure Exam Preparation Resources
The university provides resources to assist students in preparing for these important exams. These include Learning Services Workshops, academic coaching, and the Longsdale Publishing online platform for the VCLA. Information about these and other free resources can be found on the Office of Teacher Preparation website.

Content Area Courses (aka Endorsements)
ALL content area coursework must be completed and approved by the CEHD Content Area Advisor prior to the internship application deadline of September 15. Please work closely with the Content Area Advisor to plan the completion of your endorsements.

CPR/AED/First Aid
Virginia law requires that all new license applications must include verification that a First Aid/CPR/AED training has been completed. The training should be for adults and pediatrics and must include a "hands-on" CPR skills component. Mason's Recreation Department offers several trainings each fall and spring at a cost that is slightly below what you would pay if you sought this training through an outside organization.

If you have any questions about the above requirements, please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu.

BAM Program Options
BSED ELED students are welcome to pursue an MEd or MS degree as a Bachelor's to Accelerated Master's student (BAM), but this option will require adjusting your student teaching schedule by pushing back ELED 480 Practicum to the spring of your senior year and then doing ELED 490 internship in the fall of year 5.

The following programs have worked with the ELED advisor to develop a plan that will work for BSED ELED students who want to take advantage of the BAM option:
- MEd in Special Education
- MEd in English to Speakers of Other Languages (ESOL)
- MS in Educational Psychology
- MEd in Early Childhood Education for Diverse Learners

If interested, meet with the ELED advisor for more information before applying for the BAM.

University and Program Policies
The Elementary Education Program has adopted policies that align with the university and college and with the expectation for your performance in the professional school setting.

Academic Policies
All University policies governing students can be found in the University Catalog, and it is the responsibility of each student to be aware of and abide by these policies. You can find the most

frequently encountered policies on the [CEHD Student and Academic Affairs website](#). Any policy-related questions can be directed to your academic advisor.

Accommodations

Students who may need an academic accommodation for class must go through Mason's [Disability Services](#) office to make this request. The first step in this process is to fill out the intake [online form](#).

Attendance

As described in the catalog, "students are expected to attend the class periods of the courses for which they register" (see section [Attendance Policies](#)). Much of the learning that takes place in this program is done within the classroom, so missing class will negatively impact your ability to succeed in the course and master the course objectives. Simply attending is not enough; students are expected to be active participants in class discussions and activities, and to come to class prepared to engage with the material, their instructor, and their classmates.

Excused absences are due to an emergency (i.e., death of a family member, hospitalization, etc.). Permission for an excused absence can only be given by the instructor. Every effort should be made to notify the instructor in advance and to plan for the completion of all work required. The instructor may request documentation of the reason for the absence (e.g., doctor's note).

In the Elementary Education Program, an *unexcused absence* is considered a violation of professional dispositions. More than one absence of any kind will affect your mastery of course content, which can affect your final grade and will require a conference with your instructor. In some cases, you may be requested to meet with the program coordinator and/or academic advisor. Please note: notification of an "intended absence" does not mean it is an excused absence. However, it's better to notify your instructor of an intended absence ahead of time than to simply not show up for class without any prior communication.

Attire

As a future educational professional your dress while at the school site should reflect the highest caliber of professionalism. Dress in modest, business professional attire at all times (slacks or skirts and a dress shirt, or dresses). No one should wear jeans, shorts, t-shirts, extremely form-fitting clothing, or outfits that show undergarments. Some schools celebrate "dress down" or "dress up" days; you can dress as they do on those days. These guidelines are in place because children should be able to focus their attention on what you are teaching, not on what you are wearing. Parents should be able to recognize you as a teacher.

Communication

Excellent communication skills are the hallmark of an effective teacher.

Students are expected to take advantage of all forms of information that are available to them. Become familiar with the [CEHD](#) and [Elementary Education](#) websites, read the Mason catalog for curriculum and academic policy information, review your syllabi thoroughly, and be proactive in planning your new career as well as managing your time. Should you have questions that cannot be answered through these resources, please contact your instructors for course work questions, your advisor for program issues, or your clinical faculty/site facilitator for school-based concerns.

Program resources and advising documents can be found on the Elementary Education Organization page in Blackboard. Students are given access to this site after they are admitted to BSEd status.

Email Communication

Students are expected to check their Mason e-mail daily and to *read* all email communications from the program and college. All email correspondence with Mason faculty and staff and with your mentor teacher or other personnel at the school site should be done via your Mason email account.

Email is a professional means of communication. When you receive a program-related email that requires a response, you should provide one within two business days. Emails to program faculty and staff or elementary school personnel should include a greeting, a concise message that has been spellchecked and contains correct grammar, sentence structure, and punctuation, and a signature at the end that includes your full name and any other pertinent information like your program name. In fact, you may want to add an automatic email signature to your Mason account. Example:

> *Taylor Teacher*
> George Mason University
> Elementary Education BSEd Program
> tteacher@gmu.edu

Social Media

As you enter the teaching profession, it is critical that you embrace your role as a professional educator in all of your public interactions and in written and oral communication. This includes, but is not limited to, your use of social media — both personal accounts and those that you create to support your program completion. Now is the time to take stock of your internet presence and make sure that your use of social media aligns with the professional dispositions required of classroom teachers.

The importance of this cannot be overstated. Potential employers search social media and the web to ascertain information about potential employees. The media is filled with examples of how seemingly private items from interns' and teachers' social media accounts have made their way into the public spotlight. The ramifications of these missteps are serious and can include removal from the program, removal from internship, termination of employment, and/or loss of certification.

Dispositions

The Virginia Department of Education (VDOE) and the National Council for Accreditation of Teacher Education promote standards of professional competence. Students have a responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education. Development toward the acquisition of such professional dispositions will be part of the Elementary Education Program assessment process.

More information about professional dispositions can be found on the Office of Teacher Preparation website.

Dispositions Reviews

Once admitted to the program, the CEHD Dispositions Assessment will be used by students and faculty to evaluate an individual's dispositions in the domains of professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. These evaluations occur at the beginning of the program, midway through, and during internship. In addition, the Professional

Dispositions Tool in this handbook will be used by ELED program students and faculty as a tool for professional development, support and intervention as needed.

Process for Addressing Dispositions Concerns
If a student is not meeting professional disposition standards, the following steps will be taken:

- If the behavior is not unethical or does not involve a safety concern, the faculty/staff member may have an informal discussion with the student.

- If the behavior is deemed by the faculty or staff member to be repetitive, severe, unethical, and/or puts people at risk, a *Professional Readiness Review Form*, including a formal *Development Plan* (see *Appendix F*), will be completed by the faculty member and at least one other faculty or staff reviewer, and then provided to the student and to the Academic Program Coordinator (APC). The faculty reviewers will then do the following:

  1. Call a concern conference meeting with the student and any other relevant faculty or staff to discuss the behavior and Development plan with timelines for action (documented on the *Professional Readiness Review Form* and *Development Plan*). A copy will be provided to the student.
  2. Faculty evaluators assess if goals have been met by the timeline developed.
     a. If significant progress has been made, but goals have not been fully met, an extension can be granted.
     b. If the student has not met the goals nor made significant progress toward them by the timeline, the faculty reviewers will provide an update to the APC who will issue a warning notice to the student which will reiterate the importance of professional dispositions, set a deadline to schedule a meeting with the APC and faculty evaluators, and set a deadline to satisfy the Development Plan in order to avoid recommendation for termination.
     c. At the new deadline, the APC (with input from the faculty evaluators) determines if the student has made sufficient progress OR should be recommended for termination from the major. See the section on *Termination Policy and Process* for next steps.

In the event where the behavior is egregious and/or puts others at serious risk, the student will be reported to the university's Student Conduct office.

Grading Policies
Students enrolled in this degree program must earn a C or higher in all content area and major coursework. While a C meets the minimum requirement for each individual class, students must maintain a cumulative GPA of at least a 2.5. Failure to do so can lead to termination from the major. The major courses have a limit of two attempts. If a student is unable to pass the class with a C or better after the second attempt, they must submit an official request in writing to the academic advisor asking to be allowed a third attempt and describing what they will do differently this time to ensure success.

Revision of coursework

Correct grammar, spelling, and mechanics are expected. All work should be of the *highest quality in the first submission.* Written work that is not of high quality may be returned before it is accepted for grading. Additional points will not be given on resubmissions for writing, spelling, or grammar corrections. While the faculty may allow resubmissions, they are *not required* to do so. If you experience difficulty with writing standards, you should visit the Writing Center on campus.

Extensions

Every effort is made by the faculty to coordinate assignments and due dates for each term. The coursework is aligned with the school curriculum in order to facilitate the accomplishment of work in a timely manner. *Therefore, asking for an extension is not recommended.* In extenuating circumstances, extensions may be granted by the instructor, but must be approved in advance. Requests for extensions for work that you simply were not able to finish will seldom receive a positive response. Further, all students may be asked to submit their requests for extension and new due date in writing. *While the faculty tries to be helpful, they are under no obligation to grant extensions.* Should a student submit work past the original or extended deadline, the assignment may have points deducted or may not be counted for that term. Each course syllabus will provide you with that instructor's policy for late work.

Incomplete Grades

In the event that circumstances beyond the control of a student prevent them from being able to complete coursework during the semester, the student may request an incomplete grade from the instructor. The instructor is not obligated to grant this request. Per university policy (A.P.3.3), an incomplete will only be granted if the student is passing the course at the time an incomplete is requested.

Any time a grade of incomplete is given, the student and faculty member should complete and sign an Incomplete Grade Contract and provide a copy of the contract to the program manager. All course requirements must be complete and submitted to the instructor by the end of the 9th week of the following semester, or earlier if specified in the contract. (See the catalog for the full policy.)

Students cannot begin internship or a full-time load of cohort classes with unresolved IN grades from the previous semester. Any student who would like to request an exception to this rule must explain their situation to the APC and program advisor along with a detailed plan of how they intend to finish the IN work in addition to the expectations of their new classes and/or internship.

Withdrawing from a Course

The university's withdrawal deadlines for each semester are found in the academic calendar. Undergrad students are eligible for up to 3 selective withdrawals during their entire undergraduate career.

If a student experiences circumstances that prevent them from being able to successfully complete their courses, they can request a late withdrawal after the university withdrawal deadlines have passed. Late withdrawals will not be granted for academic reasons, and generally, they will not be granted for one class but not others unless the student can clearly explain why the circumstances have affected one class but not others. See the Withdrawal from Classes section of the CEHD SAA policy webpage for complete information.

A withdrawal will result in a grade of "W" for the course. The W will not affect a student's GPA but it will count toward attempted credits which can affect academic standing and financial aid eligibility. Therefore, students should consult with their advisor prior to withdrawing from any courses, and with the Financial Aid Office, if applicable.

Grade Appeals and Grievance Procedures

If a student feels their final grade is not reflective of their work for the semester, they can follow the steps for a grade appeal that are listed under [Academic Appeals](#) on our CEHD Student and Academic Affairs (SAA) website.

Grievances against faculty or staff of a non-academic nature should, ideally, first be directed to the faculty or staff member involved. If the grievance cannot be resolved at this level, you should discuss the issue with the Academic Program Coordinator (APC) for Elementary Education. In the case of an issue related to field experience, a student should contact the Elementary PDS Coordinator before escalating the conversation to the APC. Any grievance that remains unresolved after this step can be presented to the Assistant Dean for Student Success in the CEHD SAA Office.

Termination Policy and Process

The [university catalog](#) states, "Termination from the major may be imposed as a result of excessive repeating of required courses without achieving the minimum standard, and for other evidence of continued failure to make adequate progress toward completion of the major, including failure to maintain at least a 2.5 cumulative GPA and failure to exhibit professional dispositions.

A grade of C or higher is required in each of the Elementary Education major courses (see Requirements section in this catalog for list of required major courses). Students will not be permitted to make more than three graded attempts to achieve a C or higher in each course. Once a student has attempted a major course twice unsuccessfully, they must meet with their academic advisor in order to develop a success plan and receive an override to register for the third attempt. Those who do not successfully complete a major course within three attempts will be terminated from the major."

Academic Termination

At the beginning of each semester, the program advisor will review the cumulative GPA of each student in the major; an advising hold will be placed on the account of any BSED student who has below a 2.5. If a student does not maintain the required cumulative 2.5 GPA, they will be allowed one semester in which to bring their GPA up to the required minimum. The student must work with the program academic advisor to identify which courses to take and to develop a plan to improve the GPA. Additionally, the student may be required to meet periodically with the advisor during the course of that semester to work on identifying and remedying the causes that led to the unsatisfactory GPA. If a student does not bring their GPA back to a 2.5 or higher after one semester, they will be eligible for termination from the program.

Non-Academic Termination

Failure by a student to exhibit the professional dispositions required of an educator can lead to termination. See the section titled *Process for Addressing Dispositions Issues* for the procedures that will be followed when a student's behavior does not meet the standards of professional dispositions. If a student does not meet the requirements of the Development plan, they will be eligible for termination from the program.

Termination Process

The CEHD Dean's office formally notifies the student of pending termination and the right to request an exception to the policy. If student does not request an exception to policy during the specified window, the Dean's office will process the termination. If the student requests the exception, the Dean's office will review the case and make a decision. If the appeal is approved, the student can remain in the

program with a remediation plan but may be eligible for termination from the major again upon any additional concerns. If the appeal is denied, the student will be terminated from the program and transferred to exploratory/undeclared status.

Graduation and Beyond

Licensure

Once you have successfully completed your internship, you will need to work with our licensure coordinator to apply for your license. It is your responsibility to gather all of the materials you will need (test scores, application, fees, etc.) and submit these to the licensure coordinator in the Office of Teacher Preparation at edlicen@gmu.edu. View the requirements and application HERE.

Graduation

Graduation from Mason is not automatic! There are steps that you must complete as you near the end of your program in order to participate in graduation activities and receive your degree. It is imperative that you read all communication from Mason carefully as graduation timelines and procedures are updated regularly.

- The steps to initiate the degree conferral process are outlined HERE.
- Students who graduate in spring or summer are welcome to participate in two graduation events: the university commencement ceremony and the College of Education & Human Development degree celebration in May. The degree celebration is where the student graduates will get to walk across the stage as their names are called. Students who graduate in the Fall can participate in the Winter Graduation ceremony in December.

Alumni

There are multiple ways for alumni to stay connected with the program, CEHD and Mason. At the end of your program, you will receive an Exit Survey from the program advisor. Please take the time to respond as we value your feedback and take it into account for continual program improvement efforts. In this survey, we ask for your personal email address which we'll add to our ELED alumni email listserv. We've also created a LinkedIn group for program alumni title *George Mason University Elementary Education Alumni*, and we hope you'll join the group to stay connected.

Appendix A — Elementary Education Faculty and Staff

Program Faculty
Dr. Audra Parker
Academic Program Coordinator
aparke19@gmu.edu

Dr. Courtney Baker
cbaker@gmu.edu

Dr. Mandy Bean
PDS Liaison - MEd
Abean5@gmu.edu

Dr. Andrew Gilbert
agilbe14@gmu.edu

Dr. Holly Glaser
PDS Liaison - BSEd
hglaser@gmu.edu

Dr. Lois Groth
Clinical Coordinator - MEd
lgroth@gmu.edu

Dr. Jennifer Hathaway
Jhathaw2@gmu.edu

Dr. Elizabeth Levine-Brown
ebrown11@gmu.edu

Ms. Charlene O'Brien
Clinical Coordinator - BSEd
cobrien@gmu.edu

Dr. Allison Parsons
award12@gmu.edu

Dr. Seth Parsons
sparson5@gmu.edu

Dr. Debra Sprague
dspragu1@gmu.edu

Dr. Jennifer Suh
jsuh@gmu.edu

Dr. Theresa Wills
twills@gmu.edu

Dr. April Mattix Foster
amattix@gmu.edu

Program Staff
Mathilde Speier
Senior Program Office Coordinator
mspeier@gmu.edu

Valerie Bartush
Academic Advisor
vbartush@gmu.edu

The Elementary Education Program is located in Thompson Hall, Suite 1800, and can be reached at 703.993.3696. For more information, including full bios of each faculty member, visit our website.

Appendix B — Frequently Used Terms and Abbreviations

ACEI: Association for Childhood Education International

Academic Program Coordinator (APC): The faculty member who coordinates and oversees the BSEd and MEd elementary education programs; currently this role is held by Dr. Audra Parker.

Advanced Mentor Teacher (AMT): a classroom teacher who has been recommended by the school principal, has at least three years of teaching experience, and who has completed a three-credit graduate course in mentoring, supporting, and assisting you in your internship

CEHD: College of Education and Human Development

Cohort: group of students who are admitted into the major in the same semester and move through together as a group

Elementary PDS Liaison: The faculty member who coordinates student placements (field experience and internship) in our PDS schools.

INTASC: Interstate New Teachers Assessment and Support Consortium

Clinical Coordinator: The faculty member who oversee the internship experience at a program-level.

Mentor Teacher (MT): a classroom teacher who has been recommended by the school principal and has at least three years of teaching experience

NCATE: National Council for Accreditation of Teacher Education

PBA: Performance Based Assessment

Site Facilitator (SF): a member of a school, selected by the principal to be the point of contact between the elementary program and the school. This person may be a classroom teacher or a specialist (reading, media, etc.) and assists in all areas of support for interns.

University Facilitator (UF): a faculty member or PDS Associate who works in one school to support the goals of the PDS program, supervise all interns in that school, and work with the school's leadership team

Appendix C – Program and Licensure Requirement Checklist

Use this checklist to keep track of important deadlines for program and licensure requirements. **Students are expected to plan ahead, keep records of their test scores and certifications, and complete the requirements on time**. Students have two important deadlines pertaining to their internship application:

- **February 15**: online application + CPR/AED/First Aid certification
- **September 15:** Praxis Subject, VCLA, Teaching Reading + content area coursework

Important: It takes up to 6 weeks for scores to be received and processed so that they appear in the university system for reporting test scores, so plan accordingly when scheduling test dates.

Date Complete	Requirement	Due date and details
	Meet with Content Area Advisor. Update your worksheet and contact Advisor when you complete a requirement.	Initial review meeting must occur prior to applying to the major, ideally this is done during students' very first year (freshman) or prior to applying to Mason (transfers).
	Apply to the major	Apply by August 1 prior to taking cohort classes.
	Content Area coursework complete	By **August 1** prior to the fall practicum course in the last year of the program.
	Fingerprinting	Prior to visiting a school site for field experience hours, students must be fingerprinted and undergo a background check.
	Internship Application	**February 15** prior to taking the practicum in the fall. https://education.gmu.edu/office-of-teacher-preparation/internship/
	Emergency First Aid/CPR/AED	Completion of Emergency First Aid, CPR, and AED Certification requirement must be submitted by the **internship application deadline** and again with the licensure application. https://cehd.gmu.edu/teacher/emergency-first-aid
	Praxis Subject Assessment — Elementary Ed (code 5001-5005)	Official, passing test score must be submitted and in the Mason system by **Sept. 15th** of final year.
	Virginia Communication and Literacy Assessment (VCLA)	Official, passing test score must be submitted and in the Mason system by **Sept. 15th** of final year.
	Teaching Reading: Elementary Test	**Take after finishing ELED 410 and 411 courses.** Official, passing test score must be submitted and in the Mason system by **Sept. 15th** of final year.
	Child Abuse Recognition & Intervention (CARI)	The online module must be completed and certification included in licensure application. http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml
	Dyslexia Awareness Training	Complete VDOE online training on the indicators of dyslexia, and provide certificate with licensure app. http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html

	Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia Modules	Complete the online modules that cover positive behavior interventions and supports; crisis prevention and de-escalation; the use of physical restraint and seclusion consistent with regulations of the Board of Education; and appropriate alternative methods to reduce and prevent the need for the use of physical restraint and seclusion. https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html
	Licensure Application	Apply for licensure after successful completion of all program coursework and degree conferral. The Licensure Coordinator will guide you through this process during your final semester. https://cehd.gmu.edu/teacher/instructions

If you have questions about the above requirements, do not wait! Please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu. Always use your Mason email account and include your full name, G# and program when communicating with CEHD staff and faculty via email.

Appendix D – Experiences to seek out and explore

Use as appropriate to record activities and as a reminder to broaden your experiences.

Activities:

Field Trip
Fire Drill
PTA/PTO meeting
Back-to-School Night
Family Conference
Calls to Parents
Parent Newsletter
Eligibility Conference
Mock Job Interview
IEP Meeting
CLT Meeting

Instruction and Assessment (K-6):

Reading
Writing
Spelling
Oral Language
Mathematics
Social Studies
Science
Health
Physical Science
Music
Art

Equipment:

Computer
Printer
Copier
Doc Cam
Manipulatives
Listening Station
Digital Camera
Smartboard

Observation of Specialists:

Special Education Resource
PE
Music
Art
ESOL
Gifted/Talented/AAP
Reading Specialist
Speech Clinician
Extra or Co-Curricular Activities

Records:

Cumulative Folders
Work Samples
Anecdotal Records
Attendance Records
Grade Book
Report Cards
Accident Report
Emergency Cards
Referral Forms

Test Administration or Interpretation:

Teacher-made
Cognitive Abilities Test (CogAT)
Developmental Reading Assessment (DRA)
Naglieri Non-Verbal Ability Test (NNAT)
Virginia Standards of Learning (SOL)
Readiness Test/Inventory

Duties:

Playground
Cafeteria
Bus
Hall

Notes:

Appendix E – BSEd 4-Year Plan

Academic Plan – 2023-24 Academic Year

Semester	✔	Courses	Credits	Requirement Met/ Notes
		**Students begin in Pre-Elementary Ed status.** The order below for the first 2 years is recommended, but not required. Your course sequence is flexible with the exception of the English classes which must be taken in order (ENGH 101, Lit, ENGH 302).		
Fall (14 cr.)		ENGH 101: Composition	3	Mason Core + Content Area
		Natural Science with Lab	4	Mason Core + Content Area
		Math (MATH 271 Math for ELED Teachers recommended)	3	Content Area
		Social & Behavioral Science (EDUC 200 recommended)	3	Mason Core
		Elective (UNIV 100 recommended)	1	
Spring (15 cr.)		World History (HIST 125)	3	Mason Core + Content Area
		Oral Communication (COMM 101)	3	Mason Core + Content Area
		Literature (ELED 258: Children's Literature recommended)	3	Mason Core + Content Area
		Quantitative Reasoning (MATH 272 recommended)	3	Mason Core + Content Area
		Elective (GOVT 103 or ECON recommended)	3	Content Area
Fall (16 cr.)		Natural Science with Lab (choose different discipline)	4	Mason Core + Content Area
		Arts (ARTH 101: Introduction to Visual Arts recommended)	3	Mason Core + Content Area
		IT (ELED 257 Integrating Tech in PK-6 Classroom recommended)	3	Mason Core
		ELED 242: Foundations of Elementary Education	3	Major
		Elective (HIST 121 **or** HIST 122 required)	3	Content Area
Spring (15 cr.)		ENGH 302: Advanced Comp (Social Science or multi-disciplinary section, Prereqs: ENGH 101, Lit, at least 45 credits complete)	3	Mason Core + Content Area
		Global Understanding (GGS 101 Major World Regions recommended)	3	Mason Core + Content Area
		EDUC 301: Educating Diverse and Exceptional Learners	3	Major
		Elective	6	
		**Complete the online application to the major and meet all admission requirements by August 1 to be fully admitted to the major and allowed to register for the ELED major courses listed below.** Students must complete the ELED courses below as a cohort, in the sequence shown. ELED courses will be offered once per year and must be completed with a C or better. (See next page for more details about application process.)		
Fall (14 cr.)		ELED 305: Foundations of Elementary Methods & Management	3	
		ELED 443: Children, Families, Culture and Schools	3	
		ELED 454: Methods for Teaching Social Studies	3	
		ELED 410: Emergent & Early Literacy	3	
		ELED 390: Clinical Experience	2	
Spring (13+ cr.)		ELED 401: Classroom Mgmt, Instructional Strategies	3	*Prereq: EDUC 305*
		ELED 411: Reading Dvlpment, Processes, Assessment, & Pedagogy	3	*Prereq: ELED 410*
		ELED 452: Mathematics Methods for the Elementary Classroom	3	
		ELED 453: Science Methods for the Elementary Classroom	3	
		ELED 391: Clinical Experience	1	
		Electives, Mason Core, or Content Area courses, if needed		
Fall (15 cr.)		ELED 402: Differentiating Elementary Methods and Management	3	*Prereq: ELED 401*
		ELED 412: Writing Development, Processes, & Pedagogy	3	*Prereqs: ELED 410 and 411*
		ELED 421: STEM in the Elementary Classrooms	3	
		ELED 480: Practicum in Elementary Education	3	
		Elem Ed Program Elective (see next page for options)	3	
Spring (12+ cr.)		ELED 459: Research & Assessment in Elementary Education	3	*Co-req: ELED 490*
		ELED 490: Internship in Elementary Education	9	*Prereq: ELED 480*
		Electives, Mason Core, or Content Area courses, if needed		

Appendix F — Dispositions and Professional Development Improvement Plan

Education professionals are held to high standards both inside and outside of the classroom, so students in the Elementary Education program have a responsibility to develop and exhibit the behaviors and dispositions of a professional educator. Dispositions are formally evaluated at various points in the Elementary Education program and as needed whenever concerning behaviors are noted. This gives students the opportunity to proactively address any areas requiring growth. Therefore, when dispositions are assessed as 'needs improvement', the candidate must take steps to improve and grow as a professional educator.

This *Dispositions Assessment Tools,* which can include a *Development Plan*, serves as a means for faculty to provide feedback to students who need assistance in the development of professional dispositions and behaviors in the field and in coursework. The faculty evaluator can use this tool as an intervention by itself, in order to guide a conversation with the student, or they can use the tool in conjunction with a Development plan that includes specific action steps the student must take by a specific deadline.

If a *Development Plan* is needed, it should include:
1. Identification of the specific areas requiring further development.
2. Measurable action steps student must take, including
   a. Specific activities to accomplish the goals including but not limited to reflections, multiple observations, role-playing activities, and other opportunities for feedback to the candidate by the evaluator regarding the disposition(s) in question, and/or
   b. Specific resources necessary to implement the plan, including but not limited to readings; opportunities for the candidate to work with specialists, faculty, classroom teachers, fellow candidates, or others with relevant expertise; and training videos
3. Procedures and evidence to determine whether or not the goals of the plan were met by the target completion date for the plan.
4. The student's written comments (if any) attached.
5. Signatures of faculty evaluator and student.

If the student shows some progress by the deadline but has not yet completed all requirements, the faculty evaluator may extend the timeline of the plan and may modify the plan if appropriate. Failure to satisfy this development plan may result in termination from the program; please see the student handbook for details on that process.

PROFESSIONAL DISPOSITIONS in CLASS (PDC) ASSESSMENT TOOL

The ELED faculty reviewer may communicate with the student's advisor, other ELED faculty, field placement or internship University Facilitator, Site Facilitator, and/or Mentor Teacher, as appropriate, and take input from them into consideration.

Student Name & G#: _____Faculty Reviewer: _____
ELED course(s) and/or field site: _____Date of Review: _____

Rating Scale:
N = needs improvement; S = satisfactory; H+ = highly commendable, N/A = not applicable

Characteristics of Professional Dispositions in Class (PDC)	Rating	Notes
Attendance		
Attends every class, arriving on time and staying the entire session		
Comes to class prepared with assigned readings and activities complete		
Participation		
Engages productively in class discussions and activities		
Shows respect for, and collaborates with, classmates		
Responds to all communications from faculty and program staff in a prompt and professional manner		
Submits assignments on time		
Learner Characteristics		
Approaches learning through a growth mindset		
Reflects on, and implements suggestions from, previous feedback		
Communicates proactively with instructors regarding questions, concerns, or any additional issues that may need to be addressed		
Demonstrates effort to continue learning both content and pedagogy		
Is a self-determined learner who takes initiative and problem solves		
Displays flexible thinking		
Other:		

☐ Development Plan needed (see attached)　　　☐ No Development Plan needed at this time

PROFESSIONAL DISPOSITIONS in the FIELD (PDF) ASSESSMENT TOOL

To be provided to the student prior to the initial conference so they can prepare for the discussion. The reviewer may communicate with the student's advisor, other ELED faculty, field placement or internship University Supervisor, Site Facilitator, and/or Mentor Teacher, as appropriate, and take input from them into consideration.

Student Name & G#: _____Faculty Reviewer: _____

ELED course(s) and/or field site: _____Date of Review: _____

Rating Scale:

N = needs improvement; S = satisfactory; H+ = highly commendable, N/A = not applicable

Characteristics of Professional Dispositions in the Field (PDF)	Rating	Notes
Professionalism		
Meets all expectations for attendance - is punctual; arrives early when needed for adequate planning time with the mentor teacher; stays the agreed-upon amount of time; remains late enough to be sure of being prepared for the next day		
Is responsible, dependable, and observant of school policies and procedures – reads assigned school's faculty handbook and conforms to the professional expectations of the school site.		
Is prepared for the day upon arrival which includes presenting complete lesson plans and materials in advance for feedback		
Is responsive to requests from mentor teacher to participate in non-classroom activities as needed (if issues arise with such requests, bring them to the attention of University Supervisor)		
Presents a professional appearance in dress, demeanor and teacher presence		
Exhibits the highest professional and scholarly ethics and upholds high expectations for all students - demonstrates respect for all students, the school, and the community		
Demonstrates stamina, flexibility, and a positive attitude - mindset allows for instructional adjustments, anticipation of challenges		
Reflective Practice		
Welcomes assistance for improvement and problem solving - solicits feedback on planning, teaching, and assessment of student learning (it is your responsibility to clarify any confusion on these issues with your mentor teacher/university facilitator)		
Applies feedback appropriately to improve performance		

Reflects on professional practice including personal vision for teaching/learning – can develop and explain professional judgements using research-based theory and practice		
Possesses the basic skills and knowledge needed to guide students' learning - identifies and addresses own content gaps related to teaching assignments		
Communication		
Contacts University Supervisor at the first sign of any difficulties or concerns		
Communicates professionally verbally and electronically with University Supervisor, Mentor Teacher and other school personnel and administrators		
Develops and maintains positive, productive, professional relationships with all professional colleagues and support staff		
Encourages positive classroom interactions - actively engages with students		
Relates to students in developmentally appropriate ways - uses responsive language and actions to establish boundaries and teacher presence		
Follows school policies regarding communication with families - maintains confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law		
Other:		

☐ Development Plan needed (see attached)   ☐ No Development Plan needed at this time

Development Plan

The student and evaluator will collaborate on this Development Plan during the initial concern conference. If consensus is not reached, the evaluator shall develop and finalize the Development Plan.

Measurable Goals List specific goals based on the *Dispositions Assessment Tool.*	Action Steps for Remediation Include all specific professional learning activities and resources required.

Evidence of Improvement
Indicate types of evidence that will support and document the student's development to a satisfactory level. These may include follow-up observations, written reflections, assigned readings, role-playing and conferencing, and related assessments of learning.

Timelines for Goal Completion
The required actions steps in this plan must be successfully completed by the following date: _____. A final conference between the evaluator and student will take place on or shortly after this date.

Faculty Signature: _____ **Date:** _____
I have carefully reviewed the Development Plan with the student and have clearly communicated what is expected of the student to satisfy this plan.

Student Signature: _____**Date**: _____
I have received the Development Plan, understand it, and will work on the plan as described.

Upon signing, both student and evaluator will receive a copy of this plan and make a note of the target completion date. The student and evaluator may each request to meet for further clarification of the *Development Plan*, to give a progress report, or to request modifications to the *Development Plan* including its deadlines. The final decision to modify a *Development Plan* or extend its deadlines rests with the evaluator.

Final Plan Conference and Outcome
The evaluator and student meet at the end of the plan and review the student's progress. This should include a review of all professional development activities, observation notes, reflections, and other evidence of growth.

The student has met the objectives of this plan by the deadline indicated above.
- ☐ Yes
- ☐ No, but has shown progress and is granted an extension to _____.
- ☐ No, and no significant progress has been made. Student case referred to the APC.

Faculty Signature: _____ **Date:** _____

Student Signature: _____**Date**: _____

Appendix G —Professional Organizations

Multiple professional organizations and associations for educators provide student memberships at a discounted rate. Students should consider joining at least one national, state or local organization to take advantage of membership benefits that will aid in their development as professional educators.

ASCD

International Society for Technology in Education (ISTE)

Virginia Society for Technology in Education (VSTE)

Virginia State Literacy Association

National Council of Teachers of Mathematics

Virginia Council of Teachers of Mathematics

The National Association for Multicultural Education (NAME)

National Science Teaching Association

National Council for the Social Studies

Virginia Council for the Social Studies