

# ELEMENTARY EDUCATION PROGRAM UNDERGRADUATE STUDENT HANDBOOK

2021 – 2022 Academic Year



Elementary  
Education

**George Mason University**  
**College of Education and Human Development**  
**School of Education**

Thompson Hall 1800B  
4400 University Drive MS 4B3  
Fairfax, VA 22030

<https://education.gmu.edu/elementary-education/>

*Updated April 28, 2021*

# Table of Contents

Introduction .....	4
Program Details.....	4
Curriculum Requirements.....	5
General University Requirements.....	5
Program Course Requirements.....	5
Electives .....	6
Content Area Coursework (Endorsements) .....	6
Admission to Major .....	6
Cohort Course Sequencing .....	6
Information for Transfer Students.....	7
Academic Advising.....	8
Field Experience.....	8
Fingerprinting & Background Check .....	9
Go React.....	9
Removal from Field Placement .....	10
Internship.....	10
Application for Internship .....	10
University and Program Policies .....	11
Academic Policies .....	11
Accommodations.....	11
Attendance .....	12
Attire.....	12
Communication .....	12
Email Communication.....	12
Social Media .....	13
Dispositions .....	13
Dispositions Reviews.....	15
Process for Addressing Violations of Dispositions .....	15
Grading Policies .....	16
Revision of coursework.....	16
Extensions .....	16
Incomplete Grades.....	16
Withdrawing from a Course.....	16
Grade Appeals and Grievance Procedures .....	17
Termination Policy and Process.....	17
Academic Termination.....	17

Non-Academic Termination .....	17
Termination Process .....	18
Graduation and Beyond .....	18
Licensure.....	18
Graduation.....	18
Alumni.....	18
Appendix A - Elementary Education Faculty and Staff .....	19
Appendix B — Frequently Used Terms and Abbreviations .....	20
Appendix C – Program and Licensure Requirement Checklist.....	21
Appendix D – Experiences to seek out and explore.....	23
Appendix E – BSEd 4-Year Plan .....	24
Appendix F — Dispositions and Professional Development Plan .....	25
Dispositions Assessment Tool.....	26

## 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.

## 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 (formerly referred to as endorsements) 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 their upper-level coursework and internship 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 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 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 opt to attend part-time or 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.

## 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 37-38 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 once students are taking their ELED cohort classes, there is not much room in their schedules to fit any unfinished Mason Core courses.

### Program Course Requirements

There are 57 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 what they should register for the following semester.

For the required Elementary Ed Program elective, students can choose from the following classes: 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, and ECED 404 Engaging Families of Diverse Learners, Birth – Grade 6.

Semester	Courses	Credits	Prerequisites / Notes
<b>3<sup>rd</sup> Year Fall (15 cr.)</b>	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	
	<i>Elective</i>	3	
<b>3<sup>rd</sup> Year Spring (15 cr.)</b>	ELED 401: Classroom Mgmt, Instructional Strategies for Diverse Learners	3	<i>Prereq: EDUC 301</i>
	ELED 411: Reading Development, Processes, Assessment, & Pedagogy	3	<i>Prereq: ELED 410</i>
	ELED 452: Mathematics Methods for the Elementary Classroom	3	
	ELED 453: Science Methods for the Elementary Classroom	3	
	Elem Ed Program Elective	3	
<b>4<sup>th</sup> Year Fall (15 cr.)</b>	ELED 402: Differentiating Elementary Methods and Management	3	
	ELED 412: Writing Development, Processes, & Pedagogy	3	<i>Prereqs: ELED 410 and 411</i>
	ELED 421: STEM in the Elementary Classrooms	3	
	ELED 480: Practicum in Elementary Education	3	
	<i>Elective</i>	3	
<b>4<sup>th</sup> Year Spring (15 cr.)</b>	ELED 459: Research & Assessment in Elementary Education	3	<i>Co-req: ELED 490</i>
	ELED 490: Internship in Elementary Education	9	<i>Prereq: ELED 480</i>
	<i>Elective</i>	3	

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, their Elem Ed Program Elective, and any unfinished content area courses they may need.

### ***Electives***

There are 25 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 compliment 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 (Endorsements)***

In order to obtain the state 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 will need to teach language arts, math, science and social studies for grades PK – 6. As mentioned previously, many of these requirements can be met with your Mason Core classes. ELED students are required to have these complete by August 1 prior to the start of practicum and internship in their final year. 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](mailto: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 this form along with supporting documentation as required, and meet 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 (endorsement) review and have a plan for completion of any unfinished endorsements

Admission decisions 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 at that time. 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. They can also meet with CEHD's Pre-Education Advisor to explore other program options within education.

### **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, 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 in a way that allows students to build upon their knowledge and skills as they prepare for internship, therefore some courses require specific prerequisite coursework to be successfully completed prior to taking the class. Additionally, our cohorts will begin each fall only (not in the spring or summer), so students who become off-track with their cohort are in danger of delaying their graduation by a full year. This can occur if a student does not take the prescribed list of courses for a semester, or it can happen when a student does not earn the minimum required grade for ELED classes (C or higher). 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

Students who begin their college career at Northern Virginia Community College (NOVA) should enroll in the [ADVANCE](#) program to ensure a seamless transition from NOVA to Mason. Completing this program guarantees that students who transfer to Mason in the fall will be ready to begin their cohort classes.

NOVA students who do *not* participate in ADVANCE and transfer students from other institutions should ideally meet with Mason’s pre-education advisors prior to their transfer. If a student has not done this, they should meet with the Content Area Advisor in the very beginning of their first semester, ideally before the add/drop deadlines.

- **Pre-education Advisor:** Assists students who are considering a career in education but are not yet sure which program and licensure area they want to choose. This person also assists Bachelor’s to Accelerated Master’s (BAM) students with the application, course mapping, and transition process.
- **Content Area Advisor:** Assists students with understanding the course content area (endorsement) requirements for their licensure area and creating a plan to complete them.

More information about the advisors listed above along with a link to their appointment scheduling system can be found on the website [HERE](#).

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 required classes. This process begins by the student submitting the [Transfer Credit Re-Evaluation Appeal Form](#) 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 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

All ELED students have access to multiple advisors and should take advantage of this valuable resource. The section above listed the **Pre-education Advisor** and **Content Area Advisor**; information about these advisors along with a link to their appointment scheduling system can be found on the website [HERE](#).

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 advising team, along with CEHD’s Student Academic Success Coordinator, 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. Almost every EDUC and ELED course includes a field experience component that requires 10 to 15 hours for the semester. **Students are required to complete the hours for ELED classes in one of our PDS partner schools. Fingerprinting procedures vary across our partnership sites.**

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.
- 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.
- At the beginning of each semester, ask for a few minutes of the teacher's time 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.
- 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.

During your field experience, 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 B)*** 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.

### ***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 system or Mason. When applying for the background check/fingerprinting, 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 must 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 courses, field experiences, and final internship. Go React is a web-based video coding program that will enhance both coursework and professional development. Student will purchase a Go React license in their first or second semester after being officially admitted to the major in BEd status, and will use it through graduation.

## ***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. 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. The student may be required to sit out one semester and complete a remediation plan before being placed in the field again. Should a candidate be removed from a field placement a second time, their case will be reviewed for termination from the program and the student will sit out for up to one year. Should a third removal occur, the student will be immediately terminated from the program.

Due process is followed should a removal from field placement occur; see the section on *Process for Addressing Violations of Dispositions* for details. For the process involving termination, see the section titled *Student Termination Policy and Process*

## **Internship**

We use the terms internship and student teaching interchangeably to describe the year-long, capstone experience in the BSEd program. This begins in the fall semester with a 3-credit practicum course and continues into the spring with a 9-credit internship course. In the fall, students will spend 3 days/week at their school site, and in the spring, they'll be there 5 days/week. A stipend may be available in return for substitute teaching at the school site of your internship. Stipend availability is dependent upon the approval by the school boards of our partnership schools.

The internship schedule is 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 this final year because they will be at their school site or in class at. All students will be placed in a PDS Network school; currently those are located within the Fairfax, Loudoun, and Prince William County School districts. 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.

## ***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. 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
- **August 1:** passing scores for the VCLA and Praxis Subject exams + completion of all endorsements
- **November 1:** passing score for the RVE exam

**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 submitted and approved. Required tests include:

- Virginia Communication and Literacy Assessment (VCLA)
- Reading for Virginia Educators (RVE)
- Praxis Subject Assessment for Elementary Education (formerly Praxis II)

Additional details about the above exams can be found [HERE](#).

### **Content Area Courses (aka Endorsements)**

ALL [content area coursework](#) must be completed, with all transcripts submitted and approved by the CEHD Content Area Advisor, prior to the internship application deadline of August 1. 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 “hands-on” [First Aid/CPR/AED training](#) has been completed. Due to the COVID 19 pandemic, the hands-on component has been temporarily waived. Before completing your training, please check the site linked here in the section to see if that requirement is still being waived.

If you have any questions about the above requirements, please contact your advisor or the Clinical Practice Coordinator at [internsh@gmu.edu](mailto:internsh@gmu.edu).

## **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, **no more than one unexcused absence is allowed for any course**. 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.

## 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/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@masonlive.gmu.edu](mailto:tteacher@masonlive.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) promotes maintaining standards of professional grading and requires applicants for licensure to possess good moral character. Students must meet grading standards and course requirements as well as demonstrate professional performance in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the School of Education expects its students to develop and exhibit the following professional dispositions:

### **I. Commitment to the Profession**

- a. Promoting exemplary practice
- b. Excellence in teaching and learning
- c. Advancing the profession
- d. Engagement in partnerships

### **II. Commitment to Honoring Professional Ethical Standards**

- a. Fairness
- b. Honesty
- c. Integrity
- d. Trustworthiness
- e. Confidentiality
- f. Respect for Colleagues and students

### **III. Commitment to Key Elements of Professional Knowledge**

- a. Belief that all individuals have the potential for growth and learning
- b. Persistence in helping individuals succeed
- c. High standards
- d. Safe and supportive learning environments
- e. Systematic planning

- f. Intrinsic motivation
- g. Reciprocal, active learning
- h. Continuous, integrated assessment
- i. Critical thinking
- j. Thoughtful, responsive listening
- k. Active, supportive interaction
- l. Technology-supported learning
- m. Research-based practices
- n. Respect for diverse talents, abilities and perspectives
- o. Authentic and relevant learning

**IV. Commitment to Being a Member of a Learning Community**

- a. Professional dialogue
- b. Self-improvement
- c. Collective improvement
- d. Reflective practice
- e. Responsibility
- f. Flexibility
- g. Collaboration
- h. Continuous, lifelong learning

**V. Commitment to Democratic Values and Social Justice**

- a. Understanding systematic issues that prevent full participation
- b. Awareness of practices that promote equity and access
- c. Respects the opinion and dignity of others
- d. Appreciates and integrates multiple perspectives

**In addition, candidates for initial teaching licensure in elementary education are assessed on the following standards:**

- Possess the basic skills and knowledge needed to guide students' learning
- Demonstrate effort to continue learning both content and pedagogy
- Reflect on his/her professional practice, including personal teaching and learning style
- Welcome assistance for improvement and problem solving
- Can develop and explain professional judgment using research-based theory and practice
- Engage in productive relationships with professional colleagues and support staff
- Demonstrate stamina, flexibility, and a positive attitude
- Is responsible, dependable, and observant of school policies and procedures
- Project a professional image in terms of demeanor and appearance
- Maintain confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law
- Is punctual and prepared for all responsibilities
- Meets all expectations for professional behavior

Students must understand that they have a responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education. Their development toward the acquisition of such professional dispositions will be part of the Elementary Program assessment process.

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education

(Adopted 2002, Approved by PDS/Partnership Advisory Board 12/6/02)

### ***Dispositions Reviews***

Once admitted to BSED status, students will be evaluated on their academic and professional performance by faculty teaching the ELED courses at the beginning of the cohort classes, midway through, and during internship. Faculty will provide an assessment of the student's performance based upon the Professional Dispositions listed in this handbook. The faculty may require a personal interview as part of this dispositions review. Students with noted concerns will be asked to complete a *Remediation Plan*, as appropriate.

### ***Process for Addressing Violations of Dispositions***

If a student violates the professional disposition standards, the following steps will be taken:

- If the violation is not unethical or one that creates a safety concern, the faculty/staff member may have an informal discussion with the student or address it during the above review process.
- If the violation 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 meeting with the student and any other relevant faculty or staff to discuss the violation and remediation 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 Remediation 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 endorsement 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 9<sup>th</sup> week of the following semester, or earlier if specified in the contract. (See the [catalog](#) for the full policy.)

### ***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 17 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 an 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 student who has below a 2.5. If a student who has been officially admitted to the major 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 Violations of Dispositions* for the procedures that will be followed when a student’s behavior violates the professional dispositions. If a student does not meet the requirements of the remediation plan, they will be eligible for termination from the program.

### ***Termination Process***

The CEHD Dean's office formally notifies 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 an additional violation. If the appeal is denied, the student will be 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, Rebekah Flis Wills, at [rflis@gmu.edu](mailto:rflis@gmu.edu). View the requirements and application [HERE](#).

### **Graduation**

Graduation from Mason is not automatic! There are a number of 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 [School of Education degree celebration](#). The degree celebration is where the student graduates will get to walk across the stage as their names are called.

### **Alumni**

There are multiple ways for alumni to stay connected with CEHD and Mason. Check out our [alumni webpage](#) for details.

## Appendix A - Elementary Education Faculty and Staff

### Program Faculty

Dr. Audra Parker  
Academic Program Coordinator  
[aparke19@gmu.edu](mailto:aparke19@gmu.edu)

Dr. Courtney Baker  
[cbaker@gmu.edu](mailto:cbaker@gmu.edu)

Dr. Mandy Bean  
Elementary PDS Liaison  
[Abean5@gmu.edu](mailto:Abean5@gmu.edu)

Dr. Teresa Elkins  
[tedkins@gmu.edu](mailto:tedkins@gmu.edu)

Dr. Andrew Gilbert  
[agilbe14@gmu.edu](mailto:agilbe14@gmu.edu)

Dr. Lois Groth  
[lgroth@gmu.edu](mailto:lgroth@gmu.edu)

Dr. Jennifer Hathaway  
[Jhathaw2@gmu.edu](mailto:Jhathaw2@gmu.edu)

Dr. Elizabeth Levine-Brown  
[ebrown11@gmu.edu](mailto:ebrown11@gmu.edu)

Ms. Charlene O'Brien  
[cobrien@gmu.edu](mailto:cobrien@gmu.edu)

Dr. Allison Parsons  
[award12@gmu.edu](mailto:award12@gmu.edu)

Dr. Seth Parsons  
[sparson5@gmu.edu](mailto:sparson5@gmu.edu)

Dr. Debra Sprague  
[dspragu1@gmu.edu](mailto:dspragu1@gmu.edu)

Dr. Jennifer Suh  
[jsuh@gmu.edu](mailto:jsuh@gmu.edu)

Dr. Theresa Wills  
[twills@gmu.edu](mailto:twills@gmu.edu)

### Program Staff

Mathilde Speier  
Program Manager & Outreach Coordinator  
[mspeier@gmu.edu](mailto:mspeier@gmu.edu)

Valerie Bartush  
Academic Advisor  
[vbartush@gmu.edu](mailto:vbartush@gmu.edu)

The Elementary Education Program is located in Thompson Hall, Suite 1800, and can be reached at 703.993.3696 or [elemed@gmu.edu](mailto:elemed@gmu.edu). For more information, including full bios of each faculty member, please visit [our website](#).

## Appendix B — Frequently Used Terms and Abbreviations

**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 Coordinator:** The faculty member who coordinates student placements (field experience and internship) in our PDS schools; this position is currently held by Dr. Mandy Bean.

**INTASC:** Interstate New Teachers Assessment and Support Consortium

**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 and supporting documents + CPR certification
- **August 1:** Praxis Subject, VCLA + content area coursework/endorsements
- **November 1:** RVE

**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 Endorsement Advisor	Meeting must occur prior to applying to the major, ideally this is done during students' very first semester (for freshman admits) or prior to applying to Mason (for transfer admits).
	Content Area coursework complete and all official documentation submitted	By <b>August 1</b> 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. Details for this will be discussed in your orientation.
	Internship Application	<b>February 15</b> prior to taking the practicum in the fall. <a href="https://cehd.gmu.edu/epo/student-internship">https://cehd.gmu.edu/epo/student-internship</a>
	Emergency First Aid/CPR/AED	Verification of completion of in-person Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system by the <b>internship application deadline</b> and again with the licensure application. <a href="https://cehd.gmu.edu/teacher/emergency-first-aid">https://cehd.gmu.edu/teacher/emergency-first-aid</a>
	Praxis Subject Assessment — Elementary Education Subjects Assessment (code 5001-5005)	Official, passing test score must be submitted and in the Mason system by <b>Aug. 1<sup>st</sup></b> of prior to the fall practicum course.
	Virginia Communication and Literacy Assessment (VCLA)	Official, passing test score must be submitted and in the Mason system by <b>Aug. 1<sup>st</sup></b> of prior to the fall practicum course.
	Reading for Virginia Educators (RVE)	<b>Do not take this exam until completion of the first two ELED literacy courses.</b> Official, passing test score must be submitted and in the Mason system by <b>Nov. 1<sup>st</sup></b> during the fall practicum course.
	Child Abuse Recognition & Intervention (CARI)	The online module must be completed and certification included in licensure application. <a href="http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml">http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml</a> <b>Print and keep this certificate for licensure.</b>

	Dyslexia Awareness Training	Complete VDOE online training on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. <a href="http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html">http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html</a> <b>Print and keep this certificate for licensure.</b>
	Positive Behavior Interventions and Supports Modules ( <i>New requirement beginning in fall 2020.</i> )	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. <a href="https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html">https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html</a> <b>Print and keep this certificate for licensure.</b>
	Licensure Application	During internship semester begin to explore licensure application requirements. You may apply for licensure after successful completion of all program coursework and final grades have posted. The CEHD Licensure Coordinator will guide you through this process during your final semester. <a href="https://cehd.gmu.edu/teacher/instructions">https://cehd.gmu.edu/teacher/instructions</a>

If you have questions about the above requirements, do not wait! Please contact your advisor or the Clinical Practice Coordinator at [internsh@gmu.edu](mailto:internsh@gmu.edu). Always use your Mason email account and include your full name, G# and program/content area 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.

<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>Field Trip</li> <li>Fire Drill</li> <li>PTA/PTO meeting</li> <li>Back-to-School Night</li> <li>Parent Conference</li> <li>Calls to Parents</li> <li>Parent Newsletter</li> <li>Eligibility Conference</li> <li>Mock Job Interview</li> <li>IEP Meeting</li> <li>CLT Meeting</li> </ul> <p><b><u>Instruction and Assessment (K-6):</u></b></p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Spelling</li> <li>Oral Language</li> <li>Mathematics</li> <li>Social Studies</li> <li>Science</li> <li>Health</li> <li>Physical Science</li> <li>Music</li> <li>Art</li> </ul> <p><b><u>Equipment:</u></b></p> <ul style="list-style-type: none"> <li>Computer</li> <li>Printer</li> <li>Copier</li> <li>Doc Cam</li> <li>Manipulatives</li> <li>Listening Station</li> <li>Digital Camera</li> <li>Smartboard</li> </ul>	<p><b><u>Observation of Specialists:</u></b></p> <ul style="list-style-type: none"> <li>Special Education Resource</li> <li>PE</li> <li>Music</li> <li>Art</li> <li>ESOL</li> <li>Gifted/Talented</li> <li>Reading Specialist</li> <li>Speech Clinician</li> <li>Extra or Co-Curricular Activities</li> </ul> <p><b><u>Records:</u></b></p> <ul style="list-style-type: none"> <li>Cumulative Folders</li> <li>Work Samples</li> <li>Anecdotal Records</li> <li>Attendance Records</li> <li>Grade Book</li> <li>Report Cards</li> <li>Accident Report</li> <li>Emergency Cards</li> <li>Referral Forms</li> </ul> <p><b><u>Test Administration or Interpretation:</u></b></p> <ul style="list-style-type: none"> <li>Teacher-made</li> <li>Cognitive Abilities Test (CogAT)</li> <li>Developmental Reading Assessment (DRA)</li> <li>Naglieri Non-Verbal Ability Test (NNAT)</li> <li>Virginia Standards of Learning (SOL)</li> <li>Readiness Test/Inventory</li> </ul> <p><b><u>Duties:</u></b></p> <ul style="list-style-type: none"> <li>Playground</li> <li>Cafeteria</li> <li>Bus</li> <li>Hall</li> </ul>
--	---

Notes:

# Appendix E – BSEd 4-Year Plan

## Suggested Academic 4-Year Plan

Semester	✓	Courses	Credits	Prerequisites / Notes
1 <sup>st</sup> Year Fall (14 cr.)		ENGH 101: Composition	3	Mason Core
		Natural Science with Lab	4	Mason Core
		<i>Elective</i> (MATH 271 Math for Elementary Teachers recommended)	3	Content area course
		Soc/Behavior Science (EDUC 200 recommended)	3	Mason Core
	<i>Elective</i> (UNIV 100 recommended)	1		
1 <sup>st</sup> Year Spring (15 cr.)		Western Civilization (HIST 100 or 125)	3	Mason Core
		Oral Communication (COMM 101)	3	Mason Core
		Literature (ELED 258: Children’s Literature recommended)	3	Mason Core
		Quantitative Reasoning (MATH 272 Math for Elementary Teachers II recommended)	3	Mason Core <i>Prereq: MATH 271</i>
	<i>Elective</i> (GOVT 103 or ECON recommended)	3	Content area course	
2 <sup>nd</sup> Year Fall (16 cr.)		Natural Science with Lab (choose different discipline)	4	Mason Core
		Arts (ARTH 101: Introduction to Visual Arts recommended)	3	Mason Core
		IT (ELED 257 Integrating Tech in PK-6 Classroom recommended)	3	Mason Core
		ELED 242: Foundations of Elementary Education	3	
	<i>Elective</i> (HIST 121 <u>or</u> HIST 122 required)	3	Fulfills content area course	
2 <sup>nd</sup> Year Spring (15 cr.)		ENGH 302: Advanced Composition (Social Science or multi-disciplinary section)	3	<i>Prereqs: ENGH 101, Lit, at least 45 credits complete</i>
		Global Understanding (GGS 101 Major World Regions recommended)	3	Mason Core
		EDUC 301: Educating Diverse and Exceptional Learners	3	
		<i>Elective</i>	3	
	<i>Elective</i>	3		
<b>Complete the online application to the major and meet all admission requirements by August 1. Remaining coursework will be completed as a cohort. ELED courses will be offered once per year and must be completed with a C or better.</b>				
3 <sup>rd</sup> Year Fall (15 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	
	<i>Elective</i>	3		
3 <sup>rd</sup> Year Spring (15 cr.)		ELED 401: Class Mgmt, Instructional Strategies for Diverse Learners	3	<i>Prereq: EDUC 301</i>
		ELED 411: Reading Development, Processes, Assessment, & Pedagogy	3	<i>Prereq: ELED 410</i>
		ELED 452: Mathematics Methods for the Elementary Classroom	3	
		ELED 453: Science Methods for the Elementary Classroom	3	
	Elem Ed Program Elective	3		
4 <sup>th</sup> Year Fall (15 cr.)		ELED 402: Differentiating Elementary Methods and Management	3	
		ELED 412: Writing Development, Processes, & Pedagogy	3	<i>Prereqs: ELED 410 and 411</i>
		ELED 421: STEM in the Elementary Classrooms	3	
		ELED 480: Practicum in Elementary Education	3	
	<i>Elective</i>	3		
4 <sup>th</sup> Year Spring (15 cr.)		ELED 459: Research & Assessment in Elementary Education	3	<i>Co-req: ELED 490</i>
		ELED 490: Internship in Elementary Education	9	<i>Prereq: ELED 480</i>
	<i>Elective</i>	3		



## Appendix F — Dispositions and Professional Development 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 Tool*, 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.

# Dispositions Assessment Tool

To be provided to the student **prior to the initial conference** so they can prepare for the discussion. The faculty 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:** - = needs improvement; ✓ =satisfactory; + = highly commendable, N/A = not applicable

Characteristics of Professional Dispositions in Class	Rating	Notes
Prepares for each class and engages in class discussions and activities		
Attends every class, arriving on time and staying the entire session		
Submits assignments on time		
Communicates proactively with instructors regarding questions, concerns or any issues that may need to be addressed		
Responds to all communications from faculty and program staff in a prompt and professional manner		
Shows respect for and collaborates with classmates		
Other:		
Characteristics of Professional Dispositions in the Field		
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		
Presents a professional appearance		
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)		
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)		
Applies feedback appropriately to improve performance		
Identifies and addresses own content gaps related to teaching assignments		
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.		
Uses resources, including technology, appropriately and effectively		
Demonstrates respect for all students, the school, and the community		
Exhibits the highest professional and scholarly ethics and upholds high expectations for all students.		
Relates to students in developmentally appropriate ways		
Encourages positive classroom interactions		
Develops and maintains positive professional relationships within the school		
Communicates effectively and appropriately with parents		
Other:		

Development Plan needed (see next page)

No Development Plan needed at this time

## Development Plan

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

<b>Measurable Goals</b> List specific goals based on the <i>Dispositions Assessment Tool</i> .	<b>Action Steps for Remediation</b> 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:** \_\_\_\_\_